

THE UNIVERSITY
OF ILLINOIS
LIBRARY

020.6

AM

1917

—op. 2

Return this book on or before the
Latest Date stamped below.

Theft, mutilation, and underlining of books
are reasons for disciplinary action and may
result in dismissal from the University.

University of Illinois Library

SEP 28 1965

OCT 26 1978

JAN 2 1979

OCT 6 1978

L161—O-1096

LIBRARY
UNIVERSITY OF ILLINOIS
URBANA

BULLETIN

OF THE

AMERICAN LIBRARY ASSOCIATION

Entered as second-class matter December 27, 1909, at the Post Office at Chicago, Ill., under
Act of Congress of July 16, 1894.

VOL. 11, No. 4.

CHICAGO, ILL.

JULY, 1917

CONTENTS

Papers and Proceedings of the Louisville Conference

OFFICERS OF THE ASSOCIATION

PRESIDENT

WALTER L. BROWN - - - - - *Buffalo Public Library*

FIRST VICE-PRESIDENT

HARRISON W. CRAVER *Library of the Engineering Societies, N. Y.*

SECOND VICE-PRESIDENT

GEORGE H. LOCKE - - - - - *Toronto Public Library*

TREASURER

CARL B. RODEN - - - - - *Chicago Public Library*

SECRETARY

GEORGE B. UTLEY - - A. L. A. *Executive Office, Chicago*

PAPERS AND PROCEEDINGS

OF THE

THIRTY-NINTH ANNUAL MEETING

20043
332 rev.

OF THE

AMERICAN LIBRARY ASSOCIATION

HELD AT

LOUISVILLE, KY.

JUNE 21-27, 1917

AMERICAN LIBRARY ASSOCIATION
CHICAGO, ILL.

1917

CONTENTS

TITLE	AUTHOR	PAGE
President's address: The changing public	Walter L. Brown	91
Democracy and world politics	Shaler Mathews	95
Books in camp, trench and hospital	Theodore Wesley Koch	103
Books for the Russian prisoners of war in Germany	C. T. Hagberg Wright	108
Cooperation in war work between the Young Men's Christian Association and the American Library Association		
The corporation school movement: Training men during business hours	William Orr	111
Chinese books and libraries	J. W. Dietz	114
The county free library service as operated at River-side	Walter T. Swingle	121
A program for library advertising	Joseph F. Daniels	125
The gist of the A. L. A. library publicity survey	Carl Hunt	127
Library commission publicity	Willis H. Kerr	130
A publicity expert for libraries	Elizabeth Claypool Earl	132
Standardization of libraries and certification of librarians	C. H. Compton	133
Agricultural extension work and the opportunities it offers to agricultural college librarians	P. L. Windsor	135
Secondary education in library work	George A. Deveneau	140
Preparedness to meet new educational demands	Jessie Welles	148
The library school of the future	Sarah C. N. Bogie	153
The association of American library schools	Azariah S. Root	157
The reading of the adolescent girl	P. L. Windsor	160
The Bookshop for boys and girls	Louise M. Dunn	162
The colored branches of the Louisville Free Public Library	Annie Carroll Moore	168
How to raise the standard of literary appreciation in high schools	Bernice W. Bell	169
Organizing a new high school library	Vivian L. Horton	174
Problems met in reorganizing a high school library	Clara E. Howard	176
Work accomplished by the high school library scrap-books	Mary Helen Pooley	180
The how's and why's of admission slips	Mary E. Hall	183
Classification making	A. Marie Hardy	185
Principles of classification	A. Lau Voge	190
Classification making	C. W. Andrews	195
Classification	Charles A. Flagg	198
The problem and the theory of library classification	J. Christian Bay	199
Some catalogers' reference books of recent years	Henry F. Bliss	200
The organization of a cataloging department	Linn R. Blanchard	203
Study of departmental libraries at the University of Chicago	Minnie E. Sears	207
A plan for a census of research resources	J. C. M. Hanson	211
The return of cooperative indexing	Clement W. Andrews	221
Library legislation	E. C. Richardson	222
Should libraries be under the general civil service of the state, or have a separate civil service organization?	Edmund L. Craig	226
The state as a unit for library extension	W. Dawson Johnston	229
The county as a unit for library extension	Minnie W. Leatherman	230
The library district as a unit for library extension	Harriet C. Long	232
The township as a unit for library extension	John A. Lowe	234
A flexible book collection	Mayme C. Snipes	235
The university press in relation to the library world	Jessie Welles	237
Social features of the Conference	George Parker Winship	241
Exhibits		
Post-Conference travel		
Reports of officers and committees		
 Proceedings of general sessions	State library association presidents' round table	353
Executive board	Lending department round table	354
Council	Theological libraries round table	355
Agricultural libraries section	League of library commissions	360
Catalog section	National association of state libraries	363
Children's librarians' section	American association of law libraries	412
College and reference section	Special libraries association	413
Professional training section	Attendance summaries	415
School libraries section	Attendance register	416
Trustees' section	Index	425
Public documents round table		

U.S.O.C.
ATM
1917
Copy 2

LOUISVILLE CONFERENCE

JUNE 21-27, 1917

PRESIDENT'S ADDRESS: THE CHANGING PUBLIC
BY WALTER L. BROWN, Librarian, Buffalo Public Library

The history of library work in this country is one of continual advance since the first conference of the American Library Association. The place of the free public circulating library in this advance has been the central one, not only by reason of its extent, but also because its idea and purpose is a new force in public life. The character of its work has changed and is changing with new conditions which have resulted from the expansion of the field of public library activity and the founding of new libraries to meet special needs. The greatest problems of the free circulating libraries come from the change in their public rather than from need for new methods of administration.

The American Library Association was peculiarly fortunate in its founders. It is most remarkable that there was so much genius for detail in that body of pioneers of library coöperation. It was a scholarly body, hence its clear vision of the future wide use of books and its ability to lay the foundation of the structure of the public library as a civic institution is easily understood. Its skill in designing and so far perfecting the methods of conducting this new work of its dreams is more surprising.

The development of library methods is not unlike that of the designing of the printed book, which has been described as having been "mature at birth." There has been little change in the ways of doing library work since the early years of the Association. Most of the contributions of later years have but filled in the outlines which were drawn at that time, to meet the requirements of the larger work, just as the schemes of classification devised at the same period have been elaborated to

meet the need of a much greater number of books and subject headings. It is difficult, without a thorough review, to realize how large a part of our professional knowledge we owe to the early conferences.

The American Library Association brought together for the first time the library people of the country, who came mostly from university and reference libraries, some from society libraries and others from the few public libraries of that time; who had, as individuals, worked upon many of the same problems and now found opportunity to compare experiences and to discuss questions of method. The early conferences were extremely effective. Classification, cataloging, arrangement, housing and storage of books, standards of materials and furniture, the training of library workers, the freedom and restrictions of the use of libraries, the formation of public opinion as to the place of the library in education and in the social life of the community—all of these and many more questions of policy and method were discussed under the new-found stimulus of coöperation.

The thoroughness of the early conferences in the discussion of these matters and the early standardization of details have had much to do with the rapid expansion of library work, the extent of which is shown by the growth of the American Library Association from its small beginnings to its present membership and its diversified interests. The original membership of the Association was made up, with few famous exceptions, from small libraries. The users of the libraries were from limited small groups of people having tastes and needs more or less analogous. This was almost as true of the few public libraries of that time

as it was of the university and subscription libraries.

The new enthusiasm aroused by the conferences awakened librarians to tremendous possibilities in the general use of books, and aroused in them an ambition to have as many as possible of the people of their communities counted among their readers, aiming from the first to supply "the best reading for the largest number at the least cost." The libraries became more and more of a social force, the value of their books being measured not so much by their numbers or by their rarity as by the service they might render to the community in which they are placed.

In the development of the public library from the small collection of books in care of a very small staff, offering something to read to a very few people, to the large systems of today, with their many departments and many libraries to meet the complex needs of the many-sided life of our big cities, is the evidence of a new public and new problems calling for special work by the public library and for special training for its workers.

A large part of library training is at present given to matters which do not touch the most important work of the public library. Necessary as is the fascinating study of methods, the perfecting of classification and the making of catalogs, this is, after all, only a preparation for the making of the tools, only smoothing the way for doing public library work, rather than training for the real work itself. The average reader using the public library has no interest whatever in library technique, and measures the excellence of the library only by the simplicity and quickness of its service in supplying his need.

The most important training, so far as the public library service is concerned, is that which contributes toward an understanding of the things of the spirit and of the activities of the world, a knowledge of the past, a knowledge of books, and above all a knowledge of and a liking for people. These, together with the ability to know

people in their varied life and interests and to be able to help them, with broad sympathy, to choose the right book at the right time, are qualifications desired for a large part of the public library.

The larger part of the work of the public library of today is work with the many as contrasted with its earlier work with the few. The original small group of library borrowers was probably of the more intellectual members of the community. Although the public library of the present does not neglect the interests of the scholar, and, because of the system of inter-library loans, it is better able than ever to serve him, yet its emphasis has changed as the circle of its influence has been drawn larger and larger, bringing within its influence more and more of the less educated and less trained. The public library is thus becoming, year after year, the elementary, the secondary, and the part-time school, rather than the university of the people, as it used to be called. What the library offers must serve as the nearest approach to formal education that the larger proportion of the people who have had but a few years of school can ever hope to have, yet we must admit that in large measure any real training by the use of books our readers may receive is, for the most part, a matter of chance.

In his "Manual of drawing," W. W. Rawson says: "Throughout the course, I have taken it for granted that drawing is not studied in the elementary schools primarily as art, any more than reading, writing and composition are studied primarily as literature. We are not in the habit of supposing, when teaching a child through verbal means to think logically and express himself clearly, that we design him to be a novelist."

Something akin to this is the service of the public library to large numbers of its present public who, whatever their years, are elementary readers. Very many of them have a realization of an ill-defined need—a need to know, a need to do, a longing for some foundation for hope, some expectation of satisfaction. They use

books, when they wake up to the possibility of help from them, as a means toward more abundant life—more intelligent, more efficient, more powerful, more satisfying. Life and growth are the objects of their search, not the study of literature, not the appreciation of the beauty or perfection of the medium through which they satisfy the need of definite knowledge and the indefinite hunger for a wider outlook and for the foundation for a more vivid hope. The very absence of the literary touch is sometimes an advantage in a book to be used with such elementary readers.

Different libraries at work today could be used as a graphic exhibit of the interesting development of the public library in all its stages, from its simple beginnings to the largest library systems. In most places, whether town, city or county, the public library is at the beginning not only wholly in one building, but it is without any division of its borrowers. Its organization into departments for administrative purposes comes with its increase of use. One group after another is given special attention by being provided with a separate collection of books in a department under the care of an expert attendant or staff. The children's room is followed by the technical room, the art and music room, the civic room, and others organized to meet the special needs of the community. In time the library discovers that many possible readers, unconscious of the help which it offers, are really waiting to have the library brought to them, and library extension work is commenced. Library stations, depositories and branch libraries are opened, while traveling libraries are sent to readers in schools, shops and clubs, and book-wagons and parcel post bring many more individuals within touch of the public library.

In some cities the work of the public library has been so completely organized that every section is within easy reach of some agency of distribution. Even where this is accomplished, the use of the book continues to increase and the possibilities

of more intensive work are still far from being realized.

Of late years there has come a new development which will not be without direct effect upon the work of the public library. we are witnessing the formation of new libraries, some possibly for the present merely as departments of older ones, but many of them entirely independent of the public library. We have libraries of civics, libraries of legislative reference, thoroughly organized school libraries, special libraries in many large industrial plants and corporation offices, and libraries in business and professional clubs, many of them in charge of librarians trained for their special field. The public library has no feeling of rivalry or jealousy toward these independent libraries for special needs, but rather does it feel a sense of relief to have certain groups of readers better cared for and, at the same time, to have made available more time and means to broaden the usefulness of the public library for the less specialized readers, thus bringing more of its resources to the service of its primary function—that of making better and more intelligent citizens, of raising the average of citizenship, and the Americanization of new Americans.

Looking toward the more elementary work required by the larger part of its recruits gives to the free public library its widest vision for the future. It is far from having measured its possibilities for usefulness, for the extent of its influence reaches far into an undiscovered country which is very alluring.

In addition to what the public library has been able to do to help the specific work of the school, it has found in the school one of the best and most fertile opportunities for creating a love of good reading. It should be remembered, however, that, while the work of the library goes on in the school from year to year, the average individual child is under the school's influence a very brief period, after which the children become a part of the general public. To what extent the public library retains these former school children

as library readers it is not possible for us to say. We do know that an ever-increasing number of them are finding after a few years that the brevity of their school period has proved a handicap in doing their work in the world and that they are eager to gain further training.

Nearly every one of our cities has a few hundred, some many thousands, of people under an even greater handicap than the limited time pupils of our day schools, because they are without the language of the country. We know the children of these people, with their eagerness for information concerning America and their quickness in picking up American ways, but comparatively few of the elders of these new Americans are as yet in touch with the public library. The reason for this may be because of their hesitation to enter a formal building doubtful of what their reception may be, rather than from any lack of appreciation of what the public library has to offer them.

A certain public library issued, a few weeks ago, a special invitation to the pupils of the English classes of the night schools to attend an evening reception. In preparation for this evening the pupils were told about the public library, what it was and what they could find there, and were taught certain English phrases to facilitate their asking questions and making their needs known.

As the acceptance of the public library invitation was optional, there was much speculation as to the number of these pupils who would be enough interested to expend an evening and carfare for the purpose. The supervisor of night schools estimated five hundred, while the librarian hoped that two hundred and fifty could be induced to come. The fact was that more than one thousand men and women, representing many nationalities, visited the library building that night and evinced the greatest interest in the library and what it had to offer them as an educational institution. It was a revelation of a large section of the public which, through lack of some point of contact, was not getting

the service which the public library should render.

Many opportunities of informal education are now being offered to grown people and a natural question arises as to what extent they are finding any association or connection with the public library in these substitutes for formal schools.

It would seem as though the public library had a duty fully as important, probably more important, toward the many out of school, who are seeking information, as the duty, fully recognized, which it renders to those still under educational guidance.

In the phrase "informal education" is included all the means of more or less systematic education other than the schools, such as the various industrial training classes in manufacturing plants, corporation schools, reading courses offered by the Chautauquas and similar institutions, movements like that of the Society for the Promotion of Engineering Education, the study work of business, social and trade clubs, lecture courses available to the public, university extension work, and the educational possibilities of art galleries, museums, public concerts, parks and other municipal activities.

Some of these educational efforts do have close coöperation with the public library, but there are others which have very little or none at all. The public library might, for its own part, however, not only be familiar with all the educational agencies in its community, and what they offer, but might easily become a valuable supplementary factor in all such work, and might, at the same time, bring to the pupils an acquaintance with the opportunities offered by the library itself.

The students connected with such groups are, however, but tens of the hundreds and the thousands of readers who are finding their way among our books.

Should the library assume any further responsibility toward aimless general readers? Library policy has provided them with open shelves upon which the books are grouped by subject, it makes small at-

tractive collections of books upon subjects of special or passing interest, it provides printed lists of annotated titles to induce the readers to select the better books and encourages in every way the use of good books—but is it neglecting an opportunity to help the individual? Every public library can furnish illustrations of certain borrowers who have developed and advanced under the sympathetic guidance of some library friend, and these borrowers are perhaps but representatives from a large class which might be helped if a way could be found to offer something more in the way of individual suggestion, if not individual training.

Without formalizing in any way the work of the public library, without its becoming less broad in its sympathies, it may find it possible to arrange courses of reading with guidance which would attract some of its many desultory readers. In some departments, at least, there would be little difficulty in finding the right people to coöperate with the library in this kind of work.

A trained technical or vocational teacher would be of considerable value in the library to help with personal counsel and advice in their difficulties many of those who are using books more or less blindly in the continuation of their elementary technical study in connection with their work, and to arrange and supervise reading courses for the workers in various trades, arts and occupations.

It may sometime prove possible to have a teacher assigned by the school authorities for this duty, in the same manner as the library has often assigned an expert to help the library work in the schools.

A library reading course might well be arranged in academic studies, as well as vocational, under volunteer inspectors or advisers. "To every workman there are eager apprentices who are hungry to know, not his way, but the way. Every workman who does the best he can has a store of value for the younger ones, who are drawn, they know not why, to the production he represents. . . . I would have my country call upon every man who shows vision or fineness in any work to serve for an hour or two each day . . . telling the mysteries of his daily work."—Will Lexington Comfort.

Is it not possible that the public library can use its wonderful medium as a link between those eager to learn and the skillful, intelligent workers who know?

In the continued expansion of the work of the free public circulating library into that "untraveled world whose margin fades forever and forever," may it not go much further than it has yet gone toward supplying a need constantly apparent of many of our untrained readers? May it not think more seriously, broadly and sympathetically of responding to the definite needs of the individual, and make quantity in the circulation of books secondary to nourishing the more abundant life?

DEMOCRACY AND WORLD POLITICS*

BY SHAILER MATHEWS, D. D., *Dean, Divinity School, University of Chicago*

Mr. President and Members of the Association: In coming before you at this time I ask you to consider a message which I hope may be of some significance to you and through you to the world to whom you

minister. Day before yesterday I was at one of the great training camps of the Officers' Reserve, where there were five thousand young men, the finest body of young men I ever saw together, and I have been with college students for thirty years. I saw their situation as I had never seen it

*Stenographic report of an extemporeaneous address.

before, and as one of the many fathers who have sons in those camps I realized the significance of the service which you can plan for these young men. When I think of the camps of five times the size of the Officers' Training Camp which are to be spread over this country, and realize the tremendous significance of those camps in Americanization, education in citizenship, strengthening of morale, I feel even more the significance of your service, which you can render as no other body of experts can render.

In a time like this we must not "continue business as usual." We must continue business as if the nation were at war. And what is true of the nation must be true of the spiritual life of the community, for we live in a day and a moment which is the culminating point of cumulative forces which run back many years. And it is to the struggle between democracy and Prussianism that I would call your attention as a background of the need of our day for your service.

If you go back to 1776 you see a world without constitutional government in any modern sense of the word. Even the constitutional life of England was a very imperfect, embryonic constitutional life as compared with that of Great Britain today. There were, it might almost be said, two Englands. On the one hand there had gradually been shaped an idea of political rights which found expression among Englishmen both in England and in our colonies. On the other hand, there had been developing, also, very largely under the influence of France and Prussia, a tory England with some attempt to reinvigorate ancient privileges. When George III came to the throne his mother said to him, "Now, George, be a king," and between his fits of insanity he undertook to be a king. Fortunately for the Whigs he had several attacks of insanity and the constitutional life of England was preserved by the freer England that was then developing. In one of those attempts at establishing the Prussian conception of monarchy he went a little too far with the English people on this side of

the water and there emerged the American Declaration of Independence and the American Revolution which gave birth to the United States of America. In the appearance of the United States of America with a written constitution safeguarding and extending the inherited rights of the English people to all citizens, there was saved not only freedom and independence and democracy in the United States, but democracy in England as well. For the battle between the insidious autocracy of the House of Hanover and the growing liberalism of Burke and his party really was fought at Yorktown, and the surrender at Yorktown not only gave us independence, it gave democracy to England. Now, in a very striking fashion, we stand before a similar situation. For one hundred years in Europe the crushing power of Prussian autocracy has been extended over German liberalism, and it is my hope and belief, in the light of history, that the victory of democracy which beats down Prussianism will be as significant to German liberalism as was the victory of democracy that beat down the House of Hanover in England. This war will do for the suppressed liberalism of Germany what the American Revolution did for the endangered liberalism and democracy of England. And when we appeal to the German-born American to have a part in this emancipation we are making the same appeal to him that was made to the English-born American in the War of Independence. For our victory will mean as much for German democracy as Yorktown meant to English democracy.

Two great tendencies have been in operation ever since those momentous days. There has been the constant spread of the American idea of democracy, a great fraternizing conception that has moved from state to state. We are thankful to France for what France did in assisting us in those dark days; but France gained from the American Revolution immeasurable benefits. The American Revolution led to the Republic of France, for among the prime movers in the French Revolution were those who had had experience on

American soil. They beat down feudalism and absolutism in France, and when the Constituent Assembly in France drew up at last, in 1791, a constitution for France, the second great written constitution in the world's history, it prefaced that constitution with the statement called "The declaration of the rights of man and the citizen." Whence came that immortal formulation? From the American colonies, who, gathering themselves together in little groups, dared to say, "We have rights not only as citizens, as Englishmen, but as church members;" and they proceeded to organize themselves and to promulgate "declarations of rights," such as the Virginia declaration of rights. From that great period there came a succession of declarations of rights, which finally had as progeny this French declaration of rights.

While this was going on in France, democracy was growing in Great Britain and gradually there, too, developed the power of the people. Reform bill followed reform bill until, at last, in the late sixties, England became a democracy, with a king, it is true, but a king who has no power of government except that permitted by a really sovereign Parliament.

Social movements come in waves. The course of history is never steady, and after the movement in the middle of the nineteenth century, a reaction occurred in nearly every country in Europe except Great Britain, until there came the marvelous year of 1848. France had been a stubborn devotee to democracy. It had yielded of necessity to restorations and *coupes d'état*, but in 1848 it again became a republic, driving out its citizen king. Europe was ablaze with democratic enthusiasm. It spread over central Europe, went into Austria; it seized hold of crafty old Metternich, who had been the high priest of reaction for nearly forty years, and pitched him across where all ex-folks go, to England. Did it ever occur to you what a haven of refuge England is for those who have been? You notice that when an autocrat loses his job, he does not go to au-

tocracies for satisfaction, but he goes to democracies. It is a wonderful collection of ex-monarchs England has at the present time, and it is within the possibility of imagination, at least, that we shall yet see Mr. Romanoff and Mrs. Romanoff and all the little Romanoffs in England.

But in 1848 you find yourself confronting a sinister power that said democracy was going too far, a power that forced out Carl Schurz and those other men who did so much for democracy in the United States, a power which imprisoned and prosecuted in 1848 and which still imprisons, hangs and mutilates today in the name of those who hate democracy.

In 1848 we see this struggle intensifying. After the end of the wars of Napoleon, in 1815, that amazing Congress of Vienna was summoned, to divide up the world, in a way I suppose highwaymen would divide up loot. They carved and recombined Europe in the interest of Austria, Prussia, Russia and Great Britain; and France and French possessions were the victims. You will, perhaps, recall that when the Republic of Genoa had been tossed over to some king, the representatives of the republic complained to the czar, who was one of the most sentimental, beautiful souls that ever played the part of an iron-handed, bloody despot. The czar replied, "Republics are no longer fashionable." One hundred and two years after that remark Russia said to the czar, "Czars are no longer fashionable." The difference between those two fashions is the difference which measures the development of American ideals in the spread of democracy throughout the world. This autocratic power which, in 1815, was so firmly entrenched in Europe has gone down in a way that is hard to believe.

I must confess that I am a sort of converted pacifist. I have run nearly the whole gamut of doubts during this war, but the scales are at last removed from my eyes by facts. It is an unpleasant awakening, the awakening that comes to a man when he finds he has mistaken things that he thought ought to be for the things that

are. But now we must look with level eyes at the nation that has fought democracy.

In 1815 all of Germany was ablaze with the enthusiasm of liberalism. It had aroused the heart of abased Prussia until, enabled to face Napoleon, there had come the Battle of the Nations; Napoleon had been conquered. Liberalism seemed assured of the future. In 1818 Bavaria and Baden got constitutions. Württemberg in 1819; Hesse-Darmstadt in 1820. But Prussia was only told, "You shall have a constitution." The promise was not kept. The forces of reaction centering about Metternich of Austria forced Prussia into repressive action. A censorship was established over the press; a censorship was established in the universities. The librarians had to report what books professors took out over night to read. Prussia was kept in the grip of an autocratic government. There was no constitution. The conception of the State of Frederick the Great, which is that of a transcendental robbery, prevailed. Frederick the Great had built up his State by the loot of Silesia and Poland. His policy rules today. Prussia, not Germany, regards war as a part of politics. Prussia has grown by annexations and indemnities wrung from conquered nations. That is the way that Germany proposes to grow. That is what it is fighting for, to get annexations and indemnities. In 1851 a constitution was given Prussia. But it was a constitution which recognized no responsible government whatever, that assumed the king was called from heaven, that made the prime minister responsible to nobody except the king, that provided that the lower house should be elected by electors who are elected themselves by three groups of voters, each group being determined by those who pay a certain amount of taxes. A rich man may elect the elector from the first group, another rich man may do the same for the second group and all the rest of the voters elect the third elector. Then these electors choose the members of an assembly that has little power beyond de-

bate. The real government of Prussia is the king. The people are ruled.

The other day we read in the newspapers that the King of Prussia, who also is Emperor of Germany, announced that in view of the fact that his people had acted so well in war, he thought there ought to be some modification of the electoral system in Prussia. As a Yankee, I "rather guess" there will be—and perhaps sooner than we expect.

Then came Bismarck. You will recall the method he adopted, the straightaway method to get into war, to get territory and indemnities. First, he manipulated diplomacy with Denmark concerning Schleswig-Holstein. He got Schleswig-Holstein in the grip of Prussia and Austria with the express purpose of getting into war with Austria so Prussia might supplant Austria as the leader of German affairs. To do that he had to make a secret treaty with Italy to the effect that Italy would declare war with Austria, provided that Austria and Prussia were at war within three months. Bismarck saw to it that the war came—one of Prussia's defensive wars. Within seven weeks Austria was defeated, and Prussia, enlarged by new territories, was established as the dominant force in Germany. Incidentally, Austria paid an indemnity of which Bismarck is said to have received 400,000 thaler.

Next came France, for France was too powerful. Deliberately Bismarck and von Moltke planned to have a war with France. Bismarck tells how in his autobiography. King Wilhelm did not want war. Bismarck, Moltke and Roon were in Bismarck's house awaiting word from the king as to the negotiations with France concerning the proposed establishment of a Hohenzollern as king of Spain. The king agreed to withdraw the nomination. Peace, till then threatened, seemed assured. The king telegraphed that the French ambassador asked for an audience to ask that the assurance might be given that the plan of Hohenzollern control of Spain would never be revived. The telegram gave no intimation of demand for that decision. The

three makers of modern Prussia were in despair. They wanted war. To quote Bismarck's account, "they dropped their knives and forks upon the table and pushed back their chairs. There was a long silence. We were all profoundly depressed. We had the feeling that the affair was sinking in the sands." Bismarck found a way out of the difficulty. He mutilated the dispatch and gave it to the papers. Then, says Bismarck, "We continued to eat with the best appetite." The despatch in its mutilated form made France believe Prussia was insulting France and Prussia believe that France was insulting Prussia. Therefore they went to war. Out of the war came humiliation for France, the inevitable indemnity, this time \$1,000,000,000, the annexation by Germany of Alsace-Lorraine and the establishment of the German Empire. And awful suffering in France. When one hears the German lamentations about the hypocrisy of England and the Inhumanity of their blockade one's mind goes back to the German treatment of the French in 1870 and how they starved heroic Paris. Germany's lamentations are absurd in the light of German precedent.

The next step was simple. By this time militaristic expansion had become a fixed practice in Prussia. It gained control of all Germany by the organization of the Reichstag and by the powers put into the hands of the Bundesrat. And back of Prussia's dominance is the army. There is no possibility of any of the federated states of Germany doing anything against the will of Prussia. In 1870 Prussia got control of all Germany. France was beaten. The new autocracy swept over Austria; it got control of Austria in the Triple Alliance. It thought it got control of Italy, but politics, if they sometimes make strange bedfellows, sometimes find bedfellows quarreling with each other. Italy has rebelled. Austria is today a vassal state, with Germans determining its policy and commanding its army—a situation one may well watch. I am not commenting upon facts, but simply giving an

exposition of facts and the philosophy set forth in countless books and lectures of representative Germans.

The next step was to control the Balkan states. They protected Austria in her seizure of Bosnia and Herzegovina and backed her in the ultimatum to Serbia that led to the present war. Today Germany controls ruthlessly the Balkan states. In Serbia they have killed 750,000 people. And as to Bulgaria? I used to honor Bulgaria. A young Bulgarian told me of their struggle for liberty ten years ago; but today, after Austrian inspired treachery, Bulgaria first broke with Serbia after the first Balkan war and is a pawn in German politics.

Germany wanted Turkey, and for an obvious reason. Germany wanted commercial expansion in the East and an approach to the Persian Gulf. The Kaiser proceeded to get control of Turkey. I was in Palestine a short time after he had been there. I saw the roads they made for him and I heard how he announced himself as the protector of Islam. When the present war began the same Kaiser attempted to stir Mohammedans into a Holy War, and the same Kaiser has done nothing to stop the massacre of millions of Armenians. I have talked with men who saw parts of this massacre. I have read the accounts and I have seen pictures of the horrors in Armenia. One million Armenians killed! It is too horrible to think about were it not necessary to recall that horrors of the same kind—750,000 Serbians slaughtered; 4,000 Bohemians hanged; 30,000 Poles executed—are all a part of a national policy of terrorization. God knows what has happened in Belgium and northern France, too horrible to tell, accomplished systematically by the same relentless militaristic power that today is fighting civilization. I was told a story of how a missionary heard a certain Moslem giving a lecture on the war to a Mohammedan brother, and he said, "Kaiser Wilhelm has become a Mohammedan and he is waging war against the Christians, and all the Christians are waging war against him, and the evidence of it is here: He is destroying the churches

of the Christians." And he showed photographs of the cathedrals of northern France which had been ruined.

With Turkey in the hands of the autocratic power, the work went straight forward down to Bagdad and on down toward the Persian Gulf. The erection of a great militaristic power in central Europe, reaching from the North sea to Mesopotamia, if peace were to be declared today, would be an accomplished fact. The United States has nothing to say regarding the expansion of a state in an economic fashion, but when you see a great militaristic autocracy without a modern constitution, without representative control or responsible government, organizing 177,000,000 people into its militaristic mould, then you see that an intervention is intended by God Almighty with such a power; that it means the conquest of the world by the power that has broken treaties, ravaged Belgium, crushed Serbia and commanded Austria. For the next step is clear. They announced it themselves. England was to be crushed. Somebody asked a representative of Germany in America why they thought they could invade Belgium and he replied that the Germans thought Belgium would prefer peace to honor—the cynicism of it!—but neither Belgium nor England preferred peace to honor. Of course South America was also included in the plan. Colonies were placed in South America ready to rise. But they did not rise! Twice, at least, the Monroe Doctrine has brought us within striking distance of war because of the attitude of Germany, and we would have had war had it not been for England, who, almost as much as we, is responsible for the Monroe Doctrine.

And the United States was in this program of world-power. In 1903 a friend of mine went through all of Germany for the purpose of engaging prominent men to speak at one of the great meetings at the St. Louis Exposition. He was told at that time that Germany would have to fight America. He said he could not understand why, and the reply was this: "You are

not a nation. You are today trade rivals with us and we have got to fight you." But Germans must conquer England before they can reach us. We always make allowances for that sort of a thing when we hear anybody bragging about America, and we could not take German boasts except in the same spirit. But today we see a psychological difference. When Germans are uncertain of success they brag; an Englishman, when he is sure of success, grumbles. So today we listen alike to German boastfulness and English complaints hopefully. We know the bull dog. When he complains he is just setting his teeth a little harder! We are not fighting England's war. England is fighting democracy's war.

I was in Japan a couple of years ago and Count Okuma told me, as he has told others, of the persistent efforts of Germany to make trouble between Japan and the United States over China. I reported this and people thought it was not true. After the Zimmermann note have you any doubt whether it was true? There is still a persistent, organized effort to create bad feeling between Japan and the United States. Yesterday a man who is in close touch with the whole propaganda against the United States told me of a German committee established in Tientsin at the present time. Do you see any connection between that and the distortion of a note which was sent to China by the United States?

Face this entire program of Germany. Could anything be clearer that it makes war the basis of the imperial program? It is autocracy's method of expansion. War, annexations, indemnities. German autocracy is at work in Austria, the Balkan States, Serbia, Japan, China, India and South America. Germany is able to build up a state with overhead efficiency because it controls an army and builds the state on an army. This is not comment on my part, but is the express philosophy of Prussian writers. You will find pages to that effect not only in Bernhardi, but in almost every German treatise on politics and history.

Let us now look at our own policy, at democracy's policy in international affairs: We started this great democratic movement in 1776 and we have extended it into international relations. In consequence there has come from our international relations a new conception of the relationship of states. I wish it were possible to estimate this fact as it deserves. A few years ago thousands of people in Japan suspected the United States of trying to do to Japan what many in this country thought Japan was trying to do to the United States. In 1915 I was able to show Japanese the contrary. I could point out things which were unique—Cuba, handed back to herself twice. But today I could refer to that glorious bit of poetic justice, that when we were going to war for our self-defence, one of the first countries to offer us her aid was little Cuba. That illustrates the power of democracy in international affairs. Democracy never has to coerce allies. Allies come contagiously to democracy. Look at Canada. Is there anything more glorious in history than Canada sending hundreds of thousands of troops across the ocean for the defence of democracy and the Empire? Canada is under no compulsion to do that. It is as free as the United States. But it is a part of British democracy. Then we have Australia, New Zealand and the new republic of South Africa. There is nothing quite like their attitude in history except American democracy, which, having split in civil war, came together in a closer union than ever before. The people of South Africa fought Great Britain and after they fought Great Britain and taught Great Britain how to fight, they succumbed, though not because they were any the less brave than Great Britain. They organized a republic. Great Britain welcomed to the control of the new government the very generals who had led the Boers. And when autocracy tried to crush Great Britain the republic of South Africa came forward as bravely as Canada or the New Zealanders to defend a former enemy who had become almost a mother country.

Democracy makes friends because democracy is a lesson in the recognition of the rights of others. When you have an empire bound together by a great ideal you have something more powerful than the German Empire. Look at the efficiency of democracy! I am speaking about England, because there is a pro-German propaganda now on to discredit England. I know directly about the matter. Whenever you hear anyone talking against Great Britain, take him aside and say, privately but very distinctly, "My friend, either consciously or unconsciously"—and emphasize those words, because it will make him think—"consciously or unconsciously you are engaged in a pro-German propaganda." I think you will be interested to know I was told yesterday that under the stress of revelations which are being made regarding this propaganda the committee having it in charge left an American city and went to Mexico. Maybe Mexico will find them out.

While I am speaking about Great Britain look at democracy's efficiency a moment. When this war broke, England had at its disposal no army to speak about. It had less than 100,000 men, who were sent to certain death. They fought all day with an army that had been preparing for forty years. They fought them by day and they retreated at night, they fought and they retreated practically an entire week, until at last—and this was no "strategic retreat"—until at last "Papa" Joffre got his troops together and the Battle of the Marne was fought.

In passing I will say, in a recent book called "Hurrah and hallelujah" (Doran, New York, 1917)—doubtless you have given it out—there is a quotation from Adolph Harnack, the great historian, in which he describes the wonderful movement of German troops in 1914. He says, at the tail end of a sentence: "Then we withdrew to strengthen our line from such a place to such a place." That was his account of the Battle of the Marne. Yet Germany says England started the war! Today Great Britain has 5,000,000 men

under arms, holding 120 miles of line in the very storm center of the war. And instead of a single line of soldiers they have troops five or ten miles back; they have guns enough to stand wheel to wheel the whole 120 miles, and munitions enough to blow up an entire hill as part of the day's work. That is what democracy does when it actually begins to do things.

We were unprepared for this war because we are democrats. We have been trying to live like gentlemen amongst nations. We could not believe that other nations were not doing likewise. We now see some of them were not. They have discovered that we have discovered the fact!

Democracy has given liberty to every land it has conquered. Take the Philippines, for instance. As fast as we can educate the Filipinos in the affairs of self-government they are given a share in the conduct of their government.

When democracy conquers it pays indemnity. After we had taken all but uninhabited territory from Mexico we paid her \$15,000,000. After we had taken Guam and the Philippine Islands from Spain we paid Spain \$20,000,000. Do you suppose the Prussian-German autocracy will pay indemnity if it conquers? During the Boxer uprising in China we went to China and protected China; and after the terrible Boxer business indemnities were demanded of China to the amount of nearly half a billion dollars. Our share was approximately \$20,000,000. We could not stand for that, so we took a few hundred thousand dollars to rebuild the buildings the Boxers destroyed and settle other damages, and then we turned back the remainder to China. And China uses it for educating Chinese youths in the United States. And we had a precedent for this action. For in 1868 we joined in a brief war against Japan. When it was over Japan paid an indemnity. Our share was \$800,000. But we never used the money. In 1883 we paid it back with interest.

This is the new attitude democracy has engendered toward the weaker nations.

We have come to the place where democracy, or a representative government of some sort that is really responsible, is established in every great nation of the world with the exception of Germany, Austria, Turkey and Bulgaria. Russia is becoming a republic, China is becoming a republic, and Japan, although it is not a republic yet, has an element of control over the cabinet that makes its government responsible. And now the two great movements have come across each other. We did not go into this war. The war went into us. We did not want the war. We tried to stave it off for more than two years. We have passed through various attitudes. We have passed through the scientific stage, setting forth facts. We have written theses about it, printed books about it; we have seen the geographic and economic background of it. We have said, "Here is a chance to get South American trade," and we have seen in it an opportunity to aid the wounded and the unfortunate. And then it burst upon us that it was we who were being attacked; that the great struggle in Europe was a struggle in which our own institutions were attacked; that the destruction by submarines was of our own future as well as of international law.

Our war of 1776 was really a declaration of independence of the United States from the rest of the world. Our entrance into this war is a declaration of our interdependence on the whole movement of democracy. We are part and parcel of a world epoch. We are re-living the days I used to study and teach of the American Revolution, when liberty meant something—when people meant something—worth dying for.

I see today the rise of a new American spirit of loyalty to the ideals of our constitution. Modern democracy is our contribution to the world's history. When I see the British rolling back the Turks in the Tigris valley, refusing to stay beaten by Turkey and capturing Bagdad, I feel that the democracy of America is there. When I see the line of trenches running

from sea to sea and the restless courage of those brave sons of France, I feel the democracy of America is at work. And I am glad that now our own sons are to share in the crushing of autocracy. Our business is not to enforce democracy on Germany, but to "make the world safe for democracy," as President Wilson so wonderfully said. We believe that after this war the democratic forces of Germany will be given an opportunity to release that liberal Germany that has been repressed since 1815; that liberal Germany will anew come to a sense of those splendid ideals

which it used to teach the world; that the liberals of Germany will be able to establish a constitution that shall be a fit companion of the English, the American and the French constitutions; that out of this awful world struggle will come for all the world—for Germany most of all—the victory of those ideals which our fathers organized and defended, which we have embodied in our life, and which we and the British and the French have carried around the world—these ideals of a "government of the people, by the people and for the people."

BOOKS IN CAMP, TRENCH AND HOSPITAL*

By THEODORE WESLEY KOCH, *Chief Order Division, Library of Congress*

ABRIDGED BY ARTHUR E. BOSTWICK

Books and magazines are being supplied in great numbers to the British troops through four agencies: (1) The British Red Cross and Order of St. John War Library; (2) The Camps Library; (3) The Young Men's Christian Association, and (4) The British Prisoners of War Book Scheme (Educational). With this paper, I am sending an exhibit of specimens of the kind of books and magazines which have proved most useful in entertaining and instructing the men. I have not sent standard authors, but rather literature popular with Tommy Atkins and Jack Tar, but unknown to most Americans.

No time should be lost in interesting those who have the means, the leisure and the executive ability to see that similar work is started at once in the United

States. Co-operation or affiliation with the British organizations should be considered.

1. The War Library

The night after the war had been declared, Mrs. H. M. Gaskell lay awake wondering how she could best help in the coming struggle. Recalling how much a certain book she had read during a recent illness had meant to her, she realized the value of providing literature for the sick and wounded. A few days later she dined with some friends and talked over this opportunity for service, with the result that Lady Battersea decided to lend her splendid mansion, Surrey House, Marble Arch, for the work.

The call for books was the first appeal of the war, and newspapers were glad to give their space and support free. To the surprise of the organizers the overworked volunteers were soon unable to keep up with the unexpected volume of gifts. It was necessary to hire empty wagons to stand at the door for the refuse, for many people had seized this as an opportunity to clean out their rubbish piles. To offset

*Mr. Koch's paper, written in London, has been published there by J. M. Dent & Sons, with preface by Mr. J. Y. W. MacAllister, president of the British Library Association, and a postscript by Dr. C. T. Hagberg Wright. (8vo. 48 pp. 1s. 6d.) With the exception of a few passages not received in time for insertion, Mr. Koch's paper was printed in the *Library Journal*, July, August, 1917. Supplementary chapters appeared in the *Library Journal* for October, 1917.

this, however, there were over a million well selected books, including rare editions which were sold and the money invested in the kind of books most needed.

The permanent hospitals were supplied with a library before the wounded arrived, and as the war area expanded the War Library followed with literature. Advertisements in American and Canadian newspapers brought gifts from across the water, and later, large consignments came from South Africa, Australia, Madeira, the Canary Islands and New Zealand. English publishers were more than generous.

In November, 1914, the War Library organization began to supply the sailors in the North Sea Fleet and boxes of books were sent to guards around the coasts. When the Camps Library was organized the originators of the War Library met with the promoters of the new scheme and discussed a division of labor. It was agreed that the War Library should look after the "unfit," while the new organization would take care of the "fit." This plan has worked well, but it has been hard to keep up with the demand. Relief came through the action of the Postmaster General, by whose orders the Postoffice now forwards reading material free. In October, 1915, the Red Cross and Order of St. John not only affiliated the War Library scheme with its organization, but became financially responsible for the undertaking. The library is now supplying East Africa, Bombay, Mesopotamia, Egypt, Saloniki and Malta monthly with thousands of books and magazines. Fortnightly parcels go to hospitals in France. To-day the organization is supplying approximately 1810 hospitals in Great Britain, 262 in France, 58 naval hospitals and hospital ships.

At the suggestion of Mr. Rudyard Kipling scrapbooks are used for patients too weak to hold books. The pages are filled with pictures interspersed with jokes, anecdotes and very short stories or poems. Comic postcards are also used. Pictures are always placed straight before the eye so that the invalid may not have to turn the scrap-book around, for many a patient

is too weak to lift his hand to know what the next page has in store for him. The books have been furnished in large numbers by a generous public. A games department has also been established. There is a never ceasing demand for playing-cards, dominos, draughts, and good jigsaw puzzles—even with a few pieces missing. Anything that can be packed flat is acceptable.

As to the kind of books the soldiers ask for, Mrs. Gaskell says: "Perhaps your eyes will be opened, as mine were, to new worlds of literature. Detective stories are shouted for; so is the bulldog breed, 'The Red Seal' and 'The Adventure' series; and all sorts of penny novelettes. Of course, all sevenpenny, sixpenny and shilling editions are invaluable from their handy size and good print. And for the favorite authors—they are nearly all in the sixpenny and sevenpenny series. All detective stories are hailed with joy. Poetry is in demand. The first and second sixpenny series of the 'Hundred Best Poems' go out in generous instalments; so do the 'Hundred Best Love Poems.' Shakespeare is preferred in single plays.

"There's a demand among the men for handbooks on trade-handicraft subjects; and maps are most acceptable. The officers ask for new six shilling novels and all kinds of lighter biographies, what Robert Louis Stevenson calls 'heroic gossip.' Travel books of all sorts are acclaimed; so, too, are the light-to-hold editions of Thackeray, Dickens, Poe, Kipling and Meredith."

An officer in charge of a casualty clearing hospital writes of the great joy in camp when he distributed the contents of a parcel among the patients. A popular paper-bound novel by Nat Gould lasts less than a week—a writer probably unknown to American librarians, but of whose books we are told by the publishers, over ten million copies have been sold. According to the *Athenaeum*, he is the most popular of living writers, and among the great of the past, Dumas alone surpasses him.

The routine handling of this material is

as follows: After unpacking, the books are stamped and sorted into various classes—like sevenpenny novels, sixpenny paper-bound novels, poetry, classics, religious and miscellaneous—and placed on different tables. Acknowledgements are made on a special card. The requests are entered in a daybook, with date, address and number of items to be sent. A label is written, consignment sheet made out, advice card attached, as well as a notice card to be hung up for reference in the hospital. These are all fastened together with a clip and placed in a box for the selectors. The selectors choose the books and magazines to be sent out, enclose the notice cards, fill in and address the advice card and place the selection, with the label, in a box for the packers. After the parcel is packed and addressed the label is attached, the address entered in the railway book, then advice card and consignment sheet are placed in a drawer until the railway company representative calls. When the parcels leave the library the advice cards are dated and posted, the consignment sheets filled and an index card is written for the hospital if one has not already been made. The number of parcels sent and the date are entered in the day-book, and the hook containing the original entry is checked.

2. The Camps Library

The Camps Library owes its origin to the desire of the English to prepare in every way for the arrival of their oversea brethren. Col. Sir Edward Ward suggested that, among other things needed for the colonial troops, libraries be established for their use. The War Office approved, and the Hon. Mrs. Anstruther undertook the organization of the work. An appeal to the public quickly brought 30,000 books. Special tents fitted with rough shelving and tables were provided in the camps of the Canadian soldiers, and the chaplains undertook the care and the distribution of the books. Mrs. Gaskell comments on the curiously different appetite for books shown by the overseas contingent, remarking that the Canadians

have an insatiable desire for books of reference.

Large quantities of books and magazines were forwarded to the Australians and New Zealanders in Egypt. Then a much larger enterprise was launched; the provision of libraries for the camps of the Territorial and New Armies all over the United Kingdom. A large empty warehouse was equipped with shelves and tables and a further appeal was made to the public. The supply of books was ample at first, but with success came increased demands. Then came the realization that the men in the trenches and in convalescent and rest camps at the front also needed books. Consequently a system was organized by which, once a month, boxes were sent to every unit in the Expeditionary Force, 200 books to a battalion. Bales were also made up for the use of men on trains and transports.

Then the post offices throughout the country became collecting depots. Those wishing to send books to soldiers or sailors need only hand them unaddressed, unwrapped and unstamped, over the counter of any post office, and they are forwarded free of charge to headquarters for sorting, labeling and shipping to the troops. The literature sent in is distributed according to an agreed proportion of bags to the London Chamber of Commerce and the British and Foreign Sailors' Association for the use of the Navy; to the British Red Cross and Order of St. John War Library for the use of hospitals and hospital ships; the bulk goes to the Camps Library, which since the beginning of the war has dealt with over nine million publications. The Camps Library alone requires 75,000 pieces weekly.

The following is the system of distribution: Any commanding officer can call upon the Camps Library for bound books, which are sent in lots of one hundred in the proportion of one book to every six men. Automatically, once a month, no application being necessary, boxes or bales of books and magazines are sent to all units, in proportion to their strength.

Monthly supplies of magazines are sent to the bases for the use of the men entraining for the front. Chaplains receive on application a box once a fortnight or a bale once a month, and libraries have been formed at most of the prisoners' camps in Germany.

If anyone has a doubt as to whether these books and magazines are appreciated, a glance through the hundreds of letters kept at headquarters will dispel it. "The men all ask for pre-war magazines," says one officer. "It is nice to get away from *it* for a time." Again: "The last parcel of your books came just as we had been relieved after the gas attack, and there is nothing like a book for taking one's mind off what one has seen and gone through." "The lads were never so pleased in their lives as when I told them I had some books for them," is the way one lance-corporal puts it.

A regimental officer writes from Gallipoli that he considers it most important "to give the men some occupation in this monotonous and dull trench warfare." Men in Saloniki have requested a copy of a Greek history, their interest being awakened by the treasure of antiquity which they excavated while digging trenches. "It would give us great joy to get a few books on Syria and Palestine," says an army chaplain. "Men are hungry for information."

3. The Young Men's Christian Association

"Until the beginning of the war," writes F. A. McKenzie in the London *Daily Mail*, "the average citizen regarded the Y. M. C. A. as a somewhat milk-and-waterish organization, run by elderly men, to preach to youth. It does not do much preaching nowadays. It is too busy serving." The organization has emerged from a position of comparative obscurity into one of national prominence. Ever since the war broke out it has sent a constant stream of books and magazines to its huts at home and overseas. For nearly two years the Y. M. C. A. made its appeal through the **Camps Library**; but the demand increased so enormously that no single organization

could cope with it, and the Y. M. C. A. agreed to enter upon a book campaign of its own. In certain parts of the country, Y. M. C. A. book-days have been held, when by the aid of Boy Scouts, or a collection taken on the tramways, thousands of volumes have been secured for local huts.

The general libraries are intended to contain the best stories, poetry, travel, biography and essays, both classical and modern. Educational books are needed in every hut where lectures and classes are being carried on. A good devotional library is wanted for every Quiet Room. The Y. M. C. A. has taken over the work hitherto carried on by the Fighting Forces Book Council to provide literature of solid and educational value. The authorities feel that they need large numbers, not so much of school books or textbooks, as of brightly written reliable modern monographs like those in the "Home University Library." Notices were sent out in February, 1917, calling attention to the need for small pocket editions of good novels by standard authors; books of history, biography and travel; manuals of science; religious books; illustrated magazines; really good literature of all kinds, but not large or heavy books, and no old out-of-date ones.

Mr. A. St. John Adcock, the novelist and journalist, has described a visit he made to the Y. M. C. A. huts in France and in Flanders. "Wherever the troops go," said he, "the huts of the Y. M. C. A. spring up in the midst of them; or if you notice no huts it is because you are in the danger zone, and the Y. M. C. A. is carrying on its beneficent business as usual in dim cellars under shattered houses or in convenient dug-outs among the trenches. . . . There is always a library and, perhaps because books happen to be my own principal form of enjoyment, I always think it adds just the last touch of homeliness to the hut. And you may depend that thousands of soldiers think so, too. For one has only to remember that our armies today are like no armies that ever went to battle for us before. Most of our soldiers

in the Napoleonic wars, even in the Crimean War, did not require books, because they couldn't read; but the British, Canadian, Australasian and South African troops on service the world over are largely made up of men who were part of what we call the reading public at home."

A sergeant was anxious to know if Mr. Adcock could send him half-a-dozen copies of *Omar Khayyam*, which he would like to give to some of his men as Christmas presents. There were several Dickens enthusiasts in the camp. One who knew nothing of him before he went out, except the "Tale of Two Cities," had, since he had been in France, borrowed and read "*David Copperfield*" and "*Great Expectations*," and was now deep in "*Our Mutual Friend*." "He spoke of these stories," says Mr. Adcock, "as delightedly as a man might talk of the wonders of a newly discovered world." There is a surprising number of more serious readers who ask for Carlyle, Emerson, Lamb, Greene, Ruskin, Shakespeare, Tennyson—books which frequently cannot be supplied.

"I overtook a smart young soldier one afternoon on the fringe of one of the base camps," writes Mr. Adcock. "He limped slightly, and as we walked together I noticed a copy of Browning sticking out of his breast pocket, and remarked upon it. He drew the book from his pocket, and I noticed the Y. M. C. A. stamp on it. 'Yes,' he said, 'they've got some fine little libraries in the huts. They are a godsend to the chaps here. But I haven't been able to come across a Shelley or a Francis Thompson yet. I would like to read Thompson.'"

"The problem of dealing with conditions, at such a time, and under existing circumstances, at the rest camps, has always been a most difficult one," wrote General French from Headquarters, "but the erection of huts by the Young Men's Christian Association has made this far easier. The extra comfort thereby afforded to the men, and the opportunities for reading and writing have been of incalculable service." In view of all that this organization is doing

at the front, it is no wonder that the soldiers interpret the Y. M. C. A. sign as meaning "You Make Christianity Attractive."

4. British Prisoners of War Book Scheme (educational)

Shortly after the outbreak of hostilities, three Englishmen, held captive in the makeshift camp, formed out of the buildings attached to the race-course at Ruhleben, near Berlin, sent identical letters to three friends in Great Britain asking that serious books be sent them for purposes of study. This led to a system of book supply for prisoners of war in Germany. The Camp Education Department was organized, and an appeal to the public was sanctioned by the President of the Board of Education. Within the first year about 9,000 educational books were forwarded to Ruhleben. The 200 lecturers and their pupils, gathered from the 4,000 civilians interned there, now have an excellent library to draw from. The foreign office then approved steps taken to extend the plan to other camps.

This book scheme does not overlap the work of any other war organization. "It will be a matter of surprise to many," says Mr. Alfred T. Davies, "to learn that, for over a year and a half, some 200 lecturers and teachers and 1,500 students, organized in nine different departments of study, have been busily at work in the camp, and that there is perhaps as much solid work going on there as can be claimed to-day by any university in the British Empire."

The educational work of the camp is suited to three classes: (1) Those whose internment has interrupted their preparations for examinations; (2) Those who already had entered upon a commercial or professional career; (3) Those who are pursuing some form of learning for learning's sake. Interned men who attend classes may secure under certain conditions a recognition of their work when they return home. A record form has been drawn up for use in the camps, for the purpose of obtaining and preserving

authenticated details of the courses of study pursued. If a man wants to become a master, mate, engineer in the mercantile marine, skipper or second hand of a fishing vessel, and is willing to devote a few hours a day to study in a camp he can thus have this work counted towards his certificate.

The Ruhleben Camp started a library of its own on Nov. 14, 1914, with 83 books. By July, 1915, there were 2,000 English and American magazines, 300 German books and 130 French books. On the average 250 books a day were taken out. As they had a printer in camp, they decided to print a catalog. The demands that come in now at the enlarged library are varied and curious. Books in fourteen languages have been asked for and supplied. Dictionaries and books on electricity and engineering are constantly in demand. The aim of the organization is to provide every prisoner with exactly the book or books he may desire or need, on any subject or in any language. Bishop Bury, who visited the camp officially, said that there was so much studying going on that he called it the University of Ruhleben. The interned men publish a magazine "In Ruhleben Camp," in which are reflected the various currents of thought among the prisoners.

The committee in charge of the British Prisoners of War Book Scheme is also considering a plan whereby released prisoners in poor circumstances, and especially those living in rural districts and remote parts of the British Isles, will be able to obtain the loan, for the purposes of study, of books which they cannot afford to buy,

and which they cannot borrow from a nearby public library.

* * * * *

The foregoing is an account of the principal channels through which books are supplied to the troops, but books are also being printed for the fighting men and sent to them at the front by several religious denominations and Bible societies. The secretary of the Religious Tract Society informs me that their organization has supplied the troops with books in twenty-six languages. Thus, they printed selections from the Bible in Malagasi for the men called over by the French, and a book of prayers and songs in three languages for the colored laborers from South Africa. As an illustration of the educational work they have been able to do, mention may be made of a grant they gave a chaplain in the navy who was reading Greek with a stoker on his boat. At the outbreak of the war the stoker of today had been attending college with the idea of preparing himself for the nonconformist ministry. To a German prisoner of war in the Isle of Man the Tract Society had sent upon request some aids to the study of the New Testament.

Another British organization exists solely for the purpose of supplying books to the Russian prisoners of war in Germany. But the story of what it has been able to accomplish had best be told by one of the leading spirits in all things connected with Russian literature in England —Dr. C. Hagberg Wright, librarian of the London Library—and he has kindly written a special article on this phase of the work.

BOOKS FOR THE RUSSIAN PRISONERS OF WAR IN GERMANY

By C. T. HAGBERG WRIGHT, *Librarian, London (Eng.) Library*

When a sleeper wakes from a long, unbroken slumber to find himself in a strange environment he is usually slow to realize his novel surroundings. Escape being impossible, he sets about fitting himself for

the work in store, but he does so with misgivings and manifold mistakes. So England, waking to a state of war and striving to meet the demands of unforeseen and terrible conditions, has blundered,

stumbled, agonized, but still held on, while the nation has realized day by day and month by month, the penalties of unpreparedness.

Quickly, and on the whole efficiently, the new citizen army was supplied with equipment, munitions and commissariat. Next the wounded ashore and afloat became the objects of general thought and generosity. All manner of comforts and luxuries were showered on them and, lastly, the sufferings of the prisoners of war were relieved by public and private organizations. But throughout all this vast expenditure of money and of personal effort, there was a prevailing tendency to treat the needs of our forces, whether in the field, the hospital or the prisoners' camp, as essentially material needs. The feeding of their minds came as an afterthought and developed from the tentative efforts of a few civilians.

The attitude of the average well-informed man towards such questions may be illustrated by quoting the chairman of a committee now sitting, who on a recent occasion enquired of the present writer, "And what is the London Library?" The average soldier equally discounts the value of literature and ignores its importance in the national life.

The cry for books, more books, made itself heard continually from all quarters and, lamentably late in the day, we began to realize the mental state of those who are doomed to a life empty of all intellectual occupations or interests. Not only England was remiss and laggard in this matter. The position of the Russian prisoners of war in Germany called for the sympathy and help of all who had ears to hear and means of aiding them, and among their most timely and generous helpers America holds a leading place.

In wartime particularly, the soldier finds scant leisure for books, and merely glances at newspapers and light fiction. Serious reading is commonly confined to members of the War Intelligence department. But in hospital and in captivity it is far otherwise. Debarred from normal employment, depressed by his position, it is only between

the covers of books that he can find relief and pleasure. He would be the first to be indignant with the officer who remarked that in these times "a hairdresser was more useful than a librarian."

The first organized effort in this country to provide Russian prisoners in Germany with Russian books, was a little committee of four persons which I called together in August, 1915. They were Professor Vinogradoff of Oxford as chairman, two Russian ladies and myself.

In October, 1916, in order to comply with Government regulations the committee was enlarged, but the work has been carried on as before. The committee now consists of Mr. Edmund Gosse, C. B., chairman (Professor Vinogradoff having resigned, owing to his departure for Russia); secretary, C. J. Purnell; treasurer, C. T. Haghberg Wright; committee: Professor P. Vinogradoff, Mme. Matheson, Mlle. Ivanitsky; address: London Library, St. James's Square, S. W.

A Russian committee in Holland immediately entered into negotiations with us, and pointed out that the demand for reading matter was quite as urgent as the demand for physical comforts. Through their agency we were first put in touch with many of the camps, and a little later, Countess Benckendorf's committee for supplying food to Russian prisoners also gave us useful information. Let me quote a few typical examples of the kind of letters addressed to us by prisoners, both civilian and military.

The first is from a young girl volunteer who is now a prisoner at Havelburg, who has written asking for a parcel of food. She says: "I am a schoolgirl of nineteen years, and have been a prisoner two and a half years, but what I want is to have some books to study English, if it is possible. Please reply to me."

Another letter from a young soldier is as follows: "I am a student of the Oriental Institute of Vladivostok where I was studying Chinese and Japanese, and now after eighteen months of captivity I find that I have in part forgotten these

languages. If it be possible I should so like to obtain something in these languages, either in Russian or French, to enable me to continue my studies."

A Russian lieutenant begs for some books on jurisprudence such as are now used in the courses of "our institute for the study of neurology and psychology."

An officer in control of the Langensalza camp library says: "Our camp is very large, and there is a continual and extraordinary demand for books. Popular scientific books and books on social questions are most in demand."

Where no specific request has been made, we have sent books of a varied character. For the common soldiers, elementary school books and simple reading books, scientific primers, books on agriculture, and religious books and the works of great Russian writers have been selected.

For the officers we have chosen books of a more advanced description, embracing every conceivable branch of knowledge. A large number of grammars and dictionaries have also been sent, and are in continual request. Roughly, fifty grammars and dictionaries have been despatched to Altdamm—but this is a mere drop in the ocean when one considers that many of the camps number over one thousand men.

The demand for special books of study has as far as possible been complied with, but in a few cases great difficulty has been experienced in obtaining what is wanted in Russian.

Not only have the librarians of various prisoners' camps sent requests for simple reading books for the instruction of the unlettered peasant soldiers, but for technical works on agriculture, bee-keeping, the use of manures, the care of cattle. Russia is peculiarly rich in this type of technical literature. There is no other country with so large an output of popular guides and textbooks of this description, which owe their existence partly to the Zemstvos and partly to private enterprise. Their circulation throughout Rus-

sia is enormous and ever increasing, and a Russian pastor in Schneidemühl, in the course of a letter of acknowledgment for presents of literature, remarks that the prisoners have been eagerly devouring the agricultural handbooks. This excellent man, like many of the educated Russians interned in Germany, is occupied in teaching his illiterate companions to read and write, and explaining to them such phrases and technical expressions as present difficulties in the course of their studies. In this connection it may be said that Russian primers and schoolbooks are among the best in the world. Their simplicity and clearness leave nothing to be desired, and the abundance of illustrations give valuable aid to the teacher, be his pupils native or foreign.

It has been remarked that the bulk of the Russian prisoners desire books of instruction rather than light literature, and this fact may be taken as an augury of the future of the great Slav race. The rapidly dawning desire of the mass of the population for education and enlightenment in regard to the world beyond their frontiers, is by its own energy daily fulfilling itself.

The highly educated upper classes of Russia have given ear to the call of their peasant brothers and the gulf fixed between the intellectuals and the illiterates is at length being solidly bridged over. The peasant farmer in time to come may lose something of that childlike faith and obedience to authority which has distinguished him, but he will gain instead, the self-reliance, the spirit of independence, the knowledge of himself and of others which are his birthright. He will realize that "there is no darkness but ignorance."

It may also be mentioned that in accordance with the regulations of the Hague Convention all parcels are sent free of cost. The work in connection with the packing and sending of parcels has been done voluntarily by the staff of the London Library in their spare time.

We have been able to send one or more parcels to eighty-five camps in Germany.

The committee have received very grateful acknowledgments from the Russian prisoners of war, of which I append two specimens:

"I have received your invaluable parcel of books, and I have seen the Light. I cannot tell you how grateful I am."

"In the name of the pupils and masters of the school I send you our sincerest thanks. As one interested in natural history and giving lectures on this subject here, I consider it my duty to thank you specially for the great number of valuable books on natural history which we have received from you."

We have employed the well-known firm of Messrs. Muir and Mirrielies, Petrovka, Moscow, for the purchase of books. This firm has acted with discriminating care, and the chief of their book department, to whom the task of selection was necessarily largely entrusted, has been most zealous in choosing appropriate literature. We have also been assisted occasionally by the advice of personal friends in Russia.

The difficulty, since February, 1917, of obtaining books for Russia has enormously increased, but nevertheless we have been able to send 178 parcels. From the beginning of our activities we have sent 2,164 parcels. For the first quarter of 1917, 401 parcels have been posted to Germany. Reckoned in weight, we have sent approximately eight tons of books to Germany. Each parcel weighs on an average 10½ pounds, 11 pounds being the limit permissible by postal regulations. About 2,000 Russian books were received from sympathizers in Great Britain. Contributions of money have amounted in all to £1,365, of which £1,025 were received as a grant from the National Allied Relief Committee of America, for whose generosity and coöperation we are most grateful. Indeed, our small committee could hardly have undertaken the additional labor of making constant appeals to the public and to private friends.

COÖPERATION IN WAR WORK BETWEEN THE YOUNG MEN'S CHRISTIAN ASSOCIATION AND THE AMERICAN LIBRARY ASSOCIATION

By WILLIAM ORR, *Educational Secretary of the National War Work Council of the Y. M. C. A., New York City*

I suppose I can qualify under one of the counts of the indictment that was so good naturally given on the make-up of the Young Men's Christian Association, but I believe that is the only count that can be made good against the Association today. The British tell us that they learned how to do the job with the assistance of certain Young Men's Christian Association workers from this country who were so very practical in their suggestions as to be regarded as a little bit worldly. However this may be, the British associations were thoroughly prepared, so that when this tremendous task of the war confronted them they set about that work effectively.

I appreciate the courtesy of your Asso-

ciation giving me this opportunity to present to you a few of the ways whereby, I believe, we can be of assistance in this great work, because we must recognize frankly, if we are to do it effectively, how enormous it is. This requires some imagination. You can see from the report of Mr. Koch that the demands from the British army and the Colonial troops practically ran away with these people for a time, and I have something of that feeling today, as I contemplate the new demands being made upon us in connection with this particular type of service for our troops. So we should plan with care and judgment so that organization and administration shall be such as to meet the demands. Money must be spent freely, even

extravagantly, in an emergency, but extravagance does not mean waste, and while we spend profusely, generously, even extravagantly, our time and money, let us avoid as much as possible the waste of duplication from a conflict of interests. It is too big a cause for such embarrassments to be tolerated.

Briefly, what has the Young Men's Christian Association to offer? Pardon me for two references to history. The Association in the Spanish-American War began to serve the troops with books in a somewhat desultory fashion. When the troops were sent to the Mexican border, the Association responded at once, setting up buildings and sending workers to the front. One of the obvious things was to provide material whereby letters could be written friends and relatives, and encourage men to do so; a service that has won unqualified commendation from the army officers and that has been the means of comfort to many homes. Literature was called for and was sent. There was valuable coöperation from the New York Public Library. When the present war was imminent Dr. Mott saw at once that it was necessary to establish an organization capable of meeting the demands of the occasion. So a National War Work Council was formed, representing the International Committee and all Associations in this country. This Council is composed of over one hundred and fifty of the leading business and professional men of the country from San Francisco to New York. Under the auspices of this Council steps were taken to raise a War Fund. One of the leading secretaries was called from his post and put in charge. In one month three million dollars was raised by contributions from associations, individuals and business firms. When it was seen that three million dollars was not enough, the order went out to make it four million dollars, and this will be done beyond doubt. On the 1st of June there was three million dollars on hand. Bureaus have been created under the War Work Council, one

in charge of the building and construction, another in charge of selecting workers who are competent and fit. A bureau conducts the religious work, further looks after recreation and athletics, another is in charge of educational work. There is also a Bureau of Publicity. There are six geographical departments, each with an executive. The organization will represent, when fully working, a force of carefully trained men, specialists in selected fields, to the number of twelve or fifteen hundred. In addition there are contingents of sixty or one hundred men all told, who are to cross from an American port to "Somewhere in England" and "Somewhere in France," so that when our troops arrive these workers will be on the spot. I looked into the faces of a group of these men the other day and would challenge anyone to get together a group of finer tempered, more capable, devoted men. Some are going at great personal sacrifice. Buildings will be erected at Paris and Bordeaux and London.

In this country for each brigade of six thousand or seven thousand men there is to be a building. That building will be provided with an auditorium. There will be moving picture apparatus, provisions for housing the secretarial staff, and four rooms for class purposes, and for meetings of groups of men for purposes for which the auditorium will not be convenient, and space for books which we now realize, after consultation with the New York library people, is not adequate and for which extensions are to be made as rapidly as possible in the new buildings.

May I say, as Dr. Putnam read his paper, I followed with great interest his analysis of the situation and the recommendations he makes with regard to effective action? I can simply say on behalf of the men in principal charge of the Y. M. C. A. work that we stand ready to co-operate with you in every way. We are ready to take up and consider such changes in the plans of buildings as will provide for the adequate housing of books,

The situation is not one concerning which I can make a statement that will be final, because the changes in the buildings will have to be made as required, but we do stand ready to provide additional library space. We stand ready to aid in getting the collection of books. We stand ready to organize expert service effectively. The men in charge of this great movement of the Y. M. C. A. stand ready to coöperate with the American Library Association in any comprehensive plans it may have for this undertaking.

Now, one note of Dr. Putnam's in regard to the home base. He speaks of the disposition on the part of the municipal authorities to economize. Often economy comes at the expense of things we think most important, for example, public schools and the library. I remember, in Springfield, Massachusetts, during the Civil War, or just at its close, when people were feeling poor, Dr. William Rice, who built up that institution—developed later by John C. Dana and Hiller C. Wellman—the library consisted of a limited collection of books, in two small rooms in the City Hall, and Dr. Rice had the temerity to ask that gas be installed. That was a challenge to the city government and a committee waited on Dr. Rice, and insisted that, instead of putting in gas, he should economize. He said, "Gentlemen, I did not call you here to talk about economizing. Instead of economizing on gas I want this and this and this," and he got them.

Now, we have in Springfield, Massachusetts, that magnificent library, with a notable art collection and a museum of natural history, representing a value of over two million dollars. That may have been a critical moment when the committee called on Dr. Rice, and were told, "This is not the time to economize, but to spend money," extravagantly, if you will. No city government is willing to go before the community when the issue is made clear that it is for the well-being of the community. Make the issue clear.

(Mr. Orr, concluding his remarks at this point, was asked whether in equipping a

library for soldiers in coöperation with the Y. M. C. A., the library books should be kept separate from the Y. M. C. A. or merged with the books of the Y. M. C. A., whether the expert service of librarians should be placed at the disposal of the Y. M. C. A., or whether librarians should keep their work separate and distinct.)

Mr. Orr: I do not think it is quite time to decide a question like that. I think we must have a certain amount of experimentation, under proper control and accept whatever seems best under the circumstances. In Chicago there is effective coöperation. Apparently there is no difficulty there. In Massachusetts, last Saturday I made a tour of isolated posts between Boston and Lowell, and saw service at first hand, in which the State Library Commission of Massachusetts is coöperating with the Y. M. C. A. Our outfit was an auto. We had to go quite rapidly at times. Traveling libraries are provided by the Commission to be left at posts where there are twenty or thirty men, to be kept until they are through with them, when they are taken to central headquarters and shipped to other posts. In New York State libraries are sent to the buildings of the Y. M. C. A., under the direction of our executive offices kept intact. It may be desirable at places to establish branch libraries under the direction of the library authorities. In that case the Y. M. C. A. will aid in developing an interest in reading. It is a little early yet to lay down any hard and fast plan that shall be put in operation all over the country. The conditions are various and changing.

I rarely had such an interesting experience as I had last Saturday when visiting the camps. Here are three or four men guarding a railroad bridge; their tents are near a picturesque stream; here are men guarding a system of bridges; another group of men is at an armory, ready for summons to service; another post is in the midst of woods. I was interested by the homely good, simple, true-hearted character of those soldier boys. They are clean-minded men, facing their duty in the spirit that does us honor; who crave above

everything else something that shall keep them in touch with the great world of men and affairs, because they are lonely and isolated. It was a gratification to see how much that brief visit meant and the appreciation of the bundle of magazines or the package of books or the game of checkers or dominos. Most of all what appealed to these men was, not what was given, but the spirit in which it was given.

I have been impressed at the New York office with the tremendous potential resources that we have for this undertaking. Every day I have to say to people, "Wait

just a moment. We are trying to get this thing organized so it will be done effectively." I say, "Don't start this thing going until the library people have decided how books shall be selected and transmitted and sent over the country, so each camp will have its proper share." Many, many people are interested who want to serve, and it rests with you to see that this genuine, earnest desire for service shall be put to the most effective use. That is a great undertaking and great shall be your reward in the future in the reading public that will come to you.

THE CORPORATION SCHOOL MOVEMENT: TRAINING MEN DURING BUSINESS HOURS

By J. W. DIETZ, *Educational Director Western Electric Co., Chicago, and President of the Association of Corporation Schools*

There is a changing point of view in industry on the matter of human relations and dealings with employees. I think the public schools have perhaps encouraged business men to feel that the whole educational job is a public school job. We all agree that education is democracy's biggest task. We all agree that the public educational system of which we are so proud in this country, is our biggest and most influential agency, but we believe, too, that they have a duty which is much broader than that of training people only for business or for industry.

There has been a feeling on the part of some business men that perhaps it was good business to let the other fellow do the training, and after the men or women in his competitors' organization began to show some prominence in the work, to buy them for his company. That does not work. That is a very shortsighted policy. Somebody comes along and buys them back. We must face the problem of developing our own people in industry.

Education within industry

This is a different problem than educat-

ing people for business or for industry. It is training adult workers after they are in business, as well as younger people. The difference is, I think, fundamentally this: that we have an opportunity to hook up our educational problems, our problems of developing men with their everyday tasks in a real way, in a way that is impossible before an employee enters upon such active duties in business. These problems are being undertaken in a broad way. They affect not only the development of skill for particular tasks, but they are reaching out into matters which are very closely related to the whole welfare of public life, public education, matters of safety and of health, the prevention of sickness, vocational guidance—these are problems which are being undertaken by business men within business. As your president has pointed out, this is a new growth.

The Western Electric Company, which I have the honor of serving, has for many years gone to the colleges to bring into its organization new blood, to bring in men from the best schools in the country to

learn the business. We haven't taken every college man who came to us and said, "I am a college graduate." We have gone out and tried to select the best men, the men who have shown, through their previous training and activities in college, that they have the capacity for leadership.

Other companies have been progressive in the training of their skilled workers. The Santa Fe Railway System, for instance, has at the present time thirty-seven school shops scattered over its territory, where they bring in the untrained boy and make of him in the four years of training, a skilled, all-around workman. If you are dealing with business men at all you know how scarce, good, all-around mechanics are these days.

Coöperative association organized

Other companies have developed other lines of work, such as training of office workers and salesmen. It was only about four years ago that some who were interested in these matters in business, thought we had gone far enough alone. So a meeting was called in New York under the leadership of Mr. Henderschott of the New York Edison Company, in which there were some thirty-five or forty companies represented. Seventeen decided to join interests in a coöperative effort to exchange experience in this matter of dealing more intelligently and more wisely with the problems of personnel. Out of that movement has grown very gradually, and as your president has pointed out, very quietly, a movement which now takes in over one hundred progressive organizations from the Pacific to the Atlantic Coast. Many of us who came into the movement at the start came with the feeling, "I don't know whether we are going to be able to get anything out of this or not, because, you know, our business is 'different.'" That is a very familiar cry in industry, "Our business is different." "I don't believe that will work with us," or "That may do all right with you, but our people don't need it or don't care for it." But we have found that human nature is

much the same; employees and people are much the same whether they are working for a railroad company or for an electric manufacturing company, a public service organization, or in a department store or a mail order house. So you see it is on that broad basis of the human factor in industry that we are working out our problems of coöperation.

The Association's activities are centralized in an executive office. A monthly bulletin is issued, special reports are made covering the investigations and recommendations of committees. The proceedings of the annual conventions are bound and published. These are available to libraries at reduced prices.

A business administration problem

The problem has never been at any time strictly an educational problem. Broadly, it is one of organization in business. Business in these days is being organized on the basis of functions. We have the function of making things; we have the function of selling things, of rendering financial or clerical service. Pretty generally have been separated from the duties of the foreman and the department head the function of training and education.

Teaching specific tasks

Business is very much subdivided these days. There is a minute division of duties. One of our first duties is to adapt properly the new employee to a particular task. There is too the least skilled of our class of laborers who often must be taught English.

Let me tell you briefly about some of the progressive plans which are being adopted by companies in breaking in office boys. Perhaps I shouldn't say "breaking in office boys." That is obsolete. We cannot throw off these old-fashioned ideas in a few years. We are *developing* men these days. The office boy comes into the progressive organization and is under the supervision of someone who is in sympathy with office boys. He is considered as a

potential executive (not a necessary evil) making the boy an important part of the organization. Those changes in point of view are very vital and our Association of Corporation Schools is very active in fostering that changed point of view. Take our own organization at Chicago which employs about twenty thousand people; we have over one hundred boys who are on office boy work. They are put under the supervision of a man who gives his whole time helping them get started right. We have about a dozen different routes over which the boys are sent. That is a two weeks' assignment, the boys being sent out with older boys to learn the geography of the plant. After that they are put to work on the first simple duties of an office boy in a private office. They are instructed in matters of courtesy and deportment, answering the telephone properly, and some minor duties, such as filing of papers. We don't forget him after he is placed in his office-boy job. The arrangement is that no boy can be dismissed from the company's employ without being sent back to the educational department. Perhaps he has not hooked up well with the department to which he was assigned. That may have been the fault of the executive; nevertheless the adjustment has not been a good one. Perhaps he has not shown the proper aptitude for the work and he is sent to some other place to be tried out. Some boys do not make good with us, but we feel that we are eliminating much of the element of chance.

The training of clerical helpers, office people, is carried on in pretty much the same way. One of the best examples is that done by the American Telephone & Telegraph Company and the Associated Operating Companies of the Bell System. They have, as perhaps many of you know, school equipments in their exchanges, with instructors whose sole duty is to teach telephone operators properly to serve the public before they are called upon to render the service. They have duplicates of the equipment and the facilities

which they are going to be called upon to use, and they are trained in that way. Some companies even have voice culture, so you get "the voice with a smile," which always wins.

Training skilled workers

The ideal in training in business is that of rendering a service, just as the progressive ideal in your work is rendering the community a service. We are not letting employees learn a business; we are helping them to learn the business, and that involves largely a matter of supervision.

In training for skilled tasks, such as that of a machinist, we have two plans, one of bringing the boy in and putting him directly under the tutorship of a journeyman or the workman next to him. The usual practice is to take him four hours a week into the classroom where he learns the technical side of the business, how to read drawings, solve the ordinary shop problems, elements of physics and mechanics. The classes are held on company time and the apprentice receives pay while in the class room.

Another plan is that of having a separate instruction shop, where there are duplicates of the equipment which is used in the big shop. Its arrangement is something like this: a boy starts his four years training plan on one type of machine, say a milling machine; he learns how to use a milling machine. He is under the supervision of a man whose sole idea is to teach that boy his trade, not to get a certain amount of work out of him. That is absolutely fundamental. He is a man who has been relieved of supervising a great number so that he can give proper attention to each individual, and the accepted practice now seems to be that there shall be one instructor for every twelve or fifteen such apprentices in training. The boy is broken in on one type of machine, and then he goes out into the shop and uses his acquired knowledge under the conditions he will meet after he has finished his term of apprenticeship. He comes back from the

big shop, is instructed on another type of machine, and he is trained under the wholesome guidance of the men who have the ability to impart their knowledge rather than because of their ability to get out productive work. His work is productive, but instruction, not production, is the goal sought.

We have the job of teaching tasks, teaching trades, such as machinists, printers, plumbers, carpenters; then the broader problem of teaching a business. The problem of teaching a business as a whole involves the nature and uses of the company's products, the company's facilities for manufacturing or distribution, a knowledge of the machinery required, a knowledge of the organization, and a knowledge of the personnel. These plans are carried out for more developed men, often college graduates who have no business experience, who are taken directly into the plants.

In another organization they have adopted the plan of putting their people on productive work, and, later bringing them under the influence of their educational organization. It is impossible in these days for a man to be a broad business man in an organization of any size without having the opportunity to get the viewpoint of other departments and of other branches of the organization. So you will find some companies like the American Steel & Wire Company, which says to its managers in distant cities, "We want thirty of you to come to our Worcester plant and spend four weeks in studying in a very intensive way, the whole business of the American Steel & Wire Company. Under such a plan they include trips to the mines, where they draw their raw material for manufacturing work. They follow that raw material all the way through their organization, fabricated into finished products. Such a man goes back, whether he be salesman, shop superintendent or department manager, with an entirely new view point regarding his company and his share in the work.

General education

Another broad division and one which I think perhaps comes a bit more closely to your interest, is the problem of voluntary education; and I am mighty proud, as a business man, to stand here and say that business is taking a very far-sighted and broad view of the problem of coöperating with their people in developing themselves and in fitting themselves for advancement. You may find many good libraries within our plants. I am sorry to say that there are as yet but few trained librarians. We are waking up; we realize and are seeing the value of trained service in all lines.

I was interested in studying your program to note the topics for discussion under the Special Libraries group, and I hope we may work out some coöperative means for making your service available in industry.

You find in these plans for voluntary education such features as these: evening school, study plans within a plant. At our own plant last fall we had for example almost nine hundred men and boys and young women meeting immediately after working hours. We have arranged our plans to meet the convenience of our people. It does not mean spending car fare and a lot of time to go to an educational institution. We bring the educational institution to the plant. We do not in those courses make narrow plans to fit people to do a particular job, or for a particular task; but you will find men studying mathematics, drawing or blue print reading; you will find the typist studying English to undertake better the work ahead. We find some of our college men, perhaps technical men, who have not rounded themselves out so well on business problems, coming in and discussing problems in which they need additional direction.

A further plan in that connection, and a far-sighted one, is that of coöperating with employees in refunding part of their tuition fee in educational institutions, some public, some private. Many companies say to their employees, "Come to us with your

plans. We will talk them over with you for the purpose of assisting you in the matter of guidance, so that you are using your spare time profitably. If you finish the courses satisfactorily we will refund half of the tuition fee which you have paid."

Many correspondence plans are being carried on in that way for people who have not access to local educational institutions. Some of the companies are lending progressive employees money to round out their education in full time institutions for instruction. In other words, industrial scholarships are springing up, so that industry is saying, "This is a democratic institution; whether you started with an elementary school education or with a high school education, we are going to recognize your worth and help you to make good." These are splendid indications of the progressive and far-sighted attitude of business men toward their people.

Executive supervision

Now, what are some of the types of executive control which are making these plans effective? Some companies have delegated the responsibility to committees. It is difficult for any one man in a large business to have the breadth of view necessary to lay plans which will be effective; so educational committees, call them school boards, if you will, within the business, are appointed to give guidance to these plans for better relations with the employees. Other companies reverse the process and have full time educational directors, with committees for guidance. Some companies coöperate with public institutions, such as the University of Cincinnati. One member of our Association, the National Cash Register Company, sends some of its employees from Dayton to Cincinnati for alternate periods of technical instruction. That is still another means of coöperation.

The splendid thing about all these plans is that no one is insisting that there is only one right way. We are glad to have peo-

ple go ahead and do these things which are recognized as good things today; in whatever way they seem to get the best results, and gradually, by interchanging experience, we hope to evolve better and better methods.

If you will pardon a personal reference, I can perhaps give you some hint of the kinds of problems educational directors are meeting in their everyday jobs—just a few examples from my experience in the last five or six days. A young Englishman came into my office who had been with our company five years. He started in as a trucker, pushing boxes through the plant. He had been in before, asking for guidance. He had been enrolled in our evening classes for three years. He came in to find out if there were any evening schools in session during the summer. He wanted to work all summer on his educational problems. Unfortunately we were not able to direct him to any evening schools which would fit his needs during the summer. So our problem was a library problem, and we have given him some reading matter for the summer work.

I spent a half a day in our installation department school, where we are training boys to install telephone exchange equipments. There were eighty boys taking a two-weeks' course of instruction to fit them for their first task. In that same school there was a normal plan, a plan for teaching teachers to teach. There were instructors from all over the country who were being taught to train people in the knowledge of their work. So we have got to the point where we are establishing our own normal schools within business as well as our own elementary, secondary and higher schools.

Let me quote to you from the minutes of one of our Educational Committee meetings:

"Mr. Smith and Mr. Jones were requested to give consideration to the question of the amount and kind of training in other departments which is desirable as preparation for service in their division"—

"A broadening influence all the time"—

"There was discussion on the possibility of asking other companies to take our people, to give them the point of view of their work, as making them more useful to us and exchanging experiences with other employees."

There is a method which, as yet, has not been attempted in an organized way. They were discussing, too, what the proper salary starting basis was for people of different grades of education; what is fair for the boy who has finished the two years high school work; what rate of pay shall the high school graduate receive, and so on.

Another conference was studying the problem of "How can we coöperate better with our employees in their voluntary education?" In other words, if an employee of our company goes to Lewis Institute or Armour Institute, how can we know that fact and how can we make it of most service to the company and to him?

We are taking this view in business in these days—what is good for the employee is good for business and what is good for business is good for the employee, and we are trying to make our plans measure up to these tests. One of our foremen came to me and said: "We are facing this problem: our work is growing, we are taking on a great many more men in this rush of business. We seem to be short of minor executives. What are we going to do about it?" It means that we will have to establish means for discovering executive talent and then develop it. These are real, everyday problems with us in business.

We were called upon by the University of Illinois to furnish a speaker for a special government training school on the problem of storing of munitions. There is another example of how business and the state can coöperate. Just before I came away last night we were discussing whether or not we should put our educational plans for college men on an entirely nonproductive basis. That is, shall we forget entirely whether they can earn anything or not during the training period and put all of our attention on training?

That is no reflection on the college man. He can learn as fast as anyone else, if you give him a chance. It was decided we must bear in mind, first and foremost, that for the best results and the widest usefulness we must make production during the training period absolutely secondary.

Now, what are some of our hopes and our prophecies for this type of work in the future? There are a lot of business men still to be converted on this problem, who insist that when an employee comes to them he must be able to deliver the goods at once. If you take a stenographer into your office, she must have a certain speed and ability to write letters. That is a very shortsighted, narrow policy. Unless they are looking for general intelligence, initiative and possibilities for growth they are never going to get the type of employees or build up the type of employees in their organization which will eventually enable their business to become a bigger business.

Dr. Mann, of the Carnegie Foundation, has spent several years studying the problem of engineering education. One of his methods of approach was to ask practicing engineers—thousands of them—what in their judgment were the essential features of an engineer's education; what were the necessary qualifications for success in the engineering profession. Much to the surprise of a lot of folks the answers were summarized, after six thousand replies had been tabulated, in this order: First, character; second, judgment; third, efficiency; fourth, understanding of men. The way these qualities were rated in the replies they totaled seventy-five per cent of the necessary qualifications; then comes knowledge of fundamentals, and, last of all, with only a value of ten per cent, technique or special skill. I think that is very illuminating and very significant, because commercial organizations, in studying problems of training in public schools, usually come back with that same sort of report. If we can get that view point in industry, I think

we will have some hopeful signs for the future.

Our ambitions are to make the average business more efficient and a better and safer place for the development of human talents—not that I feel it is unsafe now, but we believe that there is room for improvement. We believe there is a splendid opportunity for vocational guidance and vocational selection, and we are very quietly feeling our way on the matter of applied psychology in the selection of employees for different tasks, different educational tests, for getting folks into the right lines of work. Of course, we are not saying much about that because a lot of business men are gun shy on the question of psychology.

All in all, this is a problem which seems to me a bigger problem than industry itself. It is difficult to draw the line between you and me as employees of a company, and between you and me as citizens of this nation. So, we feel that in this present emergency we can render no better service than to take inventories of the human talents which are now in business and to develop those and use them to the best advantage of our employees, our companies and of our Nation.

(The president inquired whether there were any questions anyone desired to ask the speaker. One of the audience asked how the public library may help the corporation school.)

Mr. Dietz: Have you gone to the business man in your community and pointed out to him the service that you can render, with some concrete suggestions? First, make a quiet study of his business and find out what he needs. Then say to him, "Would it be of value to your office people if they knew a little bit more about business organization, or if they knew a little more about fundamentals of English," or "Do you find them weak in this or that particular phase of their work?" "We have some good books that will enable

them to strengthen themselves along those lines." I think it is solely a matter of getting together. The business man does not appreciate what kind of service the library can render him.

(One of the members stated that apprentice boys do not seem to be a reading class of boys.)

Mr. Dietz: I think in a general way that would be true. Boys from seventeen to twenty, who are working all day and who have perhaps in addition some home problems from their corporation school work, will not be active users of your library facilities.

President Brown: I should like to speak of the encouragement which one of the members of your Association of Corporation Schools is giving respecting the use of books in Buffalo. This corporation has a library in its office building, where there are about sixteen hundred girls looking after correspondence. They have a daily delivery from the plant to the library and every book which is requested by any one of the employees is delivered on the desk of that employee during the day from the public library. That is supplementary to their own library. It has also carried out a promise for two years to deliver a copy of any book which any employee will read twice and write a brief description or summary of, free to the employee, if that summary is turned in to the office. That has been subject during the past year to selection from a list prepared by the public library. That is one way in which this plant is coöperating with the library. In addition, in their manufacturing plant, they have a large traveling library from the public library, which is also added to in the same way as the library in the office building.

Mr. Dietz: Many of the companies have branches of public libraries, and I think that is the most effective means of coöperating with the employees and bringing the library to the plant.

CHINESE BOOKS AND LIBRARIES

By WALTER T. SWINGLE, *Chairman Library Committee, U. S. Department of Agriculture, Washington, D. C.*

Printing from blocks is said to have been invented in China in 592 A. D. However, although printing may have been invented as early as this, printed books did not compete with manuscripts until the middle of the tenth century, when the printing of the Nine Classics was completed. Possibly periods when old precedents could be safely broken favored the rise of revolutionary new inventions. It is worthy of note that the first invention of printing as well as its final successful application took place during unsettled periods of Chinese history.

From the middle of the tenth century block printing developed very rapidly, resulting in a wide diffusion of books and the decline of the copyist's trade. No doubt the rapid dissemination of learning this entailed had much to do with the great intellectual progress made in China during the Sung dynasty, from 960-1280 A. D., which has been called the "protracted Augustan age of Chinese literature." This was contemporaneous with the darkest period of the Middle Ages of Europe, when western learning fell to its lowest ebb. Even the conquest of China by the illiterate Mongols did not lead to the extinction of learning. During the purely Chinese Ming dynasty, 1368-1644 A. D., the writing and printing of books flourished anew, while the early Manchu emperors cultivated literature with zeal and during the reigns of the enlightened Manchu emperors K'ang Hsi (1662-1723) and Ch'ien Lung (1736-1796) a series of great literary and encyclopedic works that would do credit to any country were published under imperial patronage.

The nature of the Chinese printed language is not nearly so favorable to the use of movable type as the vastly simpler alphabetic tongues of the west. Still, movable

types, molded of clay, were invented in the eleventh century. Even metal types were made in Korea a half century before they were "invented" in Europe.

Disregarding the manuscript works of the great T'ang dynasty (618-907 A. D.), which are doubtless tenfold more numerous and more important than the contemporaneous literary works of the whole western world, the Chinese printed books up to the middle of the fifteenth century have no counterpart at all in Europe. They existed in countless thousands of volumes. In 1406, the Imperial Ming Library contained printed works to the extent of over 300,000 books, and more than twice as many manuscripts, and already many printed works of the Sung dynasty had been lost during wars.

It is probably no exaggeration to say that the number of printed books extant in China at the time of the "discovery" of printing in Europe exceeded those printed in Europe during the first century after Gutenberg. Printing became very widespread in China, and in addition to innumerable private presses, the provinces, districts and even townships had their official presses. Undoubtedly more books were printed in China than in all the rest of the world up to the middle of the seventeenth or the beginning of the eighteenth century.*

It is thus evident that there exists in China a vast accumulation of printed books that have been piling up for well-nigh a thousand years. The pertinent question now is, what value, if any, do these Chinese works have? In answer to this query it must be said, first of all, that not only are

*Even now one of the largest printing presses in the world is to be found in China. The Commercial Press at Shanghai as a part of its work prints for the new schools of China elementary textbooks which are often issued in editions of several millions.

the Chinese literary standards very high, but there is a strong prejudice against frivolous works of any character. The great bulk of Chinese works, aside from the Confucian classics, are historical or literary, the latter being mostly essays, short poems or critiques. There exists also a vast Buddhistic literature and very many Taoist works. Novels are not even classed as literature, although famous ones exist and some of them have been translated into European languages. There are also many famous dramas, but these, too, are excluded from literature proper by Chinese bibliographers.

The historical records of the Chinese are of vast bulk. Their study by western scholars cannot fail to yield results of great value to the whole world. In close connection with the historical records proper we should consider the great number of geographic treatises and especially the so-called gazetteers. These latter are official publications issued by the Empire, as well as by every province, district and township and treat not only geography and topography proper, but are often voluminous works of general information, of very direct interest today. No other country in the world has anything to compare with this branch of Chinese literature, either in extent or historical value.

During the past year the writer has been studying the citrous fruits of China. In connection with this work there have been translated chapters bearing on citrous fruits from all the Chinese topographic works available in the Library of Congress and in the John Crerar Library at Chicago. These translations have proved the great value of the Chinese gazetteers in modern agricultural research. Without doubt a great amount of valuable information as to mines, mineral resources and local industrial products, etc., lies waiting in these same rich storehouses of information.

The classified encyclopedias of China, though not so overwhelmingly superior to those of the western countries as are the gazetteers, are nevertheless so ancient, so

numerous and so voluminous as fairly to stagger the imagination. For 750 years at least China has had excellently edited, well arranged and well printed encyclopedic works of reference covering well-nigh the whole range of human knowledge. Emperors vied with one another in encouraging works of this character, and as a result no people in the world have so complete a series of encyclopedic works covering so long a period.

One of these works, the "Yung lo ta tien" completed in 1409, aimed to contain all human knowledge then available in China. The equivalent of 8,000 years' man labor was expended on it and it filled some 23,000 folio volumes. It proved to be too bulky to print and was preserved in manuscript until 1900, when it was burned during the Boxer insurrection in Peking—a catastrophe second only to the burning of the Alexandrian Library.

Another only less gigantic encyclopedia is the "T'u shu chi ch'eng," printed in 1728, in 5,020 volumes, from large movable copper type. This is the largest printed book in the world and is still today invaluable in the study of any phase of Chinese science, political economy or history, and is constantly quoted by all sinologists. Scores upon scores of smaller encyclopedic works, some dating back 600 years or more, and some of the nineteenth century, are of the utmost value to the students of things Chinese.

China has always been proud of her scholars, who have for ages outranked warriors. Over twelve hundred years ago an examination system was devised that placed the highest administrative offices of the Empire within reach of the poorest peasant's son if only he had sufficient ability. This and the absence of any hereditary nobility gave China the first efficient civil service and the first enlightened and pacific government. The arts and sciences were cultivated so assiduously under this favoring condition as to make the whole world a heavy debtor to the great Middle Kingdom.

As was to be expected from a nation of

scholars, we find in China an unrivaled series of historical records of all state matters, and also the earliest comprehensive biographical and bibliographical works known. Besides this, we find every effort made to preserve the writings of famous scholars, usually in the form of collected works, so that as a result there awaits the student of almost every phase of human activity a wealth of authentic documentary material that has as yet been almost entirely neglected.

China has been for millenniums a laboratory wherein political, economic, agricultural, artistic and industrial experimentation has been carried on under unusually favorable circumstances. A wealth of material awaits the investigator competent to utilize these priceless records. Such investigation should be done soon, before the Chinese become so westernized as to lose the power of interpreting the records of their own past. We are living in an age that bids fair to witness the complete transformation of the only remaining ancient civilization.

In China there are very few great libraries. The wide diffusion of learning and the complete decentralization of the printing and publishing industries, and most of all the clan type of family organization, have favored the creation of large private or family libraries scattered all over China. No adequate survey of the library resources of China has ever been made, but there can be no doubt that they are of enormous extent.

The Chinese Imperial Court has always maintained a large library, and sometimes several at the various capitals, and there has recently been established in Peking a national library which a catalog published in 1912 shows to be rich in rare old Chinese books.

Japan is rich in old Chinese works treasured in the private and public libraries during the many centuries when Chinese learning was held in the highest reverence. Doubtless the Japanese libraries rank second only to those of China in their content of Chinese books.

In Europe there are a few good Chinese libraries. The oldest and best is that of Paris, which includes a collection of ancient Chinese manuscripts unsurpassed even in China. The collection at the British Museum ranks second. There are also large collections at Berlin, Petrograd, Cambridge and Leiden.

In America, the Library of Congress was the first to secure a notable Chinese collection which now numbers close to 45,000 volumes, Chinese style. It is by far the largest in the new world and probably ranks second or third among the Chinese libraries outside of China and Japan. The collection is not only pre-eminent in geographical works and gazetteers, but also in treatises on agricultural, botanical and related subjects. It is very rich in biographical and bibliographical literature and has a large and rapidly growing collection of works on Chinese art and archaeology. It includes also a large number of Chinese Collectanea which often contain reprints of works no longer obtainable in the original.

The second largest Chinese collection in America is that of the Newberry Library in Chicago, comprising over 600 works in about 18,000 volumes. The John Crerar Library in Chicago also has a Chinese collection, including about 600 works in about 12,000 volumes. The two Chicago collections so complement each other without duplication as to constitute together a very large and complete Chinese library of some 30,000 volumes, rivaling or even exceeding that of the Library of Congress in many fields.

The next largest Chinese library in America is the collection donated to the University of California, by Prof. S. C. Kiang. It is rich in belles-lettres, containing many rare works, and comprises about 1,600 works in 13,600 volumes. Unfortunately about one-fourth of the works are more or less imperfect, as the Kiang family library suffered greatly during the Boxer insurrection.

The New York Public Library contains

a valuable Chinese library collected by Dr. James Legge, the famous translator of the Chinese classics. This special collection is very rich in the Chinese classics and their commentaries, and contains valuable manuscript concordances prepared by Dr. Legge in the course of his monumental translations. The library of Columbia University is now cataloging its small but select collection of Chinese books, which it hopes to expand into a good Chinese reference library in the near future. The Metropolitan Museum of New York City has a good collection of works on Chinese art; and the libraries of Harvard and Yale have some very valuable Chinese works, but none of these collections are as yet complete enough to be of more than very limited service to the student of Chinese books.

The Library of Congress has originated and carried through a plan of classifying Chinese books in accordance with Ch'en Lung's "Imperial catalog," using modern library notations for the various classes. Then, too, the works reprinted in the collectanea, amounting to nearly 10,000 in all, have been entered in the catalog in the place they would occupy in the classification if they were separate works. No other Chinese library has so many collectanea rendered accessible in this way. The result is a systematic shelf list of all the Chinese works and reprints in the library, some 12,000 in all. A photostat reproduction of the Chinese titles has been made up in the form of a compact small folio volume about an inch and a half thick, including the outline of the classification and forming a valuable guide to the collection.

The hundred thousand or so volumes of Chinese works now in American libraries are only a small part of what should be secured in order to give any adequate idea of the stupendous intellectual activity of the greatest and oldest nation of the Orient. Revolutions, political reorganiza-

tion, and the progress of western education alike threaten the literary treasures of China. If not purchased and stored in our fireproof and wormproof libraries many of them will be lost forever. The quantity of Chinese books now being thrown on the market is so large that no single library can hope to buy more than a tithe of what is offered. It would seem wise to follow here the old adage *divide et impera*. Each purchasing library, after securing such general works as needed for its own special requirements, could specialize on some one field of Chinese literature and become the leader in that branch. By a system of inter-library loans, based on a union catalog, it would be possible to pool the resources of the whole country and thus accomplish by united effort what singly would be impossible. It should be remembered that so many Chinese students are attending our leading educational institutions that it is easy to secure expert help in the cataloging of Chinese books now that a workable system has been devised by the Library of Congress to classify the Chinese works merely by looking up the titles in the "Imperial catalog."

Now, when the Chinese problem looms large, would seem to be a good time to learn something at first hand about China's history, her present needs, and her probable future development. Besides the commercial traveler and the missionary, we need another class in Chinese affairs—the scientifically trained scholar. We need a band of such men who shall make accessible for us the wonderful storehouses of Chinese learning available in the printed records. The effect of adequate investigations would be to arouse general interest in the political, social, moral, religious and agricultural experiences of the most stable nation on earth. It would become apparent that we have as much to learn from China as China has to learn from us.

THE COUNTY FREE LIBRARY SERVICE AS OPERATED AT RIVERSIDEBy JOSEPH F. DANIELS, *Librarian, Riverside (Cal.) Public Library*

The California county free library law provides that instead of establishing a separate county free library, the supervisors (county board) may contract with any existing public library within the county, whereby that public library assumes the functions of a county free library. The Riverside Public Library has such a contract.

The city of Riverside has a population of 20,000 and an assessed valuation of about \$10,000,000. It covers 46 square miles.

The county is just about the area and dimensions of Massachusetts—a little less than 8,000 square miles; population 45,000, assessed valuation \$30,000,000. We operate in 70 branches and stations and under a variety of conditions, but always adapted first and last to local autonomy and strict economy.

Roughly there are two kinds of service, general public and schools.

The general public is served at about 35 places (called branches and stations) operated through nine public libraries and several neighborhood branches supported by their communities. We have absolutely nothing to do with their management, except as we may give advice and exercise technical prestige, but we supply those nine public libraries and the branches with books and in many of them we own all the books. Sometimes several of these libraries have each a thousand books of ours and they order them and return them pretty much at will. We urge them to turn back dead stock and to keep their shelves alive by frequent orders from the main library containing 70,000 volumes. There is no fixed time for return, there are no boxes, no graded collections and no system of exchange that will keep any collection an intact unit. We pay transportation both ways and use parcel post and express.

We began the service through the exist-

ing public libraries, and while we have developed an elaborate record system we have not changed the method of distribution and of shipping. The whole plan is based on the idea of giving them what they ask for as well as we can. We supply them with order forms, envelopes and postage and expect them to mail orders to us at any time. When we want a book returned for use elsewhere we write a form post card asking for the book or a good reason. We buy duplicates, of course, but only when actual service demands warrant the purchase.

The larger number of public branches are outside incorporated cities and are located in all sorts of convenient places out in the country. There is actually no money expenditure for maintenance in any of these country branches. The voluntary custodian costs nothing and there is no real service expense at the branch. We bring the service to their doors and they do the rest. In some places we suspend for a year or two because we find no person willing to act as custodian. We believe it best to have each community do its share in the service rather than the other plan of paying custodians and paying rent, light, heat and incidentals from county funds.

School libraries are operated under contracts with elementary school districts and high school districts.

In the elementary school there is a school library fund; under contract we get the whole fund and supply general library service and supplementary readers. The state system of free textbooks has its own field and we have nothing to do with that. We do not know at this time just how far we may have to go in the supply of apparatus, maps, globes, charts, lanterns and slides, music discs and many inventions and devices of the schoolroom. Every session of the legislature shows some attempt

to define the money in the school library fund or its use. We do not know what is next in school service.

The high schools and their junior colleges do not have fixed library funds like those of the elementary school, so we make contracts with them for any sum agreed upon. With the high schools we are likewise going through an attempt to define service. In the grammar, or elementary school, the question of apparatus is confused with book service, but in the high schools it is pretty well understood that our service is a book service exclusively. We may have to add apparatus service, but it will be clearly defined and paid for.

There is, however, a difficulty in high school service concerning expensive reference books growing out of a recent list of the reference books for a high school library. The list costs about \$1,000 and, of course, cannot be furnished in contracts that pay from \$50 to \$400 a year. The solution offered is an assessment outside the contract, say about \$200 each year for three years from the school, in excess of the contract. The plan has the endorsement of several authorities but there is no legal authority for it at present and we do not know what will come.

In Riverside County there are 89 elementary school districts and we have contracts with 23. In addition we have contracts with four high schools including one junior college and our total number of school-houses is 35.

Our contract income is about \$6,900, of which \$5,000 is from the county and \$1,900 from schools.

Our total income is, approximately:

City.	\$13,000
Contracts, county and schools..	6,900
Library school	2,200
Other collections	1,000

\$23,100

The activities of our institution are four: City, county, library school, extension work.

Under the plan of combined budgets, and

with the four functions, the library has grown and prospered. It is a co-operation plan that works very well and should make a record for usefulness at a very low cost. However, this plan has the danger due to several governing bodies having more or less to do with our existence.

Two items in county free library service show some variation from normal public library service. The first is book selection. When this free service is brought to the door of a community there is an implied invitation to ask for any book wanted. Nearly ninety per cent of our county free library book purchases are direct responses to definite requests from branches and some of them must be more closely studied for better results. That is where real extension work should begin.

Then we have as the second abnormal item, the wear and tear resulting in large withdrawals and large bills for rebinding, on account of great reluctance to return books when they should be rebound. Our present method is to examine all books when we visit branches and to write frequent letters about the return of books that need repair.

The topography of the county ranges from 128 ft. below sea level to 10,000 above and you can readily understand the agricultural and scientific range of requests coming to the library.

Fortunately we began years ago to make a great collection in agriculture and horticulture—a library about something in particular—and now that the country is “doing its bit” by growing things, we are all ready with the information that will make us all richer and what is better still, it will make us all healthier and happier.

To the men in the magnesite mine and to prospectors who drift into Palm Springs and other desert places we furnish books not to be returned—withdrawn books and bales of magazines. Even the Indians get the service and many of them who have been students at Sherman Institute have the book habit.

We have hundreds of miles of cement

and macadam highways, but the real experiences are at the end of the rough roads in the deserts and in the mountains.

The system of county free libraries does what it set out to do in California and

elsewhere, it brings to the remote reader nearly everything he wishes to read a little more quickly and at less unit cost than a traveling library or any other invention in book service.

A PROGRAM FOR LIBRARY ADVERTISING

BY CARL HUNT, *Editor of Associated Advertising, Indianapolis*

I do not think advertising is a panacea, that it will cure all the ills of the library, that it will make good librarians out of bad librarians. Of itself, it cannot, of course, accomplish any such result, although it may have that tendency. But I do think advertising and library work, which, after all, seek pretty much the same thing, can combine their efforts toward the promotion of civilization, and I hope that the American Library Association and the organization which I represent, the Associated Advertising Clubs of the World, may find themselves joining in fact as well as in spirit.

The organization which I represent is greatly interested in library work. A great deal of our work touches and dovetails with yours. It has been the experience of our Association—and I have no doubt that some of the librarians here have had the advantage of co-operation from local advertising clubs—that the local advertising club, in every case where it has been called upon, is more than glad to co-operate in library advertising. And I may say for the Associated Advertising Clubs as a whole, having some 16,000 members, that we are interested in you and we would like to do what we can to help you.

I should like to mention, parenthetically, a thought which has come to me, representing to my mind the biggest opportunity which library work has in connection with advertising. I think we will wake up some day to see that there is running in this country a great national advertising campaign to advertise the service of the public library. I think we will find that some

Andrew Carnegie has discovered that it is not all-sufficient to have a beautiful library building and books and equipment; that it is quite as essential and quite as great a thing to educate the public to desire library service. We in the advertising business know that markets are in human minds. Markets can quickly be made through what we may term, in a general way, salesmanship. Markets may be made through advertising; and a desire for library service may be made through advertising. So, I am in hope that the time will come when some person with a philanthropic motive will supply the wherewithal to establish and carry forward a great national advertising campaign to put the library where it belongs, as the Great University of the Masses.

There is one answer that seems to come to the mind of the average librarian when you say advertising would be good for his library. It is: "Yes, perhaps it would be a good thing, but we seem to be pretty busy as it is, and we are using all the money available now. How could we possibly advertise? What would we do with the people when they come? Hadn't we better first get more money?"

That seems a problem, and yet advertising, or any force which would increase the efficiency of the library would naturally bring more money to the library; and if I were a librarian, I don't believe I would worry very much about my library board and what it thought if I was quite sure I had the public with me.

The way to get the public with you is to serve the public. Advertising does not get

the public with you. Advertising does not help you very much of itself. It is only the service which advertising will help your library to render which brings you public support; the kind of support which will bring more money. I have had some personal experiences along that line. I am interested in a charitable society at home. We began to wonder, two or three years ago, if we couldn't reach more people. It is an institution which serves babies. We began to wonder if we could not reach out and find a few more babies that needed the attention of the physicians and the nurses. So we began a campaign of education, with exhibits, newspaper articles, direct mail matter, and appeals through churches and the Sunday Schools of the city. One of the first objections was: "Yes, but where will the money come from?" I had faith in the thought that if we rendered the service the money would come. I said to the managing board: "Let's not worry about the money. Let's find the babies, and the money will come"—and the money did come. That is a fundamental principle of business. The business man who renders a service has no occasion to worry whether the customers will come back or whether more customers will come. The real solution for many problems is found in *rendering service*. If the librarian is not strong enough to make the library board see the advantages of a proper, well-rounded, popular public service, I should say that community needs another librarian.

Advertising the library should have one specific, important purpose in view. That would be to increase the business of the library without materially or proportionately increasing its expense. The libraries' general overhead expense, as it would be called in business, would not materially increase as the business of the library increased. The investment in buildings, in books, and in various equipment would not necessarily increase much. The only material increase would be in personal serv-

ice. A few more people would be required to help do the work.

I believe, if some statistics which I have seen on the subject of the number of people who avail themselves of library service are to be believed, that the number of people served by the average library could, with comparative ease, be doubled with the right kind of advertising. I don't mean this could be done instantly, because business does not grow that way. A merchant does not expect absolutely instant results from his advertising. He expects to build slowly, to reach this man today and serve him well, this man's friends next week or next month, and so, gradually, to build his business. The librarian must expect in like manner to build gradually.

I should like to see the libraries of this country have a great library week about once a year. I think this patriotic movement that I have heard something about today, to make the library help win the war, is splendid, and I wish I had the power to congratulate this Association in the way it deserves for the thought of turning the power of the public library to patriotic service. But I speak of another kind of library week, a week of library publicity, in which every element of your community which ought to be interested in your library, would be given opportunity to become interested; a library week in which Monday would be, perhaps, Father's day or the business man's day, and when every element of the community would be mustered into a movement to make the public think of the library in its service to the wage-earner, the profit-maker. Tuesday, perhaps, would be Mother's day, or house-economics day; Wednesday, Childrens' day; Thursday, Church day or Club day, or some other well-named and carefully planned day, when every element of the community would think of the library as a service in that direction; and so on for the whole week. The week might be divided in any one of many ways.

Perhaps the next Sunday would be Church day, and ministers of the gospel would preach on the civilizing influence

of this University of the Masses. Co-operating, also, would be the Advertising Club, the Rotary Club, the schools—every element of the community which ought to be interested in the Public Library.

The newspapers would help. The librarian would be making talks to the Women's Clubs, the churches and at prayer meetings. The library would everywhere be made a leading topic of discussion.

Another suggestion I would make is a personal one to librarians. When you go out and make a talk about the library and its service, don't hide your light under a bushel. Write something about what you expect to say, and put it in newspaper language. Send it to the papers and say you are going to say it at a certain place and time, and when the editor puts it in the paper, instead of talking to two or three hundred people, you will be talking to 5,000 or 100,000 people. Think of what that means! I think librarians are much too timid. The librarian should get his personality into his work so thoroughly that everybody in the community would be accustomed to seeing his name in the newspapers. It is remarkable what an advantage that is, both to the institution and to the person who stands for the institution. Elbert Hubbard once said that he desired all the publicity he could get, because the more the publicity, the more attention people would pay to what he said, did and wrote; that he felt that he had a mission on this earth that he wanted to fulfill and that the more people believed in him, the more quickly and easily could he fulfill that mission. That is a great thought, and while it smacks of a lack of modesty, it nevertheless is a thought that we can all adopt to our advantage.

While speaking of library advertising mediums, I would like to emphasize particularly the advantage of the library show window. I understand that this has been a frequent topic of discussion in the library journals for some years; but if so, it does not seem to have received general recognition. At all events, some libraries don't use their show-windows. I have

often wondered why so many libraries are built to resemble forts. It is too bad libraries are so built, because show-windows would be of great value. Some libraries which have show-windows hang plush curtains over them! How much better it would be to have a display of books on gardening or a display of books useful to the Sunday School teachers of the neighborhood!

Let us suppose the librarian does utilize all such means of publicity; does make a display for Sunday School teachers, that he gets in touch with three or four preachers and tells the preachers what he is doing; gets in touch with Sunday School superintendents; suggests to these Sunday School superintendents that they tell their teachers that the library can render them service; that he sends out circulars telling the people of the community that they can get information that they need from the library—what an impression it would make on the people!

You may say that this plan would interest only one type of persons, and in one phase only, of library service; but it would go further than that—it would show the people that the librarian was awake and alive to his opportunities.

As in all advertising, a specific appeal may often be made to create a general impression. A merchant sometimes advertises an article or a department more extensively than immediate sales in that department could possibly justify, because when he gives the people the impression that his store is headquarters for rugs, for example, they will naturally think he must have a similarly complete and important line of other merchandise. The librarian who is known to be active in one particular, will thus show the people that he is awake to his opportunities to serve them in any and every way he can.

You are familiar with what Waco has done, with what Toledo, St. Paul and other cities have done, in connection with advertising clubs. Every advertising club in this country wants to help the libraries. We are especially interested in books for

business men. In financing your library, you need the business man. You should serve him, to enlist his support of your plans. The advertising clubs are anxious to help the librarians, and we will be delighted to co-operate with you in any movement to interest the business man in books.

I am here to suggest, in as definite a way as possible, co-operation between our Association and your Association, in order that the 16,000 men in our organization may put their shoulders behind the wheel of your wagon and help you. Advertising, in these times, is rendering many a wonderful public service. We find advertising employed for the Red Cross, for the Liberty Loan. We find advertising employed

in building up the church; and in every case where I have heard the statistics, church advertising, when it has been intelligently used, has paid for itself in dollars and cents, and in all the advantages which come from having bigger congregations, from getting new people into the church and from interesting old people as they have not been interested before. Here, again, is a demonstrated fact that when you make people want a thing, they will gladly foot the bills.

The advertising men of this country would like to help the library as they have helped all the other great causes which have recently applied advertising to their needs.

THE GIST OF THE A. L. A. LIBRARY PUBLICITY SURVEY

By WILLIS H. KERR, Emporia, Kansas; Chairman A. L. A. Publicity Committee

Recently the American Library Association Publicity Committee undertook a Library Publicity Survey. This is a brief and informal resume of part of that survey. The full report, it is hoped, will be printed later.

The part of the survey addressed to libraries was mailed to 3,500 American public, college, and institution libraries a little more than a month ago. To date, 294 replies have been received, or 8.4 per cent. Obviously, one query is whether less than ten per cent of our libraries are in-

terested in publicity? To look at it more comfortably, if thirty per cent is the average number of replies to any questionnaire, we are one-third interested.

Reducing the figures to a minimum, we have the following averages for 24 "Large" public libraries (annual expenditure of \$40,000 and upwards); 44 "Medium" libraries (expenditure from \$10,000 to \$40,000); 100 "Small" libraries (\$2,000 to \$10,000 annually), and 57 "Village" libraries (less than \$2,000 annual expenditure):

	Population	Percentage Reached	Percentage Hoped for	Total Expended	Expended for Publicity	Percentage for Publicity
Large (24)	588,000	25.6	58.	\$179,150	\$1,335.00	.0074
Medium (44)	55,650	27.6	33.	16,400	176.00	.0107
Small (100)	18,556	33.3	55.	5,004	37.74	.0068
Village (57)	3,600	35.	77.	1,060	7.92	.0075
Composite	121,146	30.4	56.	\$ 36,409	\$ 280.00	.0072

It is frankly recognized these "averages," and especially the "composite" American city, do not exist. But using this as our present means of looking at ourselves, the composite American library has a population of 121,146 to serve, an annual expendi-

ture of \$36,409, or about 33 cents per capita. It is reaching 30.4 per cent of its population, and with sufficient support and proper advertising it reasonably hopes to reach 56 per cent of its population. It is now spending \$280 per year on all forms of publicity,

labor cost not included. This is an average of 72/100 of one per cent of its total expenditure.

Estimates were asked as to how large an income a library should have in order to afford an advertising department with a member of staff in charge. The replies vary from \$5,000 to \$500,000.

There was a wide divergence of opinion as to whether libraries should advertise at all. Two or three statements on either side of the argument will suffice:

From a large university library: "It is very wise indeed to emphasize the need of having something good to advertise before you begin an advertising campaign. I believe that the motto of the Advertising Clubs of America has some rather definite relation to truth in advertising. If a library has to apologize for its material, it is in a rather poor position to advertise."

From a village library, with an income of \$1,000 annually: "One librarian is all that can be afforded, and her salary is necessarily small, but her time is certainly well occupied with the checking of from 1,300 to 1,500 books each month, together with cataloging, accessioning, mending, and reference work, which during the county high school session and months of club work forms no small part of the daily task. Under these circumstances we would not be justified in spending our limited funds for advertising."

From a large eastern public library: "Publicity work, like classification, seems to us a very inexact science, in which definite results cannot usually be expected to follow. As I believe that millions are wasted annually on unnecessary and unwise advertising, so I believe that thousands may be squandered by us librarians unless we keep our heads and decline to be stampeded into this publicity vortex. At the same time I think that a 'publicity agent' would be very useful in large libraries, provided she possessed common sense and did not try to supplant the librarian."

From a medium sized library in Pennsylvania: "I do not at all consider it a simple question of percentage of expenditures. A library that possessed material really adequate to the needs of its constituency, if not generally used, would be justified in spending a very high percentage of its total income on publicity, till proper patronage was secured. On the other hand, a library that was daily forced to admit that its income was insufficient

to purchase material its patrons were perpetually calling for would not be justified in spending on publicity much, if any, more than sufficient to print the monthly lists of accessions. . . . If the publicity expenditures were made with a view of increasing the library's income rather than of advertising its present collection and for each dollar so spent a dollar and a half increased income was secured, most libraries would feel justified in spending this year on publicity a sum equal at least to their total receipts of last year."

And this from a large library of New York state: "I don't believe there is any one answer to the publicity question. The fundamental thing about it is human interest. If the library is an interesting place it will get publicity in print and by word of mouth. The way to make a library interesting is to have it touch human nature and the spirit of the hour at as many points as possible. The bill for printing for this library will not be materially greater this year than last, but we are showing an increase of from 25 to 35 per cent in circulation over last year, month by month. Some of this is accidental, most of it I think is due to the fact that the newspapers and the public find that the library is an interesting place to talk about and an interesting place to go and that it has a smiling welcome for everybody."

From a small library of the middle west: "Above all other factors I place personal contact with the people of a community. Our policy is to become identified in some way with every community movement, even to giving the time and personal services of the librarian in any good cause. We see to it that almost every community enterprise is worked out by committees which meet in the library building. It is important to go out and work with people, but it is more important to bring the people into the library building. The use of the library is then almost certain to follow."

From an eastern village library with an income of \$450 per year: "I am just beginning to realize the duty and the privilege of systematic publicity in connection with our little library. It is a deplorable condition of things when so many books valuable in helpfulness in every line of work or study stand idle on the shelves."

From an Oklahoma library: "I am a firm believer in advertising books as well as other needed commodities, and think public libraries should be built on down town streets where attractive window displays would attract the attention of the

public to something *free* for their mental and physical uplift."

There you have the two sides of the crucial point of this whole publicity idea. Your committee feels that it is a test of our ideals, a test of our willingness to trust the public to recognize and support librarianship that dares to render the service the public wants.

Two or three statements of problems from individual libraries are examples of the service that a library publicity expert at A. L. A. headquarters should be giving:

"It would pay the state organizations to employ a good publicity expert to go from library to library and instruct the librarians how to reach the people."

"What is to be done when the library is some distance from the center of the city, so that it is an effort to people to visit it? Also, when the library building is so imposing and forbidding in aspect, both outside and inside, with its high granite steps, and almost overpowering marble interior, that people are actually uncomfortable when they enter and find they must traverse the long mosaic flooring to the loan desk, each footfall resounding....?"

"How shall we get the business men to 'sense' the individual, commercial, and civic value of the public library? The local commercial club printed a poster called 'Facts you should know about Our Town.' The public library was not included, although 'miles of paving' and 'miles of sewer' were."

"My chief problem is the minds of the library committee. Have tried several years to get permission to print a new edition of a technical list. Meanwhile several times the amount needed has been spent on ornamental shrubs."

I venture to state the following conclu-

sions somewhat categorically, because there is no time for any other method:

1. There is no magic or mystery about library advertising. It is a science. It must be based upon our stock in trade. It must be accompanied by service.

2. There is no hard and fast method to be followed, no fixed percentage to be spent on publicity. We must each study our conditions and lay out our campaign accordingly.

3. State library commissions need to study and help more with the publicity problems of small village libraries. In many cases, I believe, it will be found to be a fundamental matter of librarianship, to be helped only by training.

4. College and university libraries have a publicity duty from which they are not excused by reason of their assured clientele.

5. We are still playing with library advertising. The American Library Association as an organization has not tackled the matter as seriously yet as the conditions warrant. We are not spending enough for conference publicity, and not anything approaching what we should for general library publicity. Individual libraries are not spending enough, or wisely enough.

But we shall all spend more for library publicity, and that more judiciously. And we shall have a permanent A. L. A. publicity officer to lead in A. L. A. official publicity and to advise in the publicity problems of all libraries. These problems will be found to be matters of community service, of library finance, and of librarianship.

LIBRARY COMMISSION PUBLICITY

BY MRS. ELIZABETH CLAYPOOL EARL, President *Indiana Public Library Commission*

I find that state commissions who are doing things at all, work along about the same lines of publicity, through publications of various sorts, exhibits at county and state fairs, club conventions, news-

paper articles, addresses, distribution of helpful literature, etc., all of which is excellent. But something more is needed, and I feel the time has come to weed out misfits through a constant presentation in

public print of the ideal commissioner, trustee, and librarian.

Several of the commission secretaries have informed me they do not dare to do much publicity work, else they could not meet the demands with their appropriation. If the greatest handicap to progressive and constructive library work, is, as some think, lack of funds, it seems to me the easiest and most effective way to get more money is to publish your needs, your victories and your opportunities, keeping a whirlwind of ideas going to get public sentiment behind the big thing you are trying to do. Can you think of an easier and more effective bit of publicity work than to have a whole state clamoring for something they cannot get, and are entitled to have? No legislature could withstand such an argument for larger appropriations. Another publicity opportunity largely overlooked by the commission secretaries is the getting of newspaper articles about their work into the daily papers, until every man, woman and child in the state knows there is a library commission and that through it every library interest of the state is reached, nurtured and developed—that the library commission is a dynamic force in the educational propaganda of the state.

Perhaps the most needed publicity work

commissions can do is to push the sentiment that the library stands side by side with, if not a little ahead of, the educational forces of the state, demanding for librarians professional recognition, with salaries in proportion to the dignity of their work, urging that the greatest privilege and honor in any community is serving with intelligence on a library board, no matter whether it is in a town of 2,000 or a city of 200,000.

Commissions can help the small library in a publicity way.

By reporting in the commission bulletin effective methods tried in various libraries of the state.

By preparing newspaper articles suitable for publication in any local paper advertising the library.

By getting advance information from libraries of lists to be published and arranging for coöperation.

By stimulating interest in and directing such things as library week, exhibits at county fairs, etc.

By arranging for district meetings to advertise the libraries.

By giving talks on library service at dedications, library days, etc., to advertise the local library.

By advising librarians as to publicity methods.

A PUBLICITY EXPERT FOR LIBRARIES

By C. H. COMPTON, *Seattle Public Library*

In presenting the proposition of a publicity expert for libraries, I should like to have what I say considered as a message from the Pacific Northwest Library Association to the American Library Association.

We librarians of the Pacific Northwest, some 150 strong, believe that a long step towards the solution of the publicity problem of libraries lies in the adoption of this idea. We have been fathoming the

idea for three years, and through the publicity committee of our association have been endeavoring to bring it to the attention of libraries throughout the country. It already has the endorsement of a number of state library associations, the hearty approval of many librarians and the support of the publicity committee of the A. L. A. A plan for financing coöperatively a publicity expert was laid before the Executive Board at its meeting in December by

Mr. Kerr, chairman of the publicity committee of A. L. A. This is the progress made to date.

In order that we may get a clear, fresh view of this proposition, I wish for a minute we might, if possible, forget that we are librarians, put aside our professional prejudices and set notions. Let us imagine that we are the directors of a big corporation and that we are here assembled to decide upon the best policy of advertising its business. This corporation has 8,000 branches in cities, towns, villages and country districts, but whether large or small, they are all dealing in the same commodity. Do you think that after having considered the matter with due deliberation we would recommend that each branch should advertise its wares as it saw fit, without assistance from any source? I do not believe there is a person here who would maintain that such a plan of advertising would be the most efficient. The natural way, the efficient way, the economical way, would be to have a central organization to direct the advertising for the whole corporation. But the problem of library advertising is much the same as that of this imaginary corporation, yet we find that we are following the hit and miss plan, every one of the over 8,000 libraries advertising for itself—no unity in it, and we have as a result just the kind of publicity we might expect from such a procedure—largely ineffective, unattractive and extremely uneconomical. It seems to me that we will never remedy this condition until we have a publicity man connected with A. L. A. headquarters to direct library publicity and to counsel and advise with librarians throughout the land.

Now rapidly let me suggest a few things which a publicity expert could do. He could prepare advertising material, placards, leaflets, etc., which could be used by different libraries throughout the country. A number of library supply firms are seeing the commercial possibilities of this

and are selling placards at three to four times the actual cost of printing.

A publicity man could edit coöperative lists like Mr. Wheeler's—not compile them, but see to it that the lists were attractive from an advertising standpoint. A publicity expert could obtain national publicity for libraries through magazines and metropolitan newspapers. This would help all libraries.

A publicity expert could well devote some of his publicity to the need of greater financial support for libraries.

A publicity expert could, upon request, give advice and suggestions to librarians when meeting publicity problems peculiar to different communities.

Now, just a word as to coöperative publicity which has been tried and proved successful. The lists compiled by Mr. Wheeler, being printed in large quantities (50,000) were sold at half the cost of printing in small quantities.

The Publicity Committee of the Pacific Northwest Library Association sold placards coöperatively in quantities of 25 or more at a cost of 4 cents each. The price of printing in small quantities would have been prohibitive and at the present time a library supply firm has copied them and is selling them at 10 cents each.

Perhaps these two examples may indicate in a slight way what might be done with coöperative publicity under the direction of a paid publicity man. For the first year or two the salary of such a publicity man would have to be paid by contributions from coöoperating^{*} libraries. After that I believe that the sale of publicity material would be sufficient to make the project self-supporting.

In the last few years we have heard it asserted many times, Man is by nature a fighting animal. But the question I want to ask is this, "Is the genus librarian a coöoperating animal?" The success of such a proposition as I have briefly outlined to you depends on the answer. Time will tell.

STANDARDIZATION OF LIBRARIES AND CERTIFICATION OF LIBRARIANS

BY P. L. WINDSOR, *Chairman of Committee*

At the last Chicago mid-winter meeting of the Council, provision was made for a committee* of five to take up the question of the standardization of libraries and librarians, the certification of librarians and the definition of "assistant librarian," etc. The committee was completed in April, but the members being widely separated geographically, it has had no opportunity for a meeting until the time of this conference; however, the members have done a good deal of preliminary work by correspondence, and their statement, which follows, is to be considered not so much as a report with recommendations from the committee, but rather as a statement of such phases of the problem as have been brought out in this preliminary correspondence, and in previous discussions within the profession. The chief purpose in making the statement is to give publicity to the plans of the committee, to invite discussion of the various proposals which are sure to come before it, and to bring out suggestions concerning any angle of the problem which is not yet adequately before the committee.

In addition to the discussions of this topic which have appeared in library periodicals, your committee has had the use of manuscript material gathered by the Ohio Library Association Committee on Standardization of Library Service, 1916, Miss Electra C. Doren, chairman; and has received suggestions from librarians, especially from Mr. W. R. Eastman and Miss Clara Abernethy.

In this statement we will consider chiefly the classification of libraries; nomenclature, or the title of positions; and certification of librarians.

Taking up first that subdivision of our subject which may be called standardization of libraries, we know what a standard-

ized or approved college or high school is. For example, a college or university may be graded or classified into any one of two or three or even four groups; class "A" meaning up to the prescribed standard; class "B" up to standard except for certain deficiencies; class "C" a somewhat lower grouping; and class "D" a group perhaps distinctly below grade. Medical schools were graded somewhat after this fashion a few years ago, with very positive and beneficial results to medical education. High schools are sometimes graded similarly. Libraries are a different sort of educational institution and some of us will question whether it is practicable to fix definite standards by which they can be classified. Nevertheless, libraries are an educational agency and though the task of grading is undoubtedly a difficult one, it would be advantageous from many points of view for a library to know that it was up to a generally accepted standard. A library that was not up to the required standard would then have to face a professional and a local public opinion which would probably lead to an improvement in its standing.

The University of the State of New York as long ago as 1894 adopted a statement of "Minimum requirements for (a) proper library standard." This statement was adopted originally by the regents as a test in the registering of free libraries seeking state aid. It was stated in general terms, and applied to large and small libraries alike, except that the required hours of service were modified according to population. Otherwise there was no "grading" or "classifying." The only words in this statement relating to the quality of the librarian was the requirement that the library be "in charge of a competent attendant."

If a State Library Commission, for example, desired to proceed further than New York has in grading its libraries, it would

*Mr. Adam Strohm, Miss Electra C. Doren, Miss Jessie F. Hume, Mr. Hiller C. Wellman and Mr. P. L. Windsor, chairman.

presumably proceed on some such lines as these: First, cities or townships or counties might be classified by population, or by population and taxable value considered together. This preliminary classification would throw libraries of cities of comparable size and wealth into one class; presumably the recommended standards of library service would be somewhat different for libraries in cities of these different classes.

The value of a library to its community would be the principal basis of the classification of that library, but some score card of definite "points" would have to be agreed upon as serving reasonably well as a measure or test of this value. For example, such information as the following might be called for and weighted on such a score card: The total income of the library in relation to tax values; the circulation of books in relation to the number of volumes in the library, the population of the place, and the income of the library; the number of registered readers in relation to population; the recorded use of reference rooms, of special collections, exhibits, lectures, etc.; the open hours of the library; the number of people on the staff and their education, professional training and personal fitness; the extent and character of special forms of work, as for example, work with the children and schools, or with city officials and business men.

A weighted score card of this sort might be devised with the various points so plainly stated that librarians, trustees and others who are at all familiar with libraries could with reasonable accuracy arrive at a fair judgment concerning the relative standing of a library under examination. It would be necessary that the various points on this score card be stated clearly enough so that the librarian or the board of a library falling below standard would be easily able to see *why*. If, for example, a public library is deficient in its work with children, the score card or statement would have to be sufficiently definite and full to show exactly wherein it is deficient; for example, in the number or character of the books for children, or in

the rules regulating the use of the library by children; or, the deficiency might lie in poor quarters or poor general equipment; or, it might lie in the lack of competency of the children's librarian, or it might lie in any or all of such items as these. The only point I wish to make by this illustration is that it would have to be sufficiently clear so that the local library would be disposed to accept the rating given it and would know definitely what would be needed to bring itself up to standard.

The value of such a grading or standardization of libraries would lie chiefly in its stimulating effect on librarians, boards and communities which, under present conditions, may not realize clearly what service and how much of it their library should give its public. It may be that the librarian is doing the best she can under prevailing local conditions; that is, the cause of the deficiency may lie in some policy of the board, or even in some condition which even the board cannot change. But most boards and communities prefer to have their local library rated high and the effect of any reasonable scheme of grading would be to improve conditions in the libraries given low ratings.

In administering the work of a State Library Commission there might be other incidental advantages connected with such a system of standardization or grading, especially if state aid to local libraries is given, but the chief consideration for us is its effect on the service given to the local public, and that seems likely to be good.

Many communities under present conditions have libraries that give far better service than is likely to be required in any scheme of classification of the libraries of a whole state. It is quite possible that the effect of classification on these above par libraries would not be good; there would be the inevitable tendency to keep the library just "up to standard," and not much more. This danger might be somewhat minimized, though not entirely done away with, by frequent revision of the points on the score card above mentioned, or of the weights given to particular points.

And in order to be of full value and in order also to be fair to all the libraries in the state, the Library Commission or whatever body fixes the standards and applies them, would have to make frequent examination of the libraries within its jurisdiction so that any library slightly below standard could at almost any time be accorded a higher rank; and any library in a high rank, if it permits disorganization in its administration, ought to know that its rating will be lowered soon if the situation warrants it.

The difficulties of devising such a score card of "points," such a statement of standards, are obvious and need not be enlarged upon here; and after your Committee works out such a score card, if it can do so with your help, you will find much work left to fit it to your own state conditions. And even if successfully applied, such a system of standardization carries with it the general drawbacks of a scheme for uniformity in the administration of any group of institutions; among these is, of course, the tendency to destroy individuality and initiative in work. However, in spite of this tendency most institutions today are being subjected to standardization of one sort or another. Units of measurement are applied to their work; libraries will hardly wish to escape the test.

Let us now turn to standardization of librarians. We find that the subject includes a good many subdivisions; for example, nomenclature, or the titles of positions in the service; the statement of duties pertaining to particular positions; the whole subject of grading library staffs and librarians, as has been done by several large libraries recently; the certification of librarians; efficiency records; hours of service; promotion schedules; salaries and pensions.

The term "librarian" may mean any person regularly employed by a library to do its educational work and it often does mean this to your public; or, it may mean simply the "head" librarian, all others connected with that library being "library assistant," or "cataloger," or "reference libra-

rian," etc. On the other hand the chief administrative head of a library may be called librarian, head librarian, director, or superintendent. Which is the better term?

"Assistant librarian" may mean the one member of the staff next in rank to the librarian; the one who regularly acts for the librarian in his absence. Or "assistant librarian" may be a term applied to a group of several members of the staff, of approximately equal rank to the librarian. "Library assistant" is a more general term usually including nearly every member of the staff except the head librarian. But it sometimes is applied to an unclassified group of workers ranking below certain heads of departments.

The terms used to designate department heads vary in different libraries; "assistant in charge," "chief," "head," "principal," "superintendent," "supervisor," etc., are among the terms found.

Other terms rather commonly found in the service are "assistant," "assistant cataloger," "branch cataloger," "cataloger," "children's librarian," "classifier," "clerk," "junior library assistant," "order librarian," "reference librarian," "reviser," and "senior library assistant." In most of these cases the duties going with a title are indicated roughly by the title itself, but not always by any means.

The question arises, do we all wish to be known to the public as "librarians," or do we wish that term to be restricted in its use and be applied to the "head librarian" only, and the public be expected to call other members of the staff "library assistant" or "assistant librarian," etc.? We will probably always have a variety of titles within any one library, the terms used locally indicating roughly the character of the work or the rank of the person holding the title; but at present there does not seem to be even a reasonable uniformity. A certain clearness of thought might be gained if we came to an agreement respecting the proper titles to apply to at least a few of the more important classes of positions, and certain misunderstandings avoided which occasionally arise when one

of us is appointed to a certain type of position—the title being given, and finds that the title, while used with perfect honesty, nevertheless did not at all mean the performance of the sort of work we expected. If one were called upon to frame a law providing for pensions for librarians, for a civil service scheme, or almost any law which had to deal with librarians as a class in whole or in part, it would be found difficult to use terms in the law which would clearly include everybody desired and exclude everybody else.

Civil service systems as they are at present commonly found in this country have been generally unsatisfactory when applied to library service, though librarians believe in the principles underlying Civil Service laws and follow many of these principles voluntarily in administrating libraries. The tendency to bring public servants of all grades under a classified Civil Service is, however, strong, and librarians are frequently facing possible inclusion in a Civil Service system. Sometimes this possibility is the result of the passage of a general Civil Service law, permitting cities of a certain class in a state to adopt a Civil Service system for its employees; or it results from the passage of a law establishing a Civil Service system in all state institutions and departments. If a Civil Service system applicable to libraries and satisfactory to librarians can be devised, it may then be proposed to Civil Service Commissions for addition to their other schedules or to take the place of them, so far as libraries are concerned. The Civil Service authorities, if offered such a schedule, worked out by librarians and following Civil Service principles, would be likely to adopt it.

If such a schedule for library service can be drawn up by your committee it could serve as a model or tentative scheme which could be modified to suit local needs, and to a certain extent adopted voluntarily by libraries not now under Civil Service; then, when Civil Service is threatened, the danger in the situation is minimized. The mere existence of a well worked out

scheme already in operation puts the library in a position of marked advantage.

But certification of librarians has been proposed as likely to result in better library service than Civil Service systems in their present state of development.

State certification of librarians involves the issuing of certificates, by a state board of library examiners or commissioners, for a term of years or for life, to such persons as are found to possess the requisite requirements; the certificates are, presumably, to be for different grades of library service and are to be valid and required in any library supported in whole or in part by public funds, or in any one of a certain grade of libraries within the state.

Among the reasons given in favor of certification are these:

1. The public library as a public institution should be carefully safeguarded; without some standards of service there is likely to be a waste of public money and much ineffective work.

2. The public library is a part of the educational system of the state and should have a very definite relation to all other public educational agencies; without definite standards this relation is not likely to exist.

3. Local boards of trustees need such help as a system of certificates would give; they often have too little idea of the educational and special qualifications that are needed in a librarian. A system of certificates required of librarians and assistants would limit the choice of boards to qualified people and protect them against the obviously incapable; would prevent the appointment for political and personal reasons of unprepared and incompetent librarians. Library boards desiring a staff with high standards of preparation for service would be upheld, and boards with low standards would be held to higher ones.

4. Certification is in harmony with the practice in other professions and callings; if protection is needed against incompetency in these, is it not also needed against incompetency in those who aid in directing the reading of the public in libraries? A librarian now is simply one who has a job.

5. Certification would probably forestall the enactment of further laws bringing libraries under general civil service.

6. Either certification or civil service seems to be a prerequisite to any system

of pensions for librarians in which support is received from public funds.

Against certification are the following:

1. Local trustees should not be handicapped in their rights in looking after the interests of the library; a board of trustees in charge of a library should have full control and should have the right to determine the qualifications of their librarian.

2. Too much authority would be given to a state department; some libraries even now are inclined to resent the authority exercised by the state department.

3. Standards of individual libraries at present generally meet the local requirements; why adopt something not easy to change when once established? In some cases the present requirements of boards are higher than will be the requirements for certificates.

4. Too much time, labor and expense are involved in operating a system of certification; an elaborate system of tests and credentials will be necessary.

5. Requirement of even a minimum standard in small libraries where service receives small compensation will work a hardship, and an injury will be done to the cause of library extension.

6. Even now, it is difficult to secure a large enough number of new librarians to supply the annual demand; a scheme of certification in so far as it raises standards may increase this difficulty.

At the Narragansett Pier Conference, in 1906, Miss Clara Baldwin read a paper before the League of Library Commissions on "State examinations and state certifications for librarians." This was in 1906 and in that paper are briefly stated many of the points which have to be considered in any present day discussion.

In 1908 a bill was approved by the Ohio Library Association providing for the appointment of a State Board of Library Examiners, for examination of libraries and library employees, and for the granting of grades of certificates. This bill provided that after one year from the organization of the Board any person employed in a library supported wholly or in part by money derived from public taxation must have a certificate, but it failed of passage. Four years later, in 1912, Ohio libraries were in danger of being included in the operation of the general Civil Service law

of that state, and Mr. Brett drew up a bill amending sections of the Ohio general code so as to provide for examination and certification of librarians. This bill was intended as a substitute for the proposed Civil Service amendment, but was dropped because the objectionable feature of the amendment to the Civil Service law was dropped and libraries were left free from Civil Service.

In California county librarians have from the beginning been certified by a board of examiners consisting *ex officio* of the librarians of three of the principal libraries of the state. The certification of county librarians has evidently worked well in California and has been included in recent county library legislation in other states.

In September, 1916, a committee of the New York Library Association on "The merit system in libraries" reported to that Association a tentative plan for the certification of librarians in New York. Commenting on their recommendation the committee in its report said:

"Since we find that service is the admitted test of quality and that observation gives the clearest evidence of fitness, this committee, in order to give point to its conclusions, has undertaken to devise a plan for appointments, which it hereby offers. Leaving out written examinations, it would place all appointments on a basis of probation. Contrary to the usual rule, it puts appointment first and a certificate to come afterward when it has been earned.

"According to the above plan, every appointee not rejected would be on probation till the desired certificate is issued. With the appointment of trained assistants by libraries of recognized standing there would be little or no delay in receiving certificates. The results of written examinations elsewhere would be included under the head of 'credentials.' Large libraries would continue their present system of tests, if they so wish, reporting results, but the plan relies upon intelligent and expert observation as to personality and fitness. It puts responsibility, too, upon the Educational Extension Division, where much of it belongs. It follows the lines of probation.

"The regents have the right to carry out such a plan under the full sanction of law. No legislation is required except, possibly,

LOUISVILLE CONFERENCE

to remove five or six libraries at the outside from the operation of the civil service law, and that step need not be taken if the libraries concerned do not wish it. The plan will not interfere with present conditions. For the great libraries, the task of reporting at Albany would be slight, and we believe, would be readily undertaken if they are satisfied that it will be for the good of the whole body."

The report was favorably received and referred to a new committee for further consideration.

Certain features of the New York proposal immediately attract attention. For example, a person is appointed to a position and draws a salary, while she is learning, under the tutelage of the Extension Division, how to do her work. No general standards are specified which are applicable to medium and large libraries; each of these determines and administers its own system, subject to approval by the extension division. In small cities, after ap-

pointing a person librarian, much local irritation would be caused by declining to certify her.

Your committee realizes that it has but begun its work; it seeks suggestion, criticism and help, and, in conclusion, begs leave to offer the following recommendations:

1. That the committee be continued, and that the membership be increased to seven, so as to make feasible the inclusion of representatives of library trustees and of state library commission workers.
2. That the committee be authorized to appoint auxiliary or sub-committees for the investigation and consideration of special divisions of the subject.
3. That the committee be authorized to invite the assistance of representatives of other interests, as, e. g. Civil Service Commissions, or Bureaus of Efficiency and Standardization.

AGRICULTURAL EXTENSION WORK AND THE OPPORTUNITIES IT OFFERS TO AGRICULTURAL COLLEGE LIBRARIANS

By GEORGE A. DEVENEAU, *Librarian, College of Agriculture and Agricultural Experiment Station, University of Illinois, Urbana, Ill.*

The seriousness of the situation our nation is now facing is forcibly shown by President Wilson's appeal to the farmers:

"The supreme need of our own nation and the nations with which we are co-operating is an abundance of supplies, and especially of foodstuffs. The importance of an adequate food supply, especially for the present year, is superlative. Without abundant food, alike for the armies and the peoples now at war, the whole great enterprise upon which we have embarked will break down and fail. The world's food reserves are low. Not only during the present emergency but for some time after peace shall have come both our own people and a large proportion of the people of Europe must rely upon the harvests in America. Upon the farmers of this country, therefore, in large measure rests the fate of the war and the fate of the nations."

With the first issue of the Liberty Loan

so generously oversubscribed, and with the selective service bill a law, and the machinery already in motion for the selection of our army of 2,000,000 men, the most vital problem which now challenges us in our war for world peace and democracy is that of feeding ourselves and our allies.

Behind us we have two lean years, occasioned by unfavorable climatic conditions and the withdrawal of thirty-nine millions of men, many of whom were farmers, from their normal pursuits. The following brief quotation from Representative King's recent speech in Congress states an unpleasant truth: "We are at war with starvation. They call it a war of democracy, but I say it is a war of the human race against starvation."

Before sailing for America, Herbert C.

Hoover cabled the following startling message to the American people:

"I feel it my duty to emphasize that the food situation is one of the utmost gravity, which, unless it is solved, may possibly result in the collapse of everything we hold dear in civilization. . . .

"The only hope of providing the deficiency is by the elimination of waste, the actual and rigorous self-sacrifice on the part of the American people. . . .

"We must also plant everything and everywhere it will grow, or this time next year the food problem will be absolutely unsolvable, and the world will face absolute starvation."—(*Country Gentleman*, June 9, 1917.)

The thought which is now uppermost in the minds of each one of us is how we can in the most immediate and practical way prepare ourselves for war service. As agricultural librarians we are face to face with a rare opportunity, and as I shall endeavor to sketch briefly the development in the past of the agricultural extension work and show the vital importance of this movement in the present time of national crisis, I trust that you will realize, if you have not already done so, the necessity of our responding to this call for service.

Fifty-five years ago in the midst of the destruction and despair of the Civil War, Abraham Lincoln signed a bill "creating the most magnificent endowment for higher education that the world has ever seen," and today we find these institutions keenly alive to the opportunity they are facing in the time of national crisis. Already through their military training departments they have been able to respond to the call for men to organize and officer our military forces. Every other department of our land-grant colleges, however, is mobilizing its resources and finding where it can be of service, and I do not believe that our libraries will be slow to see their opportunities.

The same eventful year of 1862 in which provision was made for founding the land-grant colleges, also saw the organization of the Federal Department of Agriculture, which marked the realization of the long standing and widespread demand among the agricultural interests of the country

for governmental aid and coöperation in solving their problems.

Twenty-five years later the Hatch Act was passed, establishing our agricultural experiment stations, which, according to the provision of the act, were designed "to aid in acquiring and diffusing among the people of the United States useful and practical information on subjects connected with agriculture, and to promote scientific investigation and experiment respecting the principles and applications of agricultural science." Today there are sixty of these agricultural experiment stations, and through their investigations and experiments the foundation of a better and more productive agriculture has been laid.

Until recently the necessity of making adequate provision for taking their message of better agricultural practices to the farmer was not realized by the Federal Department of Agriculture and the agricultural colleges and experiment stations. From the beginning, however, of these Institutions, through the meetings of the farmers' institutes and granges, the teachers and investigators were afforded an opportunity to come before the farmers themselves and tell of their work and answer such practical questions as the farmers were interested in asking. This contact led in time to the establishment of extension divisions in the agricultural colleges, and at the 1904 meeting of the Association of American Agricultural Colleges and Experiment Stations the constitution of the Association was amended to admit extension work upon a par with teaching and research.

In an effort to save the South from the ruin threatened by the Mexican cotton-boll weevil, Congress made an appropriation in 1903-1904 for this purpose. The work of conducting the campaign against the boll weevil was carried on through a system of district and county agents who worked with the farmers on their own farms and in small groups, demonstrating better methods of cotton cultivation and the necessity of diversified farming. The simplicity and directness of this plan for

reaching the farmer soon attracted the attention of the General Education Board of New York, and this board from 1905 to 1914 by generous appropriations in co-operation with the Department of Agriculture, laid the foundation of the present county agent system in the South. In 1907 the first agent was appointed to work exclusively in one county, his salary being paid in part by the business men of the county and the United States Department of Agriculture. In the North the first county agent was appointed in 1911 for Broome County, New York, the co-operating parties in establishing this work being the U. S. Office of Farm Management and Bureau of Plant Industry, the New York State College of Agriculture, Binghamton Chamber of Commerce, and the Delaware, Lackawanna and Western R. R. From the first, this demonstration method of teaching was so successful that Congress in 1914 passed the Smith-Lever Agricultural Extension Act. When this act is in full operation it will be possible through the use of federal, state and local funds to place two county agents in each of the 2,850 rural counties of the nation.

Writing in the 1916 Yearbook, Carl Vrooman, Assistant Secretary of the United States Department of Agriculture, forcibly states the value of these agricultural advisers (U. S. Dept. of Agri. Yearbook, 1916, pp. 69-70). (See also County Agent, June, 1917, p. 4.)

An increase in average yield of corn of 12.8 bushels per acre, of 8.4 bushels of wheat per acre, and 8.4 bushels of oats per acre as the result of the work of the county agents in the northern and western states is reported by Dr. A. C. True in his interesting article, in the February, 1917, issue of the *Banker-Farmer*, entitled "How 469 county agents in the North and West are helping the farmer."

These illustrations could be indefinitely multiplied, but no greater proof of the vital importance of these "captains of our farm army" could be given than the passage by the Senate on June 6 of the act "to provide further for the national security and defense by stimulating agriculture and facilitating the distribution of agricultural

products." Section 20 of this act provides an appropriation of \$4,348,400 "for increasing food production and eliminating waste and promoting conservation of food by educational methods, through county, district, and urban agents and others." This means in other words that as an effective means of increasing crop production, cutting down waste and making more thoroughly efficient the whole scheme of agriculture, the government will within a few months more than double the number of county agents.

From the beginning of the extension work it has been the desire of the Federal Department of Agriculture that this county agent work should be carried on both in the farm fields and the farm homes. There are today upwards of 1,278 men agents and 478 women agents working together in the splendid effort to make agriculture more profitable, and thus afford the best opportunities to develop that high standard of life on the farm which shall in turn become the basis of a permanent and increasing national prosperity and greatness. The time for making provision for increasing our food supply this year by additional planting has passed, and we must depend now largely on the success of the nation-wide campaign which is being waged through the Home Economics Demonstration Service to eliminate waste, and by canning, preserving, and drying to conserve the great quantities of perishable vegetables and fruit which will otherwise be wasted. "We are the most wasteful people in the world in our ways of living. Our tastes and desires have been educated beyond our incomes. Almost as great a saving could be made by the more economical manufacture, purchase and use of food as can be made by processes of increasing production which are immediately feasible." Of the estimated annual waste of \$700,000,000 worth of food much could be saved by instruction in better methods of preparing, serving, and canning of foods. The home economics departments of our colleges and extension services are fully awake to this situation and already have

taken definite steps to meet the emergency.

At our University during the month of May a course was held in canning for the purpose of training junior and senior girls who had volunteered to serve during the summer in canning schools to be organized in their home communities in the theory and practice of canning. Fifty girls took the course and the thorough training they received will enable them to be of very practical assistance in the campaign which will be soon started under the provision of this recent act of Congress. A course was also given for the housekeepers of Champaign County who manifested great interest, there being an average of 75 women at each lecture and demonstration. That the libraries can take a definite part in this work is shown by the fact that Miss Mamie Bunch, our State Leader in Home Economics, has already written to all the Public Libraries in Illinois telling them of these canning schools and enclosing a list of books and bulletins which she recommends that they provide in sufficient quantity to answer their local needs. In coöperation with her and with Miss Naomi Newburn, who has charge of the canning school, we have prepared package libraries on canning which we will send at Miss Bunch's suggestion to such canning school leaders as have not at their command the services of a library.

But to return to the organization of the extension work. There is, standing back of these men and women county agents a force of so-called extension specialists who are connected with the U. S. Department of Agriculture or with the various agricultural experiment stations and colleges. These specialists are men and women of recognized ability in special lines, and they supplement the work of the county agent dealing with difficult and scientific problems which the county agent cannot be expected to be able to cope with.

In this great system of agricultural education the interests of the whole family have been considered and no work which is being done today is more important than

that in the boys' and girls' clubs. (See Yearbook of Dept. of Agriculture, 1916, pp. 471-2.)

During the calendar year 1915 there were enrolled in these clubs in the Northern and Western states 209,178 boys and girls, their work being directed by 11,478 local leaders. A gross total of \$509,325 worth of food products was produced. Every effort is now being made to increase these clubs and it is probable that before the year is over 500,000 young people will have been set to work raising and canning food.

The criticism that has so continually been made of the publications of the agricultural experiment stations that they are too technical and detailed for any but the specialist to understand and use is being satisfactorily met by the more popular material which is being issued by the extension services of the various states. Not only are the publications of these extension services increasing in volume, but they are showing a marked improvement in subject matter and method of presentation. Such publications as Michigan Extension Division, Club Bulletin No. 9, "Garment making for girls," Pennsylvania Department of Agricultural Extension, Circular No. 48, "Children's clothing," Illinois Agricultural Extension Service, Extension circular No. 4, "Rural school lunch," represent a very significant and welcomed departure from the technical and detailing bulletins of most of the agricultural experiment stations. It is a source of considerable disappointment to us all that the States Relation Service has not yet been able to provide the proposed Extension Service Record for which Dr. True, in his address in 1915 before the Association of American Agricultural Colleges and Experiment Stations, sought recommendations. Miss E. L. Ogden, in a recent letter, has informed me that she is engaged in making a title list of extension publications which will, I feel sure, be of great value in guiding us to these valuable titles in these numerous series. We have recently completed such a list of the publica-

tions of our own Agricultural College Extension and Agricultural Extension Service, copies of which we have available for distribution. It is with considerable pleasure that I note that the May number of the "Agricultural index" makes a beginning of including extension publications.

The picturesque term of "shorthorn" suggests to every one of you one of the most effective ways of our agricultural colleges of making available their rich resources. Through the Farmers' Week and the short courses in agriculture and home economics and the longer courses, covering periods from two weeks to three months, the farmer, his wife and children are enabled to share the benefits of our great state universities. The following quotation from the letter of a farmer is a tribute to the value of the short course as conducted in the Louisiana State University:

"I think the Short Course of great value to anyone who has the cultivation of land and the growing of crops and live stock in charge. Anyone who takes one or more courses should be brought into the proper line of thought regarding his chosen line and this alone would amount to thousands of dollars, depending somewhat upon the magnitude of his business. Had I taken a course when I first began farming some ten years ago, it would have saved me years of hard and unprofitable work and my bank account would have been much larger."—Henry M. Stewart, Laurel Hill.

Many states, however, do not require the farmer to come to the state university, but through extension schools in agriculture and home economics which are held for three to five day periods in various communities throughout the state, they go directly to the farmer.

One of the most valuable methods of reaching individuals who are unable to come to the college is through correspondence and reading courses. The following quotation from the Kansas Home-Study Service shows the aim and scope of this service:

"Realizing that the citizens of our state continue to be learners, even when their school days may be over, also believing that they would appreciate the information which their Agricultural College has been able to amass, the Kansas State Agricul-

tural College maintains the Department of Home-Study Service for the purpose of offering in every way possible practical assistance, not only to the young men and women, but to all other citizens who care to take advantage of the opportunity for help in their home reading and study.

"In order to meet the widely varying needs and conditions of the different classes of people, and to make it practicable for those who are not accustomed to regular habits of study, as well as for those who are studiously inclined, the service is rendered by three different methods:

"1. By Reading Courses, each of which is devoted to the discussion of a single subject or problem in a simple, brief, and non-technical way. . . .

"2. By Extension Courses, where complete comprehensive courses covering a number of related subjects are presented. This line of service is adapted to the needs of those who are ambitious for scientific training; it is the nearest possible home parallel to a college education. . . .

"3. By College Credit Courses, where college subjects are offered by the correspondence method for regular credit. . . ."

(Extension circular No. 6, Nov., 1915, of the Kansas State Agricultural College.)

Similar correspondence courses are offered by the Extension Department of West Virginia University, together with a somewhat different service known as the Farmers' Reading Circles. These circles consist of a group of five or more farmers, who meet to discuss their local farm problems. Definite subjects for discussion, such as soil fertility or farm crops, are suggested by the Agricultural Extension Department, and suitable books and bulletins to read in connection with their discussions are recommended, but not provided. At the Texas Agricultural and Mechanical College the Extension Department is planning to send out package libraries to their Farmers' Clubs. North Dakota Agricultural College, University of Wisconsin, Indiana University, through their departments of public discussion, are already operating package library services.

In a great many states where such definite correspondence courses and reading circles are not organized, much work is done through personal correspondence with the farmers. Colorado Extension Service during 1916 wrote 18,000 letters in answer

to requests for information from Colorado people. Pennsylvania Department of Agricultural Extension wrote 50,000 letters, while the California Agricultural Extension Division answered 103,000 letters during the same year.

There are several other methods that are practiced in one state or another to get the message of better agriculture to the farmer. I have described enough, however, to give you some idea of the scope and significance of this nation-wide movement to project into the life of the country the resources of the Federal Department of Agriculture and of our agricultural colleges and experiment stations.

In the face of this splendid movement what part are we, as agricultural librarians and library extension workers, going to take in developing the scope of this extension work, which has already proved of such immense value and which in the present national crisis is to assume such an important role. It is a matter of some chagrin to me to find so little recognition of libraries as a factor in agricultural extension work. This failure of extension workers to realize the service libraries can give them is due in a large measure to our own inactivity. This lack of aggressiveness on the part of the library forces can be explained in part by the internal problem we as agricultural librarians are facing in organizing our collections and completing the multitudinous sets of the publications which are reviewed in the Experiment Station Record. Our friends, the state extension commission workers, have in some cases been keenly alive to the wonderful possibilities of this movement, but in other cases have not had the proper sympathy for the farmer or the proper respect for his mentality. Other commissions have been so pathetically handicapped because of lack of sufficient funds that they have been unable to do adequately that most important of all commission work, organize new libraries and re-organize poorly organized ones, and therefore they have not been in a position to accept this new opportunity for extension work. The

field is indeed a large one and there need not be any conflict or duplication in the work of the commissions and the agricultural libraries. If we can work in harmony with one another we shall be able to win recognition of the place of the library in this great movement for rural education. One of the greatest dangers we are liable to meet in this connection is an attempt to specify rules and regulations or methods of procedure for any large number of states. In the remainder of my paper I will endeavor to show what we are doing at Illinois, and will try to refrain from drawing any false generalities.

A few months after I had been appointed Librarian of the College of Agriculture of the University of Illinois, I received a letter from Mrs. Ida A. Kidder, of the Oregon Agricultural College, asking what work we were doing with the county agents and farmers, which brought a sharp realization to me of our shortsightedness in making no plans for this important and logical extension of our work. We immediately drew up a plan for the organization of a Library Extension Service, and through our Dean Davenport made an effort to obtain the approval of purchase of books for this service from Smith-Lever funds. The project was a new one to Dr. True and for the time being he ruled against the use of Smith-Lever funds for operating our proposed Library Extension Service. A few weeks later, July, 1916, our Mr. J. H. Greene, State Club Leader of the Junior Extension Service, came to us with a request that we send package libraries to his boys' and girls' clubs. With his assistance an initial appropriation of \$100.00 was obtained from college funds to carry out this work. We have during this school year sent our package libraries composed of the best books and pamphlets available to the clubs studying corn, poultry, pigs, potatoes, vegetable gardening, and we now have collections on sewing and canning ready to send out to the clubs studying these subjects. The task of finding material suitable for these young people has been a difficult one, and we have continually depended upon the

judgment of Mr. Greene and his assistants and the college extension specialists for their approval of the material selected for use in these collections. We have available in our library over 600 series of agricultural publications, and over 10,000 agricultural books and bound periodicals, and it is from this large collection that we assembled the material which we submit to our experts for their examination and evaluation. We are in constant touch with these extension workers and thus can follow their suggestions and readily coöperate with them in many other ways. In undertaking this work we have regarded it as our opportunity and responsibility to give the same library service to our extension workers throughout the state as we do to the Agricultural Experiment Station staff, and the students and faculty of our College of Agriculture. This service is not that of a general library, however, and we feel that it is the work of the State Library Extension Commission to give to the extension workers a more general library service than we are able to provide.

It was understood when we undertook this service with the boys' and girls' clubs that it was in the nature of an experiment to be followed, if we were successful, in 1917-1918, by more generous provisions for enlarging its scope and increasing its efficiency. The year has nearly gone and our program for next year calling for an appropriation for \$2,500.00 to carry out this Library Extension Service has been approved by our College Library Committee and Dean Davenport and recommended to President James for his approval.

In this time of emergency the severest economy is being practiced and only such new projects as express a real need can expect to be recognized and provided for. In order to find out whether or not the county agents and the members of their association were interested in this proposed Library Extension Service a letter signed by Dean Davenport, Professor Handschin and myself was addressed to our county agents. By letters and by personal calls the county advisers have heartily endorsed our pro-

posed library service, and suggested specific ways in which we could help them and the members of their associations.

We also submitted our proposed plan to fifteen of the extension directors of other states who in many cases stated their intention to inaugurate a similar service for their own state. The following digest from their replies is significant.

"We have not as yet made a practice of forwarding package libraries or collections of bulletins to our county agents or boys' and girls' clubs, but we have endeavored to furnish several sets of bulletins and small traveling libraries to home economics clubs about the State. We have five complete sets of these libraries. . . . We are just now contemplating looking into the matter of a library service, and hope to work out some scheme whereby our field workers can be furnished this service during the coming year."—(Thos. Bradlee, Director of Extension Service, University of Vermont and State Agricultural College.)

"I fully agree with you that this is an excellent line of work for the agricultural college libraries to undertake. I have talked the matter over with Miss Julia C. Gray, our school librarian, who has been doing some work in outlining a similar proposition for this institution. We hope to be able to do something along this line in the near future."—(R. L. Watts, Dean School of Agriculture, Pennsylvania State College.)

"So far we have not been able to organize a library extension service. The advisability of such a service has been discussed at some length by the librarian with our force, and it is probable that we will try to put in a service of this kind in the near future. We send publications direct to the agents to be distributed among their clubs, but I think your plan is more comprehensive and more efficient."—(E. R. Lloyd, Director of Extension, Mississippi Agricultural and Mechanical College.)

"We have not as yet done anything along the line of making up package libraries to send out, (and) I appreciate greatly the suggestion you have given me along this line. . . . It seems that we ought to be able to work out something that would be very helpful to our Boys' and Girls' Club work and to other clubs of the state."—(R. K. Bliss, Director, Agricultural Extension Department, Iowa State College of Agriculture and Mechanical Arts.)

"Our library extension service is limited at present because of lack of equipment which we expect to be remedied by the erec-

tion of a new library building next year. It is our plan then to begin the package library service, making available material to all farmers' organizations that desire assistance in making up their programs. We have not made an effort to make our library available to the county agents, but many of them do make use of the library on the same basis that the resident workers are entitled to its use. We believe this should be developed and encouraged."—(R. J. Baldwin, Extension Director, Michigan Agricultural College.)

"I am very much interested in the suggestions relative to the sending out of package libraries or collections of bulletin matter to our county agents. Our division has not done this up to the present time, but I think it is a plan that should be developed. We now have in our state 65 county agricultural agents and 44 women home demonstration agents. Each of these workers is in real need of library facilities. The plan suggested in your letter strikes me as being the one feasible way for handling that most difficult problem. I should like very much indeed to know the results of your investigation of the possibilities of this plan of work, and would appreciate any suggestion you might have with reference to putting it into practice."—(W. C. Lassetter, acting director Extension Division, College of Agriculture, University of Arkansas.)

"I certainly do think that it would be a great advantage for us to organize our resources so that we would be able to send our library material, not only to our county agents but to other people as well. The only reason we have not done this is due to a lack of funds. We are looking forward to a time when we will be able to do the very thing you suggest in your letter."—(A. C. Cooley, Director of Extension, New Mexico College of Agriculture.)

Our experience with the county agents of our own state has shown us that they appreciate the need of the services of our agricultural library both for themselves and for the members of their associations, in whom they have been able to awaken a special interest in some specific agricultural subject. We believe that our county advisers are not unlike the agricultural advisers in other states and would urge every agricultural librarian to get in personal touch with these "minute men" of the nation and offer to serve them to the limit of his library resources.

The letters and personal testimonials I

have from the leaders of the boys' and girls' clubs of our state, who have during the year used our package libraries, encourages me to believe that this service could be undertaken by the agricultural libraries or state library commissions in every other state with equally satisfying results.

The interest our short course people manifested in our library and the special collections and lists we prepared for them furnishes ample evidence of the interest the farmers and their wives have in agricultural books and in our agricultural library.

The canning schools which are now being opened up in the various communities of our state offer the most immediate field for service. There is a definite need of supplying the leaders of these classes and demonstrations with the best books and bulletins on the various phases of the subject of conservation for their own study. The public libraries should be roused to an appreciation of this great constructive educational movement and should be provided with lists of the best and most authoritative literature on the subject of conservation.

As agricultural librarians ours is a splendid opportunity of bringing the investigations and resources of our colleges and experiment stations to the people, by co-operating with the extension workers, the public libraries and public schools, our State Divisions of the Council of National Defense, and the many other agencies that are taking a definite part in this great educational campaign to teach conservation.

The appointment by the War Service Committee of a Committee on Food Information with Miss Claribel R. Barnett as chairman and with Miss Cornelia Marvin, Mr. J. L. Wheeler and myself as members, furnished you with an agency through which you can make available to the libraries outside of your own state any bibliographies which you may have prepared or give notice of any valuable publication of your college or experiment station.

To help our nation win this war for democracy and permanent peace by doing our part to increase and conserve our food supply, to support and follow up the campaign to teach food values and in this way show the women of the nation how they can render important services by practicing effective thrift in their homes, to bring to

the farmers through the county agent those facts ascertained by long experimentation which shall now and hereafter increase the yield of crops; all these opportunities present themselves to us. It is with a quiet joy and determination that we accept our responsibilities and opportunities and if we coöperate with one another we will not fail.

SECONDARY EDUCATION IN LIBRARY WORK

By JESSIE WELLES, *Toledo Public Library*

In any plan which seeks to regulate and organize library work so that it may stand upon a firm basis and with dignity hold a place among the professions, the organization of training is a first essential. In recognition of this library schools increase and multiply and by lively coöperation among themselves and close relations with librarians their leaders constantly strive to establish and maintain a uniform standard and to adapt their training to the practical needs of libraries throughout the country. The summer schools are receiving their share of study and constructive criticism so that reasonable uniformity of standards in these important training units is assured, while both library school and summer school show a spirit of progress in aims and methods which augurs well for our future. But from ocean to ocean a vast number of young Americans are being prepared for service in libraries by other means, outgrowths of the apprentice system once found in all professions and trades. Had we statistics of the proportion of persons at this conference who were trained in the three ways we might find that apprentice trained people constitute the majority, while a census of library service in the United States would give them an overwhelming majority. Discussion of methods in this field of training has begun but recently and this paper is offered as a contribution toward such discussion with the hope that some con-

certed plan of coöperation leading toward greater uniformity in standards may be found practicable in the near future.

At present two librarians attempting to discuss apprentice training can hardly find themselves upon the same ground without first stating definitely what each means by that term. For purposes of present discussion, therefore, a form of nomenclature must be adopted, and as an analogy with methods of training for other professions will not carry us through the present varied phases of training in ours, an analogy with the American system of public education has been chosen as presenting an understandable sequence of grades. Here we find parallels from university to the primary grades. We may class the library school, giving higher education in library work, with the college or university; the local apprentice class giving a goodly proportion of class instruction, with the high school; the apprentice class in which the practice work largely exceeds the class instruction, with the elementary school; while "taking on a green hand" and breaking her in by letting her watch others may well grade with kindergarten or Montessori systems and sometimes is only too reminiscent of old time apprenticeship in the rule of thumb. In order to distinguish between the apprentice courses corresponding respectively to high and elementary schools we may call the class receiving a high percentage of

formal instruction a training class and that which gains most of its knowledge of library work through practical experience an apprentice class, while students who gain all their knowledge in this way may be termed apprentices but do not constitute a class at all. The place of the summer school in this classification is not easy to determine but would be worth considering in planning a comprehensive scheme of library training.

In his able article upon librarianship as a profession Mr. W. E. Henry urges that we train no one "who shall have had less than four years above the high school graduation, or its equivalent in travel or reading or home environment or in library service," and feels that it would be still better if all training were built upon college graduation or its equivalent. To this we all say amen and let it come soon. But it cannot come soon, it must be reached by degrees and slowly and wisely we must establish these degrees. We might begin now to classify more definitely those who enter library work by calling professional librarians only those who have completed satisfactorily a course of instruction in an accredited library school and have had a certain amount of experience in a library of good standing—for a graduate of a library school who has had no experience has much to learn and does not always know it. For the wise solution of that question we all look to the committee on standardization of libraries and certification of librarians. It is taken up here because it is believed that such a practice, generally adopted, would have a vital influence upon policies in secondary and elementary library training. Holding up professional librarianship as a goal, all secondary and elementary instruction should lead toward it very definitely, just as in general education part of the work of the lower school should be to select and prepare students for the higher courses.

Since the American Library Association first took cognizance of the apprentice system it has stood firmly for certain prin-

ciples, the first of which is that students shall be trained for the local library only. This is quite generally adhered to, although an occasional library issues certificates which might carry undue weight. One may almost say that this is the only point in which apprentice courses are uniform. The recent report of the subcommittee on apprentice classes and training classes, in the report of the Committee on library training, based upon a questionnaire sent to fifty libraries, shows many divergencies, but an intensive study of three or four libraries of about the same size shows an even more surprising difference in policies and methods. Local conditions in city and library affect local policies and quite naturally each librarian stands firmly upon his rights to conduct a course of training for his institution in the way which best meets his needs. It is surely to the advantage of our profession that some standard for local training be established. How can the first steps be taken to accomplish this with the least possible annoyance to the people involved?

At this point we find ourselves, like the *New Republic*, a journal of opinion. Only by speaking as such can be assured the clash of wills which leads to action. The first opinion is that the desirable unit for local training is the one paralleling the high school and called a training class. Assuming this to be an ideal plan let us consider policies and methods which may be adopted in a large public library, at the same time comparing with divergent practices.

Surely the first point to be considered is the purpose. Students are to be trained for work in the local library. If the more responsible positions are not filled by library school graduates some administrative work must be taught, but the main purpose is to teach local methods and to strive to develop in each individual the qualities which are desirable in members of the staff.

The applicant should be at least eight-

een years of age and have had a high school education or its equivalent. An examination should be given, and this examination should be far simpler than that given for entrance to a library school. College entrance examinations are a fair basis if adapted to local high school standards, and no technical library questions should be asked. One paper of one hundred points, forty on literature, thirty on history and thirty on general information is an adequate test. At this point a divergence occurs when a library is near a college and many applicants have had some college work. Should that library raise its entrance requirements or conform to standards and accept the goods the gods provide?

A month of practice work is sometimes required before examination so that the written test may be considered with one on personality and general adaptability to library work.

In the first interview the applicant should be told about library schools and if fitted by education and personality, urged to go to one, while in every case the difference between a library school and a training class should be made plain. At this time and all through the course, the advantage of a college education should be kept before every student who shows ability and the right spirit. It is better to lead the best students toward college or library school than to hold them.

For such a training class a fair proportion of work is fifty per cent class work, including lectures and preparation of assigned work, and fifty per cent practical work in the departments of the library. When the proportion of class work drops much below this the course becomes an apprentice class, not a training class. The length of the course should be not less than six nor more than eight months. Five hundred hours each of class and practical work is adequate. An arrangement of schedule which begins with four days of class work and two of practice each week, shifting by degrees to one day of class work, and finally giving one whole

month of practice at the end of the course brings the best results. The total hours of work including study should not exceed the regular library schedule. The younger students are not as used to hard study as are college women and the practice work is very fatiguing to the beginner, who has far more of it here than in the library school. It does not pay the library to wear out the students, as both study and practice suffer and interest flags.

Shall students be paid? Not in this plan when instruction given balances the time spent in practice. It is a fair exchange. When practice work greatly exceeds class work there is some justification for paying a student, but it is doubtful whether the work is done in as earnest a spirit. A divergence occurs here in cities where there is a strong competition for woman's work in all lines. In cases where it seems to be necessary to pay students in order to attract them the course is usually from eight to nine months long, only one or two mornings a week being given to class work so that the library may receive more service. This again throws the course into the apprentice class grade. In this case time given to lectures is usually included in paid time, but preparation of class work is almost always done in the students' free time.

The subjects taught and the number of lectures on each must be regulated to a great extent by the organization of the library and its needs. In technique the fundamentals should be given, keeping in mind the work which members of the class will be called upon to do later. The main reference tools should be made familiar to all in a course of not less than twelve lectures. Every student must know classification well enough to use the book collection with intelligence and subject headings well enough to make wise use of the catalog. These subjects may be given together and from fifteen to twenty lectures are necessary. The tendency of undertrained assistants is to use any knowledge of classification which they may have in looking up books on the

shelves without using the catalog, and proper coördination must be taught in this course.

Only a small percentage of students will become cataloguers. All the class should be given a course of ten or more lessons on the use of the catalogue, twenty are not too many, and should do a little cataloguing, while a picked few should be given detailed training in the catalogue department. The first month's work will show which students possess the qualities necessary in a cataloguer.

Children's work should have a place in the class schedule of every week of the course, either discussion of children's books, the study of methods, or lectures by people engaged in the various forms of work with children. It is well to take the plunge the first week by a visit to the juvenile court, followed by weekly talks by the juvenile court judge or the chief probation officer, the boy scout leader, the Y. M. C. A. secretary for work with boys, visits to children's institutions, and most certainly a few talks on the psychology of the child.

Loan work should cover about twelve class periods, the local practice being described and the underlying principles being made very clear. Some comparison with practices in other libraries is desirable.

Periodicals must receive a good deal of attention, as most students have a very limited knowledge of them. They should be given eight or ten class periods. A group may be assigned for examination and evaluation each week and left upon a classroom table for that time. One or two students may report upon selected articles on present day standards and tendencies in periodical literature, while all should be prepared to enter into a discussion of the scope and value of the periodicals assigned. This has been reported upon by one class as the most broadening technical course given.

It is worth while to make the course on order work quite full, and to include in it general principles and practice in book

selection. It should open the technical courses, for in training for a local library the aim is to give a vivid picture of the work of that library and it will not be vivid unless it is logical in arrangement. The student is conducted behind the scenes, and her first concern must be how to choose books and how to obtain them. A study of book reviews, for which we now have an excellent guide, followed by the use of tools published by libraries and library serving publishers, should finally lead to a thorough drill in the use of the main trade bibliographies, omitting those which are seldom used except by the order clerk. This can be done in ten or twelve lecture periods, and may well be given two periods a week as it should be finished before catalogue and classification courses begin.

Following the book from selection to shelves gives the student a clearer idea of the library as a unit than any other arrangement of courses can achieve. The technical courses may be arranged in this order: selection, ordering, accessioning and shelf listing, mechanical preparation for shelves, classifying, cataloguing, lending and reference work, while the course in children's work parallels each general course.

Some technical subjects covered by one or two lectures each must be given, such as the parts of a book and their use, bibliographies, and other minor subjects with which the future work of the students will demand some familiarity.

Before taking up lectures or lecture courses other than technical we will consider for a moment the practical experience called in some libraries practice work, in others, service. This should aim to illuminate the theory given in class as the latter should serve to interpret the practice. Lively coöperation between lecturers and staff is imperative, so that practice in routine shall follow within a reasonable time the class instruction in the subject. Sufficient ingenuity should enter into the schedule making to insure practice in every department for each student,

so that she may show her special aptitude and gain a general view of the work of the library, to be coördinated in the classroom, while it is desirable that the last month be spent in practice in the kind of work for which she is best fitted. Each student should work under not less than three different chiefs, from whom frank and honest reports upon her work are essential to fair judgment.

In discussing practice work with several persons conducting training courses, two points have inevitably been brought up as difficulties to be deplored. First, a tendency to treat students as a sort of relief corps to assist in the day's work by doing all the odd and despised tasks such as putting up books and repairing, without a proper sense of the chief's responsibility toward the student or the library for her part in the course of training. Second, the waste involved in training students in a branch system where the mere routine of daily work is not uniform. The student has to re-learn the routine at each branch, using time better spent in bigger things, and the irritation entailed wears upon the student's patience and does not develop in her a proper respect for the organization.

The majority of the students entering training classes have but a slight knowledge of books, and one lecture period a week throughout the course is the least that should be devoted to the study of general literature and history. The method of teaching this must be left to the instructor, but as six months can give no more than an introduction to the subject, the aim should be to excite intellectual curiosity and supply a stimulus to future reading, as well as to train in critical appreciation of good books. Time spent in reading for this course should not be counted as study time. The students should be impressed with the fact that a librarian must be a reader, and that this course is for the purpose of guiding their reading while in the class.

Although the training is local it must not be provincial, and talks upon all im-

portant phases of the library movement should be given and some reading required upon matters of interest to the profession, including the work of important libraries. The students must feel themselves a part of the great whole.

With the general training in library work must go training as a citizen. The social and educational movements of the city, as well as those concerned with music, literature and art, should be brought before the students by the best speakers obtainable, who are always ready to give their services if they understand that they are instructing fellow workers for the city's welfare. The class hour immediately preceding such a talk should be given to a seminar on the subject to be discussed, based upon reading previously assigned to a few students. For instance, before the probation officer speaks, reports may be made upon the juvenile court movement, the gang problem and Judge Lindsey and his work, so that the speaker enters an atmosphere charged with interest in his subject. The result is absorbed attention on the part of the class and often a request by the speaker to be asked to come again.

The high school sends out graduates with heads full of partially digested information usually wholly uncorrelated with life and life's problems. The library high school, or training class must focus all that information and give it vitality and meaning, it must develop the individual into a thoughtful, wide awake citizen. Do we want any other sort of people on our library staffs? The student is worth careful training in technique, along cultural lines, worth giving some vision of life and work if she is worth having at all. While a certain formality of organization should be maintained, the actual training should not be academic and the relations between class and instructor should be very personal. To broaden the student's outlook on life and human relations, to awaken her social consciousness, to show her the relation of education to

life, to help build her character are tasks which bring to the instructor and the library rich returns.

In a large library one person should give full time to the class while it is in session, and she should be a graduate of a library school, with several years' experience. A recent graduate grafts upon the secondary school too many ideas and practices which belong to higher education and is often too immature herself to develop the students properly. Each department chief should give one talk upon the work of his or her department, and one or two courses may well be carried by members of the staff to give variety in the classroom.

The plan as outlined is suited to a large branch library system but it may be adapted to a smaller library by simplification, retaining principles and proportions. It has been used in a medium sized library, to meet an immediate need, by employing an experienced worker for the school term, the instructor's previous ignorance of the library system and the city in question proving no handicap. Given the will to do so, the small library can adapt the plan to its purposes, for the time given in instruction to the few students needed would soon be counterbalanced by their assistance, if originality and inventiveness entered into the planning. Two or three very small libraries, unable to give the

time or employ an instructor, can cooperate in such training. This arrangement has not been tested but is about to be put into operation by two very small neighboring libraries.

Factors which powerfully affect all local training and which have not been discussed in this paper are the library organization, the salary schedule, the use of a clerical force, the attitude of the library board and the ability of the librarian. An important factor which has been mentioned is the availability of college students for training classes when the library is far removed from library school. This usually raises the entrance requirements and the standard of the course, and it is right that it should do so, but would it not be better that library schools be established at these points?

We look forward to a great increase in the number of library schools, but there will be for many, many years a need for local training, and it is time that library school and library join in a movement toward a fair adjustment of present highly diverse practices and work toward a standard of secondary training which shall lay a foundation for higher training, be flexible enough to adapt to every local condition, and dignified enough to take its place in a plan of library education leading to professional standing and recognition.

PREPAREDNESS TO MEET NEW EDUCATIONAL DEMANDS

BY SARAH C. N. BOOLE, *Carnegie Library School, Pittsburgh, Pa.*

"Preparedness to Meet New Educational Demands" is the topic assigned me by the Chairman of this, the Children's Librarians Section of the A. L. A., and, therefore, I take it for granted that the educational demands which we are to consider are entirely those made for children, or at least in their interest. It is difficult to consider this as a separate and distinct topic, since we all know that education is a continuous process and ceases only with life itself.

After all, what is the object of education? Is it not "to better enable the one educated to solve the world's problems, be they great or small, and this for the benefit and happiness of the individual and also of humanity at large" (Humphrey. Founders' Day Report, 1914, p. 29). The much read, oft quoted Mr. Dewey tells us that "An educational aim must be founded upon the intrinsic activities and needs (including original instincts and acquired habits) of

the given individual to be educated," and that "an aim must be capable of translation into a method of coöperating with the activities of those undergoing instruction."

Here then is the first outline of the plan of preparedness to meet new educational demands: To recognize our object and our aim, to know the individual, both as an individual and in the mass, to be thoroughly familiar with the systems of education which have become prevalent, orthodox or heterodox alike, and that our success or failure depends upon our capacity to unite.

To know the new educational demands is one thing—to meet them is quite another. And in order to prepare for the future it is requisite and necessary to have first, a broad knowledge of the past; second, a concrete knowledge of the present, and, third, an ability to read the plan of the ages in terms of the future. The first two requisites may be acquired by anyone and while the third is a gift, yet it is granted to many and to all of us is given the opportunity to benefit from the prophecies of those fortunate chosen ones who do possess it. One possessing the gift in largest measure makes his vision useful to all when he tells us "We are at the beginning of an age in which it will be insisted that the same standards of conduct and of responsibility for wrong done shall be observed among nations and their governments that are observed among the individual citizens of civilized states."

The state, in order to protect its life, has established a public-school system. The Governor of one of our states, who is himself well known in educational affairs, in speaking of compulsory education, has said: "In a pure democracy, the strength of the government is the average intelligence of the entire citizenry. To raise the standard of intelligence is the function of the public school. The state cannot exist without the school because intelligence would sink to such a low plane that participation by *all* the citizens in the common affairs of civic society would be impossible. Moreover there would be absent that essen-

tial leadership in skill and insight which makes for stable economic conditions." (Brumbaugh.)

So much for public schools—but what for public libraries?

What shall be the preparedness necessary for securing a recognized place in the system of education? From the first moment we enter library school or public library service, we hear it proudly claimed that the public library is an integral part of public education. Is this the truth? or can a proper preparedness to meet the new educational demands make it the truth? Have not the past and the present proved that every school or course of science must have its science laboratory? In a practical age theories must be proved and thus become facts. What laboratory has the English Department, the History Department, the Romance Languages Department and all the various kindred departments but the library, which is an adjunct laboratory to every other laboratory. What is the difference in a plan of preparedness whether such a library be under the Board of Education control or supported by the Public Library? Of course, you and I have our own opinions as to which way is the better—but after all, it is the existence of the library itself for which we plead. The child who has found the library an accepted part of his school days will be the man who gives "the library a place in his daily life." "No system of education does more than assist the individual to educate himself." If, as we believe, education is a continuous process, can the preparedness go further to meet the new educational demands than by giving every child of school age an opportunity to form the library habit?

In a time when world problems weigh so heavily, the danger is great that libraries may be classed as luxuries and carelessly allowed to perish for lack of support. Whose is the fault? You know and I know guiltily and deep in our hearts that the fault does not lie entirely with a public, five-eighths of whom are indifferent, but that some blame attaches to a profession which has regarded itself, not as part of

the accepted plan of education, but more as a missionary, ready to convert and save those of the common herd, or as an *aristocracy* which honors democracy by serving it. From the time of the Galilean to the present day, only that which was definitely of and for the people themselves ever formed a characteristic and persistent factor in social and national life or habits. Here then is one way to prepare to meet the new educational demands made upon the library—by being of and for the people, and by giving to the children a service which is theirs by right of need and so make the library a characteristic and persistent factor in social and national life and habit, and not a charitable institution dependent upon the whims of a political body generous or niggardly with the changes of political seasons.

We hear much, and justly so, regarding the necessity of making the world safe for democracy and then more and more of democracy in the world, hopefully forgetting that nothing is more truly autocratic than democracy itself. Very recently every loyal American pondered well the utterance: "It is not up to the United States to force democracy onto the world." Most of those here tonight are blessed in having to do with a universal democracy, which does not have to be forced onto the world, but which the world gladly recognizes and accepts—the absolute and complete democracy of childhood.

Why should we reach out to prepare to meet new educational demands until we know whether those of an established democracy have been satisfactorily met. The troubled condition of the times has fortunately led us to consider minutely and exhaustively our present standards in child education in order that we may meet the present and the future faithfully and efficiently. The question which comes echoing from all sides, "What shall we do for the children in time of war?" finds the beginning of its answer in another question, "What have we done for them in times of peace?" Then follows the next query, "And what shall we do for them

when the war of liberation is finished and the world is made safe for democracy?" The first question cannot be answered to the satisfaction of one single individual interested in humanity, in economic progress, or in social advancement, until the other two have been considered carefully—and even prayerfully.

To know the new educational demands is one thing, to meet them is quite another. Our men preparing to go to the front are busy learning the languages of the entente allies. Here is our cue for preparedness to meet one new educational demand. To learn to speak and understand the language of our allies—the noble army of teachers, social workers, and all who serve to make the world safe for democracy. We speak glibly of Centralized administration of education, Vocational education, Technical schools, Continuation schools, Schools for immigrants, Courses in civics, Courses in home economics, Courses in agriculture, Evening high schools—their needs and possibilities, Conservation of the teacher, Conservation of the pupil, Junior college or Six-Four-Four plan, Platoon plan, Six-Six plan, Junior and senior high school, and so on and on and on, and yet what does it all mean to us? To be prepared to meet the educational demands our knowledge must be clear and our language one common to all the allies. We must know for instance that a junior high school is that portion or department of the public school system above the sixth elementary grade, including the seventh and eighth and usually the ninth also, which is organized under a distinctive internal management with a special principal and teaching staff, or under a six-year secondary school department divided into a junior and senior high school of three years each with one general management. (Johnston, C. H., N. E. A. 1916, p. 146.)

Teachers and librarians alike realize that new educational ideas combined with old traditions result in overloaded school curricula—and educational neuritis! But this is one thing we may know and must not express in the spoken word, because it is

merely a transition or intermediate state, the adolescent period of educational advancement, the change from static to dynamic education.

It is almost a shame to speak of preparedness in a land where, if two large states may be considered typical, 80 per cent of the children of a larger growth are found physically unfit for military duty. We must know this fact, resultant as it is upon the past, before we can prepare for the future, or care for the present. If old laws have failed, new laws must be enacted and American children must be protected. No attempts to break down laws, educational laws or labor laws, which do protect the children, must be tolerated. Is this an educational need? New, alas! It is not—but old, very old, and also very present. Why speak of preparedness to meet new educational needs when over 5,000,000 children under twelve years, but of school age, form an army of illiterates that would reach from coast to coast and will reach, more's the pity, from generation to generation. What greater danger can menace democracy than the untrained mind? The toiler must learn to think, not alone that he may lead, but also that he may follow and toll the more intelligently. "A diffused education, like a diffused prosperity, is necessary to democracy. In a democracy the government can hardly rise above the intellectual level of the mass. Where, as in America, the majority are but little inclined to submit their opinions to the judgment of a special intellectual class, it is absolutely essential that the mass of the people be intelligent. Never before was education so necessary." (Weyl. *New Democracy*.)

Owen R. Lovejoy gave us a significant message when he said in speaking of child labor and the children it ruined: "Those of us who have dedicated ourselves to the protection of these defenseless ones must keep our heads clear and our motives unmixed, determining that whatever happens all other forms of treasure, all other forms of wealth, all other methods of defense shall be sacrificed before we compel the

children of America to pass through the fire!" Is this a new educational demand?

We have a bounden duty to perform, each one of us, in doing our bit to help make the world safe for the democracy of childhood. It is trite to say that a sound mind in a sound body is the rightful heritage of every child. Would to God it were as trite to find the heritage an actual possession! Whether or not we can prepare to meet the new educational demands is not yet written, but we can at least meet one of our obligations to education when we present the child to the freedom of literature. You recall what Arnold Bennett says of the freedom of literature: "He who has not been 'presented to the freedom' of literature has not wakened up out of his prenatal sleep. He is merely not born. He can't see; he can't hear; he can't feel in any sense. He can only eat his dinner. The spirit of literature is undying; it joins the candle and the star, and by the magic of an image, shows that the beauty of the greater is in the less."

It is only our right to present friends of ours to each other. It would be presumptuous in the extreme to present a child whom we knew slightly to a literature which we knew not at all. Does this presuppose preparedness? Yes, and in fullest measure!

A few years ago at one of these meetings I listened to a brilliant discourse on the training of children's librarians and at the time I decided there was not time in all eternity to give the training as outlined. Now I feel sure that such training must begin centuries before the librarian is born and continue into infinity—that past, present and future must join forces to fashion a children's librarian equal to meet the new educational demands.

Some of these new educational demands are the harder to meet because they are unexpressed. In a scheme of education which recognizes only "the varied interests and activities of actual life," is there not left a very clearly defined demand upon children's librarians to supply the need for many of those things which strengthen and heal the soul?

THE LIBRARY SCHOOL OF THE FUTURE

BY AZARIAH S. ROOT, *Acting Principal, Library School, New York Public Library*

In attempting to point out two or three present tendencies which may possibly throw light on the future of the library school, it is absolutely essential that the whole field of preparation for librarianship be considered. The library school is only one of the smaller factors in this preparation. There are at present ten library schools graduating an average of twenty-five pupils yearly, thus making available for the profession every year 250 trained workers. But in addition to this, there is a much larger number of training classes or apprentice classes in our larger public libraries doing a somewhat similar work. From this source I think I am within bounds in assuming that about 500 more or less adequately trained persons are added to the profession yearly. If we add evening schools, high schools, teacher-librarian courses, and summer schools, we may perhaps assume that 950 people each year, with some sort of training, find themselves ready to take library positions, and of these the library schools have only prepared 250. To this 950 should be added the large number who enter library work through the gateway of practical experience. I am making no account of those summer schools which take only persons already having library positions and whose aim is to prepare librarians to do better work.

The library school, then, is only a part of the library training resources of the country and its future can be considered only when we consider what is likely to be the effect upon it of the development of these other forms of preparation for library work.

The training courses or apprentice courses are of comparatively recent growth and still rapidly developing. They are of all kinds and qualities; some amount to little more than the giving of occasional

lectures intended to help beginners on the library staff whose main knowledge of library work is acquired in daily work. At the other extreme are training classes headed by library school graduates and scarcely in quality and methods of work to be distinguished from library schools. The distinction between a training class and a library school was sufficiently emphasized at the meeting of this section last year at Asbury Park and I do not here need to go into it. Assuming that there is a difference, it seems to me clear that a part of the training classes, as they are now headed, are almost certain to enlarge their work until they become regular library schools. The St. Louis training class has during the past year decided to enlarge its scope and become a regular library school. The training class of the Los Angeles Public Library already has its application for admission before the Association of American Library Schools. Mr. Henry of the University of Washington is doing work which seems to be headed in the same direction; and other examples of the same sort might be cited.

In all this there is nothing but hopefulness for the library schools; the more schools the better. There is ample room for them all and an increasing demand for the very best product they can turn out. Others of these training classes, however, will not attempt so ambitious a program, and as these learn to differentiate themselves from library schools, in my opinion, their methods will undergo some modifications. They will confine themselves to methods used in their particular library and to this, I hope, will add a considerable degree of cultural instruction, helping to make their people better librarians by giving them an insight into and a love for the books themselves. Others of these schools when located where they can

do so, I hope to see make themselves preparatory schools for the library schools, giving to their pupils not only practical library experience and a love of and insight into books, but instruction in history, literature, current events and general information, which will prepare their pupils for the very severe examinations on these subjects offered by the library schools.

The teacher-librarian courses in the normal schools when fully developed will probably prove to be competitors of the library schools, not only for school positions but also for the positions in the smallest libraries whose salaries are so small as to make it difficult for them to obtain library school graduates.

I look for much more development in the future in the way of competition from schools of business. Already the necessities of business are causing the establishment of schools of filing and the introduction of courses in indexing, filing, and elementary library methods in some of the larger schools of business. This movement seems to be likely to develop still more until for business positions, and possibly for small library positions, the library school finds it has therein a very formidable competitor.

The summer schools, so far as they do not limit themselves to people already in library work, seem to me to be likely more and more to develop along business lines, partly because this is the whole tendency in summer school work and partly because such opportunities offer more remunerative employment.

Summing up, then, the library school in the future is likely to find that it has as competitors for the filling of business positions, the business college and the summer school; for the filling of school positions and positions in the smaller libraries, the teacher-librarian courses and the summer schools; while for subordinate positions in the larger library systems of the country, it will have as competitors the business college, the teacher-librarian courses, the summer schools, and the training classes. Certain positions evidently will still be

filled by the product of the library schools, namely, all college and university library positions, provided the schools adapt their curriculum to meet the needs of these libraries; and provided further, that such positions are adequately salaried; all positions connected with the cataloging and the examination of rare books; provided, again, that the schools give instruction which equips their students for these positions; all the larger administrative positions in the large city libraries and the headships of small city libraries, provided again the schools give sufficient emphasis to the larger problems of administration; all special library positions in the various types of special libraries, provided again the schools equip themselves to prepare people for such work.

The first suggestion I have to make is that this increasing competition among sources of training does not call for a lessening, but rather for a raising of the standards of admission in library schools. The competition, it will be noticed, is almost exclusively competition for the lesser positions. There is at present no real competition from any quarter for the higher positions. Nay, one can go further and say that there is at present entirely inadequate preparation in most library schools for the filling of the higher positions. The library schools are still trying to turn out catalogers, classifiers, delivery desk assistants, librarians of small libraries and other persons for the lesser positions in library service, and for the present, at least until the growth of competition makes it necessary for them to vary their methods, they must still continue to do this. They are faced, therefore, with the difficult problem of adding new subjects to their curriculum while still trying to furnish assistants of all ranks to the library profession. This situation now creates, and probably will create for some time, a very perplexing problem for the library school. Admitting, as these schools must do, so long as they meet this demand for people to fill the lesser positions, people who have had only high school

education and, in some cases, no library experience, it is necessary for the schools to give much time to the fundamental and elementary parts of library work. In such a situation it is necessarily impossible within the compass of a single year to adequately touch the larger administrative problems, the larger problems of cataloging and classification, the larger problems of the exact bibliographical treatment of rare books or to give anything more than a mere smattering of the history of printing.

The way out of this situation is, to my mind, to be found first of all in the raising of the standard of admission through the requirement of at least one year's previous experience in an approved library. Such a requirement, while barring out or possibly delaying for a year the admission of some students, will make it possible to speed up the work during the year of library school training by devoting much less time to those parts of the work in which the students will have had previous experience. It will, perhaps, have an even greater effect in speeding up the work for the students because they will have acquired a familiarity with library phraseology and so will understand more quickly what is expected. This greater rapidity of work will enable the schools to diminish materially the portion of the first year which now goes into instruction about fundamental but very elementary library methods. This reduction of time will give opportunity, therefore, for a proportionate increase of emphasis upon the higher sides of library service. In large public libraries having library schools such a requirement would quite likely work out so that the student upon graduation from high school would enter the apprentice class of the library, and after taking its course with the attendant experience and serving for a year in one of the subordinate positions of the library, would then pass on to the library school. In this development, the apprentice class would doubtless be better organized than at present and it is not impossible that more of the elementary and

technical part of library economy could be transferred to it. In any case, however, previous experience is bound to greatly unify the classes by giving them a common acquaintance with library methods and inevitably better results will be obtained.

What other advances in the standard of admission shall be made—whether, for example, graduation from college shall be a requirement—cannot now be conjectured, because such must largely depend upon the upward movement of salaries. Obviously, if a girl graduates from a library school and is asked to begin at \$40 or \$50 per month, college graduation cannot be expected as a preliminary for library school study. My own hope is that with the growth of the apprentice classes and as a result of previous library experience the graduates of one year library schools can receive more instruction fitting them for the higher positions, such as first assistant, branch librarian, department head, division chief, etc. When this day comes college graduation will be a perfectly reasonable thing to expect.

With previous experience required, with the elementary work of the first year diminished, with instruction upon more advanced subjects emphasized and with the cultural element both in the apprentice class and in the library school enlarged, those schools which offer a second year of instruction, I believe, will find that this second year may be pretty definitely a year of specialized work, rather than of general training. Nearly all our schools are either located in large cities or are connected with large universities. A second year, therefore, of highly specialized work seems quite feasible for most of them. When the time comes, I hope that the year will prove to be a full year's work, not a year combined with full or part time practice. The year should require the entire time of the student and the practice should be in a library like that for which the student is preparing, and there should be some course bearing on the subject matter which the student will handle, taken in a school of the

type which the student is preparing to serve.

Time does not permit me to anticipate the future further. Let me briefly sum up what I have thus far said. The library school in the immediate future is likely to unify its classes through the requirement of previous library experience. Upon the basis of this previous experience the elementary instruction may be abridged, the cultural and the higher extended. Ultimately this process may force much of the elementary instruction into the apprentice class, leaving a hasty résumé of the subject from the comparative point of view for the first year of library school work, with an intensified program for the remainder of the year, dealing more extensively with the cultural side of library work and with the higher forms of library service. Following such a first year as this, there may evolve a highly specialized second year, preparing for specific types of positions, technical, scientific, economic,

bibliographic, professional, in which the instruction is divided between the library school and a school fitting for work in the field in which the student is to work. Ultimately, as salaries advance, a college education may well become a preliminary requisite.

In some such way as that, I imagine, will be evolved the library school of the future; a school which will build upon the apprentice classes, but which will seek to prepare its students for the higher positions of library service. It will constantly keep in mind as its ideal product a man or woman who shall be not only a master in the technique of the profession, but also thoroughly in love with literature and in touch with its modern movements and one who, if preparing for a special type of library work, shall have been trained not only in the technique of that work, but be thoroughly grounded in the fundamental principles of the subject matter with which he will work.

THE ASSOCIATION OF AMERICAN LIBRARY SCHOOLS

BY PHINEAS L. WINDSOR, *Librarian, University of Illinois*

A conference of library school faculties was held in Chicago, January 5, 1911, at the time of the other mid-winter library meetings. Sixteen representatives from nine schools were present, and the meeting was entirely unofficial and informal. A list of topics for discussion had been sent out with the call for the meeting and in general these topics were of a sort not likely to find a place in the programs of the Professional Training Section. The discussions were felt to be so profitable that a similar meeting was arranged for the following winter in Chicago. The meeting was not open to other than faculty members, and no account or abstract of the discussions was published.

The second meeting, January 3, 1912,

was attended by twenty-seven people from twelve schools; the third meeting by twenty persons from seven schools, and the attendance has not since those years varied much from these figures.

At the fifth meeting, held January, 1915, it was voted to organize the Association of American Library Schools, with a president chosen for one year and a secretary for three years, those officers and the retiring president to form an executive committee. A formal constitution and by-laws were presented at a meeting of the Association held in Albany, June 29-30, 1915, and approved.

There have been held the five annual meetings of the informal round table of library school faculties, and three meet-

ings of the Association of American Library Schools; the more formal organization, however, has meant no change in the character of the meetings, which have from the beginning been characterized by a frankness of discussion not likely to be found in a larger gathering; by discussions of distinctly internal school problems of much interest to schools, but of little concern to others; and by discussions from the school point of view of certain of the larger aspects of library training.

The following topics were discussed at the last meeting and will indicate the scope of our program: On placing students.—Initiative and spontaneity.—Instruction in printing.—Instruction in magazines.—Should provision be made for "special students"?—What qualifications should be considered essential in choosing members of a library school faculty?—What should be the requirements for a B. L. S. degree?

A session has usually lasted from early forenoon to late afternoon, literally; for members eat luncheon together to make sure that no time is wasted. Full minutes of discussions and abstracts of papers are made by the secretary, mimeographed and sent to each member school. Only a meager report of the meetings is published, because the discussions are not intended for publication nor presented in a form suitable for that purpose. Only faculty people from member schools are admitted to the sessions; but former members and members of the library training committee of the A. L. A. are sometimes asked to be present.

In addition to the help received from this frank and informal exchange of views, and comparison of the practices of the various schools, one effect of the meetings is a much better personal acquaintance and understanding among the members of the faculties of the schools and the gradual development of an *esprit de corps*.

In fixing standards for membership the Association naturally cannot set standards which the member schools themselves do not, each and all, possess. It is quite likely that these standards will have their

influence, along with other agencies, in maintaining if not advancing standards of training for librarianship.

Membership in the Association is limited generally to those library schools requiring for entrance a four-year high school course or its equivalent; which offer at least one full academic year of technical and professional library courses; which prepare for general work in the profession rather than for positions in any specific library, and whose faculty has at least two full time instructors, at least two of the members having had one year of training in such a library school.

A school which applies for admission to the Association will submit circulars or other statements giving full information in regard to its work, and in particular information concerning such subjects and answers to such questions as the following:

The basis and probable permanency of its financial support; its budget.—Rooms and equipment primarily for school use; furniture; books.—Length of course in weeks, excluding vacations.—Requirements for admission to the school; requirements for admission of special students (i. e. those unable fully to meet entrance requirements).—Names and general description of course, name of the instructor for each course, the number of class hours or recitation hours for each course, and the average number of hours of preparation, or work on problems, required of students for each class or recitation hour.—Practice work required. Kinds of work given for practice. In what library or libraries performed. How much, if any, is paid practice.—Names of members of the instructional staff with the number of hours spent by each in instruction or revision, and with a statement of the academic and professional training and experience of each instructor.—Number of regular full time students enrolled each year during recent years; number of regular part time students; number of special students each year.—Present geographical distribution of recent graduates, including the number on the staff of the library with which the school is connected.

The following schools are now members of the Association: Library School, Carnegie Library of Atlanta; Carnegie Library School, Pittsburgh; New York State

Library School; Library School of the New York Public Library; Pratt Institute, School of Library Science; Simmons College, Department of Library Science; Syracuse University Library School; University of Illinois Library School; University of Wisconsin Library School; Western Reserve University Library School.

It seems clear to the schools that there is a distinct field for both the section and

the Association, but what the relation of the Association should be to the section has never been publicly discussed so far as I know. The fields do overlap somewhat, and it may even be that strictly speaking the field of the Association's work is included in that of the section; but the Association cultivates its particular part much more intensively than the section can.

THE READING OF THE ADOLESCENT GIRL

BY MRS. LOUISE M. DUNN, *Supervisor of Clubs, Cleveland, O.*

As we look through our catalogs and see the growing list of scientists and educators who are making their contributions to the study of the adolescent girl, we appreciate how fully the fundamental importance of her place in our social economy is recognized.

Possibly in no other land has she so rich and varied a heritage as here in America; possibly in no other land has she a more difficult way to find. In this situation lies much of the obligation to all who would serve her, and not least to those of us who seek to touch her life through reading.

We all know her. She may be the Italian with her love of sunshine and color; the Russian girl who feels the coldness of our life in comparison with the warm neighborliness of her remembered village; the Slav girl with her love of fairy stories, or our own American girl with her less colorful background, often feeling most keenly the deep need of the thrill that the book may stir. These are a few of the many types.

In that wonderful book, "The spirit of youth and the city streets," Miss Jane Addams has drawn aside the curtain and shown us how passionate is this desire of youth for a fuller and richer life, and through her interpretation, that of a poet and artist, service to youth becomes our greatest opportunity for world service.

The desire to read, we are told, implies

discontent with our knowledge, with our ideas, and is an inner-urge for an enlargement of our personality. Reading is a creative act, especially in the adolescent period.

In the adolescent period of girlhood, it is generally accepted, we have life's most subtle and turbulent emotional experience, an experience that girlhood itself is least capable of understanding. For this reason it seems no intrusion to consider her reading in its relation to this experience, to observe by what means she seeks to gather from her reading the knowledge necessary for her development, how she proceeds to rearrange and adapt it to her innermost needs, how she crystallizes it into her moral life and by what strange alchemy she creates from it nutriment for later growth.

Dismissing those well-known racial angles by which her reading is influenced, such as her keen love for the simple folk tales if she has not had an opportunity to know them at an earlier period, let us first consider some of those spontaneous impulses that move her without reasoning toward the actions necessary for her existence and development. Among the strongest are, of course, the instincts of home-making and personal adornment, the "naive indications of her desire to attract." How passionately she loves to adorn herself in things that are colorful and beautiful, although she may disregard all sense of fit-

ness, according to more mature standards. How wonderful, do you recall, was that book whose heroine still lives in your memory, glorified in her blue satin; how you reveled in her jewels, and the luxury of her life. For what is the fairy given her magic wand, if it is not for making this glorious transformation, so dear to the heart of youth?

"At this period," says Stanley Hall, "girls would love above all things to become milliners and dressmakers." May I read you some hits from a story written by a girl of thirteen, living in a very poor and congested part of our city? Carmella is of Austrian birth and came to America as a fairly young child. Her mother is an invalid, her father a day laborer. The story tells of the deep friendship of two young girls and the adventures that befell them.

In chapter one, Carmen Fair, the heroine, received an invitation to attend a party, and "she asks her mother, with a bright smile, 'What dress shall I wear?' 'Well,' said Mrs. Fair, 'you might wear your pink silk or your blue silk, or the one like your pink one.'" Carmen gets up in the morning "full of spirit" and "puts on her dainty middy dress and tennis shoes and her white sporting hat and goes to the park to play tennis." Later, "she goes to her room, takes out her pink silk dress, puts it on, she takes out her pink silk stockings, patent-leather shoes, puts them on, and she dresses her hair in a new and becoming way, with a big pink bow at the back." "She puts on her pink gloves and a beautiful wide pink hat." At the party her friends call her "Pinkie." Her friend, "Marjory, was dressed all in blue and Helen in white, and it was grand, grand."

Can you realize what might be the tragedy in the narrow life of a Carmella if she must depend upon a Laura Jean Libbey and her extravagant followers for her inspiration?

The story from which these selections were taken shows how keenly our adolescent girl is reaching out for materials to incorporate into her experience, and that instead of the colorless love story manu-

factured for her especially, we could with profit supply finer materials to satisfy this desire for materially visualizing color and richness and to give her some insight into the finer conventions of our social intercourses.

Imitation also is strong at this period; she is constantly ruled by suggestion, and what to others may seem the most absurd affectation, to her may be the most satisfying imitation. What an opportunity here for developing taste!

Another instinct is her love of the somber or the minor note, and consequently, of the sad story, with its excuse for tears, which the psychologist tells us in a very technical language, is her "means of increasing and multiplying motivations." "By laughing and crying," he tells us, "good and evil are made to appear further apart, moral love and hate are given their bearings, and so life is aglow with color and zest."

Another instinct strong in this period is the sex instinct. Our experience with girls who live in the congested districts of our cities where they have so little privacy in the home that few facts of life are unknown to them, inclines us to believe that they often come at an early age into a very mature knowledge of the sex relation on its purely physical side. It is most interesting to find our most eminent psychologists agreeing that the desire to know about her physical self comes to the girl at pre-adolescence and should be met at that time. It is, therefore, at the adolescent period, not so much sex knowledge that girls need, as it is books, which set before them high expressions of love and its normal possibilities. In other words, instead of the sex knowledge which would come to her in the off-color book, she should have literature presenting one of these sublimated love stories in dramatic form, for it is such literature which makes the most vital connection with adolescent thought and emotion. The writer's feeling, moreover, is that the wholesome romance of fine plays is much intensified by its being shared, by being read in groups. What rich

experience we have had as we have noted how keenly girls of twelve or more are interested in group reading of the "Taming of the shrew," "Romeo and Juliet," "As you like it," "She stoops to conquer." For example, the play which the Supervisor suggests is first read in a general way, then if it appeals to the group, it is read with the characters assigned haphazard; the next step is to assign the role which especially appeals to each child, giving time and opportunity for all to compete in interpreting the more important roles. They go back often to the various scenes, and in the end the girls with deepest feeling communicate something of their understanding to those who have brought least. In this way, girls can spend from six to ten meetings, each taking home between times the special club copies of the book for the purpose of re-reading, or reading ahead, or reading the play as a whole as her mood or interest suggests.

Here then, we are on ground common in the natures of all adolescent girls, that is, in what may be classed as their love of the dramatic, romantic and mysterious. Their natures being keyed to ready sympathy, they naturally show ability in dramatic reading and the simplest forms of dramatic expression. "Drama provides a transition between the romantic conception which youth vainly tries to keep intact and life's cruelties and trivialities which it tries to ignore." It is through these channels of dramatic reading and dramatic expression then, that the most liberal knowledge of character and variation of emotional pitch can be given, and it is this phase of the reading of the young girl that is emphasized in this paper.

The unforgettable art of the Irish Players revealed how intensely youth craves to give personal expression to these varieties of deep emotion. Hull House Theater, The Educational Theater of New York, as well as the Irish Theater, have made us all realize the tragedy that lies between the opportunity for expressive art, given at most to a few thousand, and the millions of our adolescent youth who sit long hours in our

crowded movies. How gladly they attempt, when opportunity is afforded, the great roles of our greatest literature, and what sympathy and imagination they can bring into the reading of plays which are made available for them by the libraries. Gordon Craig has said that the most satisfactory performance of "Mid-summer night's dream" he had ever seen was given by the children of the East End of London and that he was convinced that Shakespeare was meant for children.

Here is an instance showing the love of the young girl for the dramatic and something of how the book itself became a symbol of her experience. Jennie, a child of twelve years, was a member of a library club organized for the reading of plays. They had greatly enjoyed reading Maeterlinck's, "Blue Bird," in the manner already described, repeating its scenes, visualizing it and trying to realize its full meaning. Then they decided to dramatize the "Land of memory" scene from this play. They improvised their costumes and finally gave this as their part of an evening program of scenes from the various plays which represented the winter's reading of the several clubs in one branch library. Jennie took the part of Tyltyl. After the play the book could not be found. Weeks passed, there was much questioning; finally a member of the club who had been visiting Jennie in her home reported that she had seen the book in Jennie's room and had asked her why she had not returned it. To this Jennie had replied that it was because she liked the book better than any other book in the world, since she had learned her part from it. The desire of this child to understand her rôle had been heightened by knowing that at the club anniversary she was to be given an opportunity to express this particular character which she liked best, and which the club felt that she could do to its satisfaction. This incident gave us an insight into what she demanded from her reading. It must not only bring her colorful romance, but something of the emotional fulfillment of it. The year following, her rôle, which was that of a diminutive

Juliet at the feast of old Capulet, admired by a very sincere and passionate Romeo, showed how deeply these emotions craved satisfaction.

The pleasure-nurturing power of dramatic reading for the adolescent period comes through power to stimulate to the point of active creation, the unfolding faculties of girlhood, permitting her imagination and her limited associations to work together to new conceptions of life and her relation to it.

What greater pleasure is there for us who know and love books than to see this adolescent girl maturing in her power to choose wisely among the best that we may offer her and to see her reading become a means of satisfying her innermost needs. Through her we come again, with no least incident omitted, to some experience in our own lives, to the day and place and the memory of the way the sun shone when we came upon the book which made life "all a wonder and a wild desire."

The two strong forces in dramatic reading that interest us then are how far it may become an elevating individual experience and how far it may serve as a social force. As we try to analyze this incident of Jennie and her book, both factors are involved. She was one of the small group who "made the club." She had enjoyed its simple parliamentary formality, her occasional role as secretary or president. There had been many simple plays read and acted in the clubroom and these plays had passed on into the homes, the dining room in the winter evenings, the yards in the summer time.

Reading and dramatic representation went hand in hand. Thus, in Tucker's "Historical plays of Colonial days," two chairs would serve as the railing of the Mayflower, and she and her friends were Pilgrims on their way to the new land. So her club reading had gone through the best we could suggest, the "House of the heart," "Master Skylark," the Greek stories, until finally she came to the "Blue bird." Together with her friends she had struggled to find her way back to the soul of Bread

and Fire and Water. Finally had come the trying out for parts—and in the end she knew every part and knew what it meant to each of her friends.

The possibilities of group reading and discussion as a social force making for emotional and intellectual development can be instanced by a group of Russian Jewish girls that had been meeting for three years as a Library Club, taking each year a new subject for study; plays, poetry, art, biography, and letters. This group acquired in their third year, when about thirteen and fourteen, the habit of expressing the impression made upon them by much of their reading. Their object was to discover points of difference and resemblance in English and Russian short stories. Their parents and older friends had rich contributions to make and much to gain as the girls carried home and read aloud to them Poe, Hawthorne, Stockton, O. Henry, also their own literature, Gogol, Korolenko, and Pushkin and Gorky in the translations which the library could furnish. Great was their pleasure when they found in Hawthorne's Great stone face, the "feeling" of their Russian stories.

An illustration of the social influence of the adolescent girl's reading is furnished by another group of Library Club girls who chose to give a play for their fourth club anniversary. Again the quest, pursued by reading and discussing, until a folk play was found, "Minka's wedding," rich in possibilities. Here was a fine dramatic situation ready at hand. Minka, whose grandmother understands her wild blood, plans her escape from the hated lover during the revel of her wedding feast. The brave young Cossack will be waiting. Here was song and dance, the bard with strange tales to tell and prophecies to make. Appropriate costumes and properties must be found. The library could furnish beautifully illustrated books on Russian peasant art and post-cards for costume suggestions. The brass and rare old cross-stitch linens of their homes were loaned, the beautiful candlesticks and samovars. The many guests at the wedding meant an opportu-

nity for younger sisters to take minor parts. For old costumes they consulted many of the older people. A professional Russian dancer, who heard of their play, volunteered to dance and sing the old folk songs. All the love for personal adornment was satisfied by a wealth of bright beads and sashes. Special invitations were given to parents, friends, other library clubs and schools. The giving of the play then was a matter of vital interest to the whole community. The enjoyment and enthusiasm of their audience instanced how far reaching in social influence the reading of adolescent girls may be, when given dramatic expression.

The pageant, a form of art which is fast developing among us, so social, so adolescent in spirit, so wide in range, has such a wealth of possible material, that it may become the occasion for stimulating adolescent girls into a further quest, in our best sources of reading, and may give her an opportunity for expressing many of her deep enthusiasms gained from books.

We have considered chiefly heretofore reading, the source of which is the library. What of sources other than the library book? There come to the mind the hundreds of girls in the hurrying crowds at the busy street corners between five and six in the evening. Have you ever counted how many have the penny ready for the newspaper, and how eager they are for the evening paper whose woman's page editor most fully realizes their interests? These girls read a few headlines of the main part of the paper, but their conversation will tell that their interest is more often in its "Girls wanted" or in the "Advice and answers," or "serial" of the woman's page. If you would know how real and farreaching is this influence in the reading of adolescent girls, spend one hour with this same woman's page editor, and ask if you may read the letters in her waste basket.

When the report of Dr. Meade's Chicago investigation appeared a few years ago showing how rapidly working children forget what they have learned in school, edu-

cators stood agast. This fact, as well as the knowledge of the conditions under which the adolescent girl works, the eyestrain of her job, the physical fatigue, ought to be carefully considered. However, in spite of all this, the ability of the imaginative working girl to judge and find values is often amazing. Life gives her little time for dreaming, and many real contacts. She is held constantly and often mercilessly against the actual, nevertheless she knows many things of life that her more sheltered sisters can never know, and consequently her judgment is often very keen and direct. A young girl comes to mind who lived in a small Russian village and came to America at the age of eleven. When scarcely fourteen she had begun to work in a candy factory at \$2.00 per week, then the paper box factories at a little more; she had later begun the round of the knitting factories and as she said, she had worked "by skirts," she had worked "by pants," and always held herself ready to leave each job in the hope of finding something better. Finally, on the verge of a serious illness, she was sent to a vacation camp for working girls. One night there was a bonfire and cornroast on the beach. I wish I could make you see, as I saw, this heretofore slow, listless, dreamy failure of the world of work, as she danced around the fire, then plunged into the water, then danced about the fire again, like one possessed. With her black hair flying and her strange abandon, she was for the moment the Russian of our imagination. As she grew tired she sat down to rest. In her slow, broken way she finally said, "You know that book on your table (Tolstoy's "Resurrection"). I've been reading it; I'd seen it in the movies and I just wanted to know more about that girl Katushka. She, too, always seemed to get in wrong." All summer long she read at the story of Katushka. This serves as an illustration not only of the intense need of the girl, but of the power of the book to make for her a powerful and true analysis of life, which by reason of a thousand limitations, she was not able to make for

herself. She had not only analyzed the story, but had worked out its theme to illumine her own desperate situation.

In this story of Beckie and her reading of "Resurrection," who of us would attempt to measure its influence in her tangled career? It proves for us that there is a right book for each girl, each step of the way. It is not, however, the same book for every girl. The book must be suited to her tastes and situation and must add to her store of resource for her great needs —those of revery, those of deep expression, those for the gaining of vision, and for the power to clarify.

In conclusion, we are impressed by the great opportunity of the public library as it seems to be of service to this developing emotional girl. We wonder if there is anyone who sees the external conditions of her life in so broad a way as does the librarian, who knows her home, her parents and brothers and sisters, who knows her school, its spirit, her teacher, who knows her friends, her neighborhood, the possible recreations of the neighborhood, sometimes even knows something of her employment. With this knowledge at her command, can we do less than to challenge the difficulties and, with every art within us, to conspire, allure and incite, and, knowing her openness to suggestion, somehow stir a love of reading that will give her the rich materials necessary for her unfolding life; or on the other hand, and just as necessary, to guard her against the dangers of voraciousness. The ideal is to work between these extremes in order to keep alive the impulse of healthy growth, realizing how real a safeguard her reading may be against both repression and perversion of human power. To accomplish this intellectual and social development and to give

her as well the keenest satisfaction in her reading experiences, we must, as we have tried to say, use the great social instincts of adolescent girlhood; her instincts of homemaking and love of dress, her desire for sympathy that she kindles by the reading of the sad story, the awakening consciousness of her physical self, and, not least, her love of the dramatic and romantic.

The Reading Club, however closely it follows the unfolding tastes of the adolescent girl within its circle, however fully it understands and helps to unfold her social instincts, cannot in the nature of things reach large numbers of girls.

But the librarian who has the knowledge of girl nature, gained through her direction of girls' clubs, plus her special knowledge of the girl's friends and her home and social background, realizes that there is no such thing as the detached girl, that most of the interests of the adolescent girl are group interests, whether these groups are organized into clubs or not. Thus, through the reading interest of one girl in the library, she can reach and influence the reading of the whole group in which that girl belongs.

Knowing how deep-seated is her love of beauty, how strong her yearning for richness and color, how deeply she craves the great experience of love, how passionately she seeks to enlarge her sympathy through the sad and tragic, how through her instinct for the dramatic, she tries to recreate all life into its noblest possibilities, and above all knowing how social is every impulse, our best service to the adolescent girl must be in making reading a never failing source of self-realization in the highest sense, and a source of pleasure and profit to all who may know her.

THE BOOKSHOP FOR BOYS AND GIRLS

BY ANNIE CARROLL MOORE, *Supervisor of Work with Children, the New York Public Library*

When Miss Jordan asked for suggestions for the program of the Children's Librarians Section, I said "By all means include the Bookshop for Boys and Girls and give me a place in the discussion." I then hoped to be with you at Louisville and to tell my impressions of the Bookshop, which I look upon as a piece of idealism which has stood the test of realization in an era of educational experiments.

I visited the Bookshop with Miss Hewins last December on the day before Christmas. I had been pleased with the form of the purchase list issued in November, with its delightful preface on "Early juvenile bookstores" by Miss Caroline Hewins, its careful selection of books and its regard for the individuality of tastes in children of different ages. This list had been placed in all of the children's rooms of the New York Public Library and I had recommended it to many groups of parents and classes of students.

But in spite of the attractive catalog and printed announcements I will confess that I felt a little fearful of the Bookshop itself lest it seem too "precious," to "educational," too much of the "cult of the child."

I had watched several experiments of book selling in the interests of children from prepared surroundings backed by excellent intentions and varying degrees of skill. For many years I have visited general bookshops and department stores in the month of December, realizing their growing opportunities for better service, noting improvements and gathering suggestions for our holiday exhibits in libraries and for my discussions of children's books with parents and those less mentioned relatives, the uncles and aunts.

The holiday rush was over when Miss Hewins and I entered the Bookshop, but there were all the evidences of a succession of busy days.

Bright fires burned in the two fire-places and an atmosphere of coziness, of repose, and of appreciation—appreciation of books, of arrangement and of the visitor's mood—pervaded the place. The room felt as if it were being lived in.

I stepped to the window overlooking the Public Garden for a last glimpse of the sunset and as I stood there—there flashed upon my memory a picture left in an hour spent in a bookshop in Princes Street, Edinburgh. I had looked from a window there upon gardens and beyond to the old castle and I had turned back to the purchase of "The heart of Midlothian," Bobbie Burns, and a little book of Scottish ballads, when I had firmly resolved on entering the shop to buy nothing except a guide book to Scotland.

I had no notion of buying anything at the Bookshop. I had made all my purchases before leaving New York. But I found myself yielding to the lure of the place—assuring myself that there was no lack of books about Scotland and gathering up one after another as an aunt or a friend—Jacob's "English fairy tales"—a book for a boy—"The New England primer," "Peter Piper's alphabet," a "Book of Christmas carols," and several copies of the catalog to be sent as New Year's cards to fathers and mothers.

Then I turned to the pictures on the wall, many of which had been taken from the best of the French, English, Swedish and Russian picture books for children, and again a picture flashed upon my memory. This time I saw Miss Plummer bringing into the children's room of the Pratt Institute Free Library a little group of pictures taken from Boutet de Monvel's illustrations for "Filles et garçons" and "Nos enfants," framed in passepartout to hang upon the wall.

"The children may not pay much attention to them now," she said, "but I believe

they will be remembered by some of them and it may lead them to want to know more of the children of other countries and perhaps to the reading of French."

This was twenty-one years ago in the era of the first art wave which swept over American schools leaving a trail of the old masters in the form of Perry pictures and all sorts of prints.

School rooms and libraries were decorated with pictures and busts bearing little or no relation to the interests of children and contributing nothing to the atmosphere of the place. Such a book as Boutet de Monvel's "Joan of Arc" was purchased by libraries for their art departments rather than for their children's rooms, where it has so long been a favorite book that few remember how rash seemed the children's librarian who first ordered it for the use of children.

"What do you think of the Bookshop?" asked Miss Hewins. "I think it is a dream come true and I wish every librarian might not merely see the room but realize what lies behind it," was my reply.

For I believe that Miss Mahony has dramatized and produced in the Bookshop for Boys and Girls our old slogan for library work with children, "The right book for the right child at the right time," and that she has done it in a way to enlist the interest and inspire the confidence of a book-loving and book-buying public. The shop, like the catalog, is up-to-date, yet no good thing out of the past is missing.

Neither a children's library nor a bookshop can long survive if it remains static or segregates books for boys and girls to the exclusion of great books for young and

old—great thoughts out of the present as well as out of the past must find a place there in books and in pictures. So I am not surprised to note in the list of vacation reading recently issued by the Bookshop the headings "Our allies," "The war," "Books for young and old." I should wish to add to the list "The letters of Victor Chapman," with the memoir by his father, John Jay Chapman, whose paper on "Children's reading," read at the Conference last year, was Miss Plummer's last gift to our work for children in public libraries. The book is one of those rare memorial tributes in which we feel a sure sense of life from childhood to the heroic aviator who met his death in France on June 24, 1916.

May I, in closing, speak from the first generation of children's librarians to those who are taking up the work in a new era—I believe far greater and richer opportunities for service are to be yours in the next twenty years. You are *living history* from hour to hour. We were trying to bring in pictured fragments—bits of France, of England, of Germany, of Scandinavia, of Russia, of Japan and of China, with the hope that we might enlarge ever so little the world of the American boy and girl. We assumed that the great principles of freedom, liberty and human rights were assured by our democracy, we celebrated our Independence Day and the birthdays of Lincoln and Washington as days of remembrance.

The call to you is to revive and recreate in your children's rooms feeble memories of great principles, of great ideas and great ideals and make sure that the children of today are in touch with them.

THE COLORED BRANCHES OF THE BY BERNICE W. BELL, *Head Children's Department, Free Public Library, Louisville, Ky.*

The organization of the Louisville Free Public Library is unique owing to the fact that we have a library system within a system. Libraries exclusively for the colored citizens of Louisville conducted by

LOUISVILLE FREE PUBLIC LIBRARY

colored librarians under the supervision of our librarian, Mr. George T. Settle, have passed the experimental stage and their value is recognized.

The establishment of this library system

for colored people was begun in 1905 and the twelve years that have passed since its organization have been years of steady growth. The success of our experiment and the value of the Colored Branch libraries as laboratories for the study of the colored race have attracted the attention of other cities desiring to provide library facilities for their colored citizens. Houston, Texas, Memphis, Tenn., and Evansville, Ind., have branches and their librarians have studied in the apprentice class conducted by the Louisville Free Public Library.

At first it was difficult for our colored citizens to realize the fact that they were to have a library system of their own. In no other place in America was there such a system and there were only a few who realized the educational, civic and social advantage it would prove to the race in the years to come. Our colored children's librarian has made the following statement in regard to the advantage of colored libraries: "We know our own people; we know each teacher by name; we know the ministers, the doctors, the lawyers, the merchants and most of the others who frequent our libraries. Those of another race cannot know our wants, our habits, our likes and our dislikes as we do. They are not thrown among us in the various walks of life and are therefore not as competent to deal with us as we ourselves are—if we are prepared. However much they might try it would be impossible for them to give us the service that one of our own race can give in an atmosphere where service and freedom are the predominant elements; and this is surely the condition in the colored branches in Louisville."

Although the colored people of our city were not a reading people, in this atmosphere of "service and freedom" there has been a growing interest on their part which is very gratifying. This evening I shall confine myself to the children using the colored branches, as our interest is chiefly with them.

When the library was opened the children responded readily to our school visit-

ing and accepted joyously our invitation to attend the story hour. We have always made quite a feature of the story hour at both branches and it has meant much in the recreational and social life of the children. It has also been a means of directing their reading. Several years ago Prof. Joseph S. Cotter, principal of the S. Coleridge Taylor Colored Public School, suggested having at the close of the story hour season a Story Telling Contest among the children. He offered a prize to the child who could best reproduce a story heard at one of the story hours during the year. The popularity of this contest among both children and adults led to our organizing it as a permanent part of the work. The rules governing the contest are, in part, as follows:

Rules Governing Contest

"There shall be a story-telling contest at the Western and Eastern colored branches, and a final contest between the winners; with a first, second, third, etc., prize awarded to both the primary and intermediate grades at both branches. The names of the winners in the final contest shall be placed on a loving cup, which is to be the property of the library and exhibited equally in both branches. The cup is to be known as the "Cotter Story-Telling Contest Cup."

The number of children entering shall be limited to eight at each branch, four from the primary grades (1-4) and four from the intermediate grades (5-8). Each child entering shall have attended at least eight story hours during the year; shall be a registered borrower of the library and in good standing; shall be a regular attendant at school and the teacher's report may be required if necessary.

"The story told at the contest must be one heard at the story hour during the year. The judges shall be selected from the principals and teachers of the public schools, ministers or other colored citizens interested in education."

This year many more children than the limited number desired to enter. From among those applying sixteen children were chosen, eight using the Eastern Colored Branch and eight using the Western.

The two first-prize children at each branch contested before the Kentucky Negro Educational Association for the

honor of having their names engraved on the Cotter Story-Telling Contest Loving Cup. The loving cup was given by the library. At the close of this paper Blyden Jackson, aged six, who won the primary prize in the final contest this year, will tell the "Ginger bread boy," and Virginia Allen, aged 10, who won the intermediate prize, will tell "The fisherman and his wife."

Special entertainments, story hours and clubs mean far more in the life of the colored child than in the life of the average white child. He owns few toys or books; in fact, recreation in any form is almost unknown to the large majority.

For this reason we feel that one of the greatest services the library can render the colored people is to develop the community center idea by giving them branch library buildings exclusively for their own use. They need it, as poverty, ignorance and a lack of race pride have prevented friendly coöperative intercourse of the race. The auditoriums and classrooms in the colored branches of Louisville may be used at any time for non-political meetings. The club meetings held in the two branches last year numbered 498.

We endorse all of these activities and believe that clubs among the adults foster civic pride, stimulate and encourage general education and elevate the social life of the colored people. Through clubs and story hours for the children we can to some extent direct their reading, but we feel that it is only when the schools take a deep interest in the subject that all the children, white and colored, can be led to form the right reading habits.

In our city the interdependence of the school and the library is recognized by both institutions. The head of the children's department meets frequently with the supervisors of the public schools to consider ways and means of interesting white and colored parents and teachers in the children's reading and also the best way to encourage children to read the books suitable for their age and grade.

One method we have used to interest the

parents and teachers in the children's reading has been to compile a booklet entitled "Reading according to school grading." This booklet, which contains lists of stories to tell, books to read aloud and books for the child's own reading, was compiled jointly by the supervisor of the kindergarten and primary grades and the head of the children's department and printed by the library. It has been brought to the notice of parents through talks to Parent-Teacher Associations on juvenile literature and kindred subjects. The percentage of colored parents interested in this subject has been very small and we reach their children principally through the colored teachers.

Another method was to take a survey of reading in the fourth and sixth grades throughout the city. We were impressed by the fact that the colored children who are reading are using library books. In taking this survey the children were given slips of paper calling for the author and title of some book they enjoyed. We all were very anxious to see just what the children would write and in no instance was the child's choice influenced by supervisor, principal or teacher. The slips did not bear the library imprint and the children were not told that the library was interested in their choice.

A very small percentage of the slips, less than two, were illegible or not filled in at all and had to be cast aside. Those that could be used proved to be material for a study of what books children would select when given about fifteen minutes for thought on the subject.

From the colored schools, out of 636 returns in the fourth and sixth grades there were only sixteen books mentioned not recommended by the library. You may be interested to know that these were Alger books. Out of one thousand eight hundred and ninety four (1,894) slips returned by the children in the fourth grade of the white schools, twelve per cent were titles not recommended by the library. These were books in series like the Motor Boys and the Boy Aviators. The per cent in the

sixth grade was slightly higher. Another interesting and encouraging feature was the fact that not a child mentioned a vicious book.

These results certainly seem to indicate that our colored staff was correct when they made the statement that Good Book Week, Christmas exhibits and lectures as a means of enlisting public opinion *against certain types of mediocre and pernicious books* need not be pushed among the colored people to the extent necessary among the white. Colored parents can buy few books, are not particularly interested in Sunday School libraries and trust without question the Librarian's judgment in the selection of juvenile books.

This is true in Louisville and very likely true throughout the South, where the schools and libraries are entirely separate. It is interesting to note in this connection that the proportion of fiction in the colored libraries varies according to the season of the year from about twenty per cent to forty per cent, the average being thirty-seven.

It is most necessary, though, to use some means of publicity to advertise the library among the many who think it is only for the best-educated colored people. There is only one way this idea can be uprooted and that is through making the children love the library. Very little can be done with the thousands of illiterate adults.

Kentucky has one of the best child labor laws in the United States. Our children, white and colored, must attend school until they are fourteen. This law is strictly enforced in Louisville. Here is our opportunity to see and know the children and we make every possible use of it. They are visited regularly in the school and invited to the library.

At a recent meeting of the supervisors of the schools and head of the children's department, it was decided that visits to the library during school hours by the children with their teachers would be an excellent plan to bring the library to the notice of all children, white and colored. Our superintendent of schools and our

librarian were very much in favor of the children being taught the use of the catalog. Mr. Reid, superintendent of schools, allows each class one hour of school time for this instruction. Since March 1, about 4,000 children have come with their teachers for an hour's lesson in the use of the catalog. The lessons were outlined by the head of the children's department, and model lessons given at the main library. All the children were required to write a composition on their trip to the library. I have selected from many, one written by a little colored girl in grade six.

"OUR VISIT TO THE LIBRARY"

On receiving permission from our principal last Friday, May 8, we were taken over to the library by our teacher just after the last recess and were over there one hour. The purpose of our going was that we might from this on know how to use the library as it should be used and know how to find a book and the name or author of the book, without the assistance of the librarians unless we positively could not get along without their aid.

We all went over there prepared with a small piece of paper and our pencils ready to take a note of everything that was said so that we would not forget anything.

On entering the library we were asked by our librarian what branch the library is and we told her it is the Eastern Colored Branch Library. She also asked us the meaning of "Free and Public," to which we all expressed our ideas of free and public as meaning that anyone could get books from the library without paying and go there and read at any time they wished, and anyone who desired to could go there and that the library was not built for any special persons.

This being finished we were given information of call numbers. For example, the call number might happen to be j942

T174

The top number is the class number and the bottom number is the author number. The two together are the call number. The books are on the shelves numerically by the class number and alphabetically by the author number. Then we found books by their call numbers on the shelf.

The last and best of all was the use of the catalog. It was very interesting and of the greatest importance as most of us scarcely knew what a catalog looked like, especially the one in the library.

Besides the information given us we

were tested by each of us being given a drawer from the catalog and a small card bearing the name and initial of an author whose name was in the drawer and we were to find the author's name on a card in the drawer and the name of all the books that the same author had written. This was done without the least bit of trouble and she let many of us read our author's name and all the names of the books we found that he or she had written. Then we looked up a title and a subject the same way. Then we went to the shelves with our cards bearing call numbers and hunted for the books, which we found without any trouble.

I am sure we all enjoyed our visit to the library and we feel that we have been much benefited by it and that hereafter we not only know how to go into the library but that we can go in without causing any trouble whatever, and also find any kind of a book or anything we may desire."

We use the Western Colored Branch as the center from which all extension work for colored readers in the city of Louisville and Jefferson County is conducted. Graded classroom libraries are sent to the schools through the school division at this colored branch library. We require that these collections be circulated at least once a week for home reading. The teachers' interest in the class room libraries has been very much quickened recently through the introduction by the schools of a new method of reading known as "silent reading." In this system every child is required to have a different book. The library is the only institution equipped to supply this material. Interpretative reading instead of the old method of formal reading calls for the use of many books. Dramatization and story telling by the children as a means of teaching language and expression also calls for the use of library books. These and other new methods in education are largely responsible for the teachers' growing respect for juvenile literature.

The forming of accelerated classes, re-

tarded classes, classes of motor-minded children, open air schools, prevocational schools, and continuation schools and also of special classes of various kinds for the colored children calls for the selection of books for individual classes and in many cases for individual children. Meeting the needs of the modern school system is becoming a far more difficult task than awakening a sleeping school system.

One question that is asked us more often than any other concerning our colored work is "What do colored children like to read?" According to our statistics the percentages of circulation according to fiction, folklore and non-fiction for white and colored are as follows:

White	Colored
Fiction	Fiction 39
Folklore	Folklore 26
Non-fiction	Non-fiction 38

The survey of reading in the fourth grade showed the following interesting results as to the percentage of fiction and non-fiction:

White	Colored
Fiction	Fiction 16
Folklore	Folklore 50
Non-fiction	Non-fiction 34

All of these facts have been collected from the city schools. We hope soon to have some interesting reports from the rural schools in Jefferson County.

By action of the fiscal court in January the library has been given an appropriation for extension work in Jefferson County. Arrangements have been made to place class room libraries in the 77 white schools and 21 colored county schools.

In closing, let me say that we feel very much encouraged by the progress of our work with the colored readers.

HOW TO RAISE THE STANDARD OF LITERARY APPRECIATION IN HIGH SCHOOLS

BY MARION L. HORTON, *Librarian, Fremont High School, Oakland, Cal.*

We sometimes think that no American children have the literary taste of the boys and girls in Kenneth Grahame's "Golden age." You remember they had their specialties in knowledge that seemed simply uncanny to their elders.

Possibly American high school students are more reticent about their enthusiasms. But I know one high school quite commonplace in its curriculum and student body where a Baconian, a believer in the fourth dimension, a paleontologist, a student of Anglo-Saxon law, a socialist, and a dozen other boys and girls haunt the library after school to discuss their pet theories and read everything on their own subjects that the librarian can borrow from the city library or fetch from the university. I cannot remember that the Baconian ever convinced anyone and the socialist and the paleontologist never made converts, but their hobbies half amused and half convinced the other students, while their knowledge grew by what it fed on, until they were almost omniscient in their own fields. Each student has some interest and there is nothing in all the world more wonderful than to find the interest and relate it to literature.

The most obvious way of inducing good reading is to require it as a part of some course. English teachers realize that the work cannot be done entirely in class and are laying great stress on supplemental or outside reading. The books chosen are sometimes closely connected with the work of the department, sometimes purely for recreation. Some of the printed lists issued by associations or by the city school department are most amusing in their broad inclusion. Their aim to meet the need of any school and any child ends by ranging from Mrs. Wiggs and Freckles to Walter Pater. Better results can be se-

cured by making a list for the special school, adapted to the age and environment of each class. This may be made by teacher or by librarian, but preferably by both.

My own preference is for a distinct list of thirty or fifty books for each semester, classified by form, perhaps ten books of travel or adventure, ten of fiction, ten of poetry or plays and five biographies. Then the teacher may require each student to read any one of the biographies or any one of the books of travel, according to the needs of the class. It is really a perfect reconciliation of the problem of free will and predestination, for the student can choose, and yet there is a standard of style and content behind each book placed on the list. The standard need not be lowered to the grade of the books that boys and girls read outside of school. Since the reading of one or two books is part of the semester's work, it is not necessary to make it too easy. If the books are in the library, and their reading is required, any good teacher or librarian can make the reading attractive. Of course if "Cinderella Jane" and "Just David" stand beside "David Copperfield" in the sophomore reading list, "Cinderella Jane" in her gay cover, with large type and wide margins, will be preferred to "Copperfield" in a depressing two volume edition, with a textbook cover, a long introduction and footnotes and fine print. But books like "Laddie" and "Pollyanna" should not be put on the required reading list. We do not need to draw attention to them in the hope of leading children slowly upward and onward. They will plunge headlong into real literature if they see other people enjoying it. In the elementary schools of New York state a certificate is given to each student who has read fifty books on

the list made by the school library division of the state education department.

Book notes written by their friends and filed in the catalog will be more tempting to high school students than any recommendation of teacher or librarian. Here is a student's annotation: "If you who read this story want to read a sad, beautiful tale, read 'King Lear.' You will love and pity Cordelia as long as you live. To write out all I want to say about this would take a whole book. All I can say is 'Read this book.'"

Quoted in the *Bulletin* of the Carnegie Library of Pittsburgh is one of more literary merit: "Listen, boys and girls, too. Read 'Tales from Shakespeare' and you will not be sorry. Among the stories in it is 'The Tempest,' which is about a girl and her father. She had never seen another man but her father. One day a man came and—well, if you want to know what happened go to the library and ask for 'Tales from Shakespeare,' by Charles and Mary Lamb."

There is something spontaneous in these annotations that the librarian's notes do not always have.

Of course most of us cannot afford to circulate beautiful illustrated editions, but we can have clear type and attractive binding in the books to be taken home, and a slowly growing collection of copies with entrancing pictures, not locked away for the occasional visitor's inspection, but ready always for loving use. These are even more attractive when they are the gift of some class, whose members point proudly to the bookplate inscribed with their names and feel a glow of pride in the volume much greater than in any purchased from an impersonal book fund.

Pictures posted on the bulletin board with suggestive lists have varying results. It seems a mistake to me to spend much time in preparing these. Some of the artistic gems make no appeal whatever, while others with no apparent reason are an instant success and are recalled by the students months afterward. Here the teacher can help the librarian, not only by

keeping her informed of the timely topics in the classroom but also by being responsible for a bulletin board for her department on which the pictures are changed each week. If the students help in planning and posting these the results are still better. I remember one fetching exhibit of illustrations for Greek myths made by a freshman English class, who had chosen their favorite stories and drawn pictures or cut figures from magazines and combined them into marvelous designs. The whole school was fascinated by the pictures and there was a special run on the books that told the story of Hero and Leander. The picture of her tower was so mysterious and the lovers dead upon the shore so heartbreaking that everyone wanted to read the story.

Literary clubs are a wonderful incentive to good reading. Of course, the high school age is the best of all ages for club forming, and elections and office holding are a joy in themselves without the added delight of a definite object. In one club the object was stated in the constitution: "To educate our minds by reading, for 'a good book is the precious life-blood of a master-spirit, embalmed and treasured up on purpose to a life beyond life.'

It is astonishing how wide is the reading of the girls in the poetry clubs (they are all girls there!) and how acute their criticism is. A program planned for fortnightly meetings through the school year covers much good literature and the librarian or teacher needs only to suggest the subjects, while the girls report on the books read. Art and travel are fascinating subjects and inexhaustible, when literature and history are woven into the program. Boys enjoy these, too; they revel in anything definite that they can expound to their hearers. The most picturesque example of this is found in the "Hat club" in one of the branches of the New York Public Library, where the boys draw from a hat a subject written on a slip of paper and discourse upon it for five minutes without preparation.

Probably the guidance given in literary

clubs and required reading lists has more direct results, but there is still greater opportunity in conversation with each boy and girl who asks for a good book to read. After all, it is personal interest that makes the work successful.

In Arthur Christopher Benson's memoir of Hugh Benson he describes a droll habit of his brother in nursery days. He would lock up his treasures in a box . . . unfas-

tening it . . . and locking it again, in a way to provoke the most intense curiosity.

The high school librarian's psychological principle is the same. She unlocks her box of treasures with delight in its contents and delight in provoking curiosity, but the boys and girls find more than a temporary glamour in the books they learn to appreciate.

ORGANIZING A NEW HIGH SCHOOL LIBRARY

By CLARA E. HOWARD, *Librarian, Schenley High School, Pittsburgh*

Soon after the Carnegie Library of Pittsburgh was opened to the public in 1895, small collections of books were lent to schools from the general collection. In 1898 part of the book fund was set aside for a special collection for school use and a Schools division was definitely established as a part of the Children's department. Books are now lent to any school, public or private, within the city, for any time within the school year, and all messenger service is provided by the library.

Library work with schools in Pittsburgh is becoming more and more specialized, owing to the very rapid growth in high school equipment, the development of the vocational school idea and its varied application in elementary and high schools (both of which include evening schools), and the opening of the continuation schools required by the new state child labor law. Thus is created a demand for more and better trained library service. The opportunity for close coöperation between the library and the school is unique, and if sufficient funds can be provided the two can work together most effectively. The superintendent of schools, the principals and teachers are in strong sympathy with the work and are anxious to assist in every possible way.

Within recent years, special emphasis has been laid upon the extension of the

use of books within the high schools. Collections on special subjects have been sent to teachers in many high schools, but the first definite step toward library rooms within school buildings was the opening of a deposit station in the Fifth Avenue High School in 1915, in charge of a trained children's librarian who was equally fitted for general library work.

This station has been open two days a week from 3 p.m. to 4:30 during the school year, the room being available only after school hours. It does not give sufficient service, but serves as a direct point of contact between the library and the teachers and pupils. It continues to be supplemented by classroom collections.

Early in 1916 a plan of coöperation between the Pittsburgh Board of Education and the Carnegie Library of Pittsburgh was prepared and the Schenley High School Library is the first library to be established under this new system of administration.

The terms of agreement between the library and the Board of Education are, briefly, as follows:

School libraries to be administered by teacher-librarians under supervision of the Carnegie Library of Pittsburgh through its Schools division.

The teacher-librarians and assistants to be recommended by the Carnegie Library, appointed and paid by the Board of Edu-

cation; to rank as members of the faculty. The number of assistants in each library to be determined by the average attendance per day, the basis to be one assistant per 200 students.

Requirements for teacher-librarians: College degree; certificate or diploma from an accredited library school; teaching experience desirable, but not required; library experience of sufficient length and quality to meet the approval of the superintendent of public instruction and the librarian of the Carnegie Library.

Salary of teacher-librarians to be determined on the same basis as teachers of English; of assistants, on relative basis.

Hours to be determined by the needs of the school, but not to exceed 42 hours per week. If school libraries are open special hours in connection with extension work, additional service to be provided by the Board of Education and the Carnegie Library; this to be decided in accordance with the purpose of each library, whether planned as public deposit station or to meet school needs only.

School libraries not to be open to the general public except where such rooms and equipment have been provided as will prevent interference with the purpose of the school library to serve pupils and the faculty.

Permanent equipment, such as shelving, desk, tables, filing cases, etc., selected with the approval of the Carnegie Library and furnished by Board of Education; rooms, heat, light, janitor service to be provided by the Board of Education.

All printed supplies uniform with Carnegie Library of Pittsburgh forms to be supplied by the library; those uniform with Board of Education forms to be supplied by that board. All supplies for ordering, accessioning, shelf-listing, cataloging; mechanical preparation of books, and charging desk supplies to be supplied by the Carnegie Library; all small supplies carried in Board of Education stock to be furnished by said board.

Book ownership to be indicated by book plate or other definite ownership mark, such as perforated stamp.

Library business with contagious disease cases to be attended to by the teacher-librarian through the Carnegie Library.

The Board of Education to transfer original collections and meet all extraordinary demands; the Carnegie Library to transport current collections and supply necessary messenger service.

Delinquent book service to be handled by the Carnegie Library after all means available at school office have been used.

Books on permanent deposit such as reference works or books in sets, to be purchased by the Board of Education, but prepared for the shelves by the Carnegie Library; periodicals and newspapers to be purchased by the Board of Education after approval by the Carnegie Library; general collections of books for home use, such as those used temporarily, to be lent or supplied by the Carnegie Library; picture collections, lantern slides, Victrola records, to be purchased by the Board of Education; clippings, pamphlets and ephemeral material to be supplied by the Carnegie Library and Board of Education as consistent with policy of each.

Book selection to be made by the teacher-librarian from the recommendations of the school principal and approved by the Carnegie Library.

Reports to be submitted monthly by teacher-librarian to the school principal and to the supervisor of the Schools division, Carnegie Library.

Routine to conform as far as possible to the branch routine of the Carnegie Library. Where the best interests of the school library require variations, these shall be decided by the teacher-librarian with the approval of the supervisor of the Schools division of the Carnegie Library.

The Schenley High School building, which ranks among the first ten high schools of the United States, was opened in 1916. It represents an investment of about a million and a half dollars. No expense has been spared to build the best possible structure, most modernly equipped, and the result is simplicity with the greatest efficiency. It seems especially fitting that the first fully equipped school library to be established in Pittsburgh under this new coöperative plan should be placed in this new school where there are no traditions and no precedents to follow.

The Schenley High School Library is located on the second floor above the main entrance, which makes it accessible to all departments. The room (32x80 feet) has a western exposure with windows along the front, and is well lighted by natural or artificial light as required. The shelving capacity is for about ten thousand volumes, and is sufficient for present and future needs. The room is equipped with

Library Bureau furniture throughout. There are 28 tables (3x5) and 120 chairs. The charging desk is in the center, directly opposite the entrance. The librarian's desk is on the window side near the catalog and an open book rack for special collections. This arrangement practically divides the room into halves, which aids supervision. Two cases, one for the picture collection, with racks for atlases, the other for clippings and an enclosed cupboard space, are placed on either side of the librarian's desk. Two magazine racks are in an alcove in one corner, and a file for post cards and lantern slides, and a bookcase with glass doors for choice editions of the classics, are in an alcove at the opposite corner. Trucks, magazine covers and all small equipment have been generously provided. A small room across the corridor has been fitted up for a work-room with shelves for storage of books, and additional shelving has been provided in the stack room built for the textbook collection, which is in charge of a special clerk.

After the library was opened it was found desirable to raise the height of the charging desk and to cover the hard wood floor with cork or corticine. When these corrections have been made the Schenley High School Library can well claim to be one of the best equipped in the country. The furnishing and decoration of the library room are consistent with its purpose—inviting and stimulating intellectual effort and the love of books.

The Schenley High School absorbed several small high schools, the chief one being the Central High School, erected in 1872. From this school, a collection of books, which owing to the crowded condition of the school had been boxed and stored in the attic, was transferred to the Carnegie Library, where a selection was made of titles suitable for use in the new school library. The greater part of the old collection consisted of books which were out of date, unattractive, or unsuited to a high school library, and careful revi-

sion was necessary. In all, about 875 books were selected to form the nucleus of a permanent collection. These were fully classified and cataloged and a printed card catalog was provided for the school library. An order for additional books to supplement this collection was placed during the year.

In making the selection the standard was kept high, presupposing an opportunity for the personal influence of the school librarians. Besides the usual general reference books, good editions of the classics and many standard books along all lines were included, the plan being to have eventually a generous duplication of titles of standard and classic literature and a sufficient variety of good modern literature to appeal to a diversity of tastes. Subscriptions for 52 newspapers and magazines were also placed, which gave a good working collection for reference use and general reading. Daily messenger service between the school library and the Carnegie Library has been established and the school is constantly supplemented by the larger collection with books for temporary use or by mediocre books which are used as stepping-stones. Direct telephone communication between the two libraries has been requested and when this is installed the Carnegie Library will be even more accessible.

All pamphlets of permanent value are to be classified, cataloged and bound at the Carnegie Library and the ephemeral material is to be cared for in a vertical file. The picture collection as yet is very meager, but pictures are being gathered from all available sources. Pictures will also be ordered this summer to supplement the required reading as outlined in the new English syllabus which will become operative with the fall term of school. The Committee on visual instruction, of which the librarian is a member, is at work on a collection of lantern slides on the subjects taken up in the different departments, and an effort will be made to standardize the lecture material which

will accompany the slides kept on file in the library. The librarian is also the custodian of the collection of Victrola records, which are used constantly by the English department.

In order that the pupils may be trained to use the public library for reference and for general reading after their school days are over, the system of registration in force in other agencies of the Carnegie Library was put into force here. To avoid confusion during the first week groups were taken from a few study rooms each day to be registered as new borrowers or to have records made of their transfer from other libraries. With each succeeding class, however, library registration will be a part of the school registration, so that each member of the freshman class will be registered for a new library card or a transfer, on his day of entrance to the school. He will have but one card, but this card can be used at either the school library or the public library or both.

The library is used each period during the day for assigned reading or for reading for recreation. Transfer slips are filled out by the students and signed by the study room teacher. These are taken up as the pupil leaves the library room, at the end of the period. If for any reason it is necessary to send the pupil back to his study room before the end of the period the transfer slip is taken up, and the reason and time of dismissal written across the slip. All slips are returned at the end of the day to the study room teachers via mail boxes in the office to be checked by the study room teacher.

When the school library was opened an arrangement was made to have the teachers send their reference questions to the library in advance of the assignment in order that the material could be reserved on special shelves and give time to send to the Carnegie Library for any additional

books when needed. This assigned material is held for reference during the day, but may be issued between school sessions. For all other books the regular rules of the Carnegie Library are in force.

Statistics are kept of the books added to the collection each month, books borrowed from the Carnegie Library, by period and by the day and month, including transfers from other city library agencies, circulation and fines collected.

Systematic instruction in the use of books and libraries has been planned as a part of the regular instruction schedule, but these lectures have not been given this first year owing to lack of assistants and the pressure of routine duties occasioned by the breaking in of four classes in one year. However, special lessons in the use of Poole's "Index" and the *Reader's Guide* were given to four groups of juniors at the request of a teacher in English.

The use of the library during the first nine months has exceeded expectation. There has been an average attendance of 500 pupils per day and a total attendance of nearly 85,000.

It was anticipated before opening and proved soon after that two or more assistants would need to be provided or the attendance would have to be restricted. Until a regular trained assistant was provided by the Board of Education, different members of the staff of the Schools division of the Carnegie Library were scheduled. Students from the Carnegie Library School have also been assigned for practice work in the afternoons throughout the school year.

In general the beginning has been most gratifying. We have tried to build with a view to the future and the adjustments which have come are only those which would inevitably result from lack of precedent and from the fact that the opening of the library had to be somewhat rushed.

PROBLEMS MET IN REORGANIZING A HIGH SCHOOL LIBRARY

BY MARY HELEN POOLEY, *Librarian Hughes High School, Cincinnati*

No branch of school activity portrays more vividly the change in educational ideas than the modern high school. It has grown phenomenally in the past fifteen years; the enrollment has almost doubled since 1900. Courses of study have been revolutionized; gardening, printing, millinery, arts and crafts are side by side with English, Latin and mathematics. With the development of these industrial, technical subjects have come wonderful new buildings, costly equipment and corps of trained specialists. Pedagogical methods are constantly changing; the classroom is becoming vitalized, a new spirit is at work. The high school is no longer merely a preparatory school for the few who go to college. The proportion of children who pass from the grades into the high school increases every year. The American public has learned that the high school is now a training school in which young people may find opportunities to develop along different lines and prepare themselves for active participation in the civic and social life of the community.

That the library, the people's university, should have failed to take a prominent place in a democratic educational scheme of this kind seems hardly possible. Yet the instances are only too few where the library in its equipment and directing force is equal to the laboratory, the shop and gymnasium. Why has the growth of the library been retarded in this way? In the first place the whole library movement, in its modern scientific aspects, is more recent than that of the school. Educating the public as to the real place and function of the library in the community has been slow work and educating the school authorities and teachers as to the corresponding place of the library in the life of the school seems to be still slower work. Then, too, the high school library, like the public library, has suffered and still suffers from

lack of advertising. It is only within very recent years that discussions of the high school library have crept into the educational journals; and outside of library circles the high school library receives scant attention and almost no serious consideration. Only last year in a small Kentucky city a beautiful new high school building was erected with absolutely no provision for a library. Why should educators fully alive to modern tendencies and even fads, be so strangely blind about the library? The librarian who undertakes to reorganize a school library must face these facts. The school world into which she is entering, pleasant as it may be, is not the library world. The library is indeed the "retarded child" in the educational family, and we are its guides and teachers.

Of course the high school libraries in need of reorganization will be found in various states of development according to local progress and conditions. Let us suppose our librarian has been recently appointed in a large city high school. If it is a city and school large enough to require the services of a full-time trained librarian the school may be somewhat of this type: A beautiful, perfectly equipped building, modern in every detail, with courses of study including everything from Greek to gardening, 1,500 to 2,000 pupils, 100 teachers, all sorts of clubs and student activities. It will not necessarily follow that the library, even in equipment, will compare with the other school departments. The furnishings, while handsome enough, are often designed more for appearance than use—hard wood bookcases with leaded glass doors, polished tables and chairs too few in number.

There may not be seating room for the pupils. We may do without a shelf-list, we may even worry along without a catalog, but the children must have seats in the library. If the floor space is adequate,

tables and chairs may be added at little expense by coöperating with the manual training department. This scheme has the added advantage of making the manual training boys feel a sense of ownership in the library.

This sort of simple reorganization work may be done in a few weeks. It takes time to develop catalogs, but in a short time with the aid of bulletins, pictures, a fern or flowers, the old library may take on an inviting appearance.

The book collection presents a series of problems. The librarian may be fortunate in inheriting a good reference collection, but the shelves are quite apt to be encumbered with numbers of old textbooks. She will be wise, however, to restrain her first impulse to discard on too large a scale until she has been over the course of study. Some books are alive, although they show no signs of life. The dingy old history of mathematics that she sends to the attic may prove to be the favorite reference book of one of the teachers for a particular point. The selection of books must be worked out according to the particular school and kind of library. If the high school library is entirely under control of the board of education it may be necessary to buy books, like other school supplies, at stated times. In this case the librarian must watch carefully the course of study and arrange her book orders accordingly, for in high school work a book that is a week behind the course of study is practically useless for the year. If the matter of book selection has been largely in the hands of principal and teachers it may be difficult for the librarian to gain control without causing friction. If she can win the confidence of the principal she may find him very glad to transfer this responsibility to her. Lists from the teachers should be encouraged, although it is often necessary to follow them with discrimination. If approached in the right way teachers are usually glad of suggestions, for they feel the librarian is in a better position than they to keep up with new books. High school collections, espe-

cially when the library has been running for several years, while strong in literature and history are quite often weak in art, science and applied science. While the most extended use of the library is apt to be by the English department, in the selection of books along the other lines the librarian has an opportunity to make these heads of departments and teachers understand that the library is not merely a place containing the encyclopedia and home reading books.

How to catalog these new books and recatalog the old ones is indeed a serious problem. Boards of education will sometimes appropriate money for new books much more readily than for assistants to catalog them. The librarian who has visions of a dictionary catalog in her first year of reorganization is doomed to disappointment unless she meets unusual conditions. With no assistant, it is impossible to catalog with one hand while stamping admission slips and looking up references on famous shrines of history with the other. The admission slips must be taken care of, for, irksome as it is, the librarian cannot afford to deviate from school routine.

In an unorganized library, half the pupils who come in each period require definite assistance. Messengers are constantly coming from the class rooms: "Miss Jones would like to have the victrola and all the 'Midsummer night's dream' records." "Miss Smith wants that collection of poems she had last week." A point has come up in history or civics and the whole class waits while someone goes to the library to get the statistics necessary to settle it. The average period is forty-five minutes long, so it is easy to see that no cataloging can be done during the school day. The time after school is taken up with conferences with pupils and teachers, book ordering, and making lists, and allows very little time outside of these current things, for cataloging. In a small collection, new books in various stages of preparation may have to be pressed into service. With no protesting catalog department to consider, it is quite possible to do this al-

though it means more work for the librarian. In my library I have shelf-listed and catalogued the new books and a few of the old ones in small groups to meet particular needs; not an ideal arrangement by any means, but a possible one where the librarian is the "cook and the captain bold and the mate of the Nancy brig."

Another important matter that has to do with physical reorganization is that of keeping detailed records of work done. The librarian should keep a careful account of the activities of the library aside from the usual records of attendance and circulation. It is difficult to jot down items in busy periods and often the things seem too unimportant to mention, but work that the librarian takes as a matter of course is not so to outsiders. This sort of material, incorporated into reports is of great interest to the school authorities and helps to drive home to them the importance of the library.

Important as are these matters of physical reorganization and equipment, all the catalogs and lists in the world cannot take the place of the personal work of the librarian. She supplies the motive power without which the other things would be lifeless. In no department of library service is the personality of the librarian of more importance than in school work. If the library has been allowed to sink into insignificance in the eyes of the faculty and students, the librarian must throw all the weight of her experience, training, tact and enthusiasm to restore the library to its proper place. The tie between library and classroom should be as close as possible. The librarian must be patient if the teachers do not get her point of view immediately. The pre-formed pathways in the minds of the teachers, worn in by years of experience with the old library, are not to be easily broken down. While avoiding anything that suggests interference the librarian can make the teachers feel her intelligent and lively interest in their work and they will respond with increased interest in the library. Of course there is

considerable apathy with regard to the library to be overcome with the great body of teachers, but once progress is made with a few, the library idea soon spreads. Many of our staunchest supporters are teachers. One teacher actually asked me if I considered the high school library a worth while thing to which to devote my time. This attitude is largely due to misunderstanding of library aims and methods. To many people outside the teaching profession, library work means clerical work. Sometimes the teacher is blamed for lack of interest when she is really suffering from lack of time. The modern teacher is a very busy person. The librarian must take the library to the teacher, if it is only across the hall.

Increasing the motive power of the library with the pupils presents a new set of problems. The new librarian in her anxiety to increase the use of the library and to welcome the boys and girls cannot afford to slight the matter of discipline. While avoiding the sometimes rigid atmosphere of the study hall and the somewhat formal spirit of the classroom, pupils should be made to understand that the library is theirs for serious work and quiet enjoyment, but not a place in which to spend a period visiting with chums. The noisy, talkative pupils, troublesome though they are, often are uneasy because they are not interested in what they are doing. If the librarian can gain a point of contact through the right book early in the year the discipline problem disappears. She will sometimes be surprised to learn that some of her most quiet interested readers have unenviable reputations with the study hall teachers. Of course in a large school there are always those who construe liberty into license and who will be disorderly in spite of interesting magazines, attractive additions and the best efforts of the librarian. With such as these the librarian has nothing to lose and everything to gain by insisting upon proper order.

Training the pupils in the use of books and library tools is a field in which large

contributions to the general cause of education can be made. We all feel that no branch of school work is more important than the development of this book-using skill, but our particular task is to bring teachers and school authorities to this point of view. In order to make a beginning with this work the librarian may have to beg the time from a library-wise teacher of English but she should work steadily until a course in the use of the library becomes a regular part of the curriculum. If the librarian is in close touch with the public library she can coöperate with the children's department, so the transition from the instruction given in the grades to the more advanced high school work can be made easily and naturally. Some librarians prefer to carry on the lessons in the classroom, believing that it gives the work more prestige as a regular curriculum study. This is often necessary where classes are large and the library is small and uncataloged. In my library the work was done in this way illustrated with lantern slides of the various forms of cards,

and the children, made visual-minded by many moving pictures, responded readily.

Each problem as it presents itself seems more important and interesting than the one before. The librarian who in her organization dilemma spends most of her time the first year in this intensive work with pupils and teachers rather than in physical upbuilding of the library, has made a wise choice. I have no desire to disparage cataloging. No one appreciates a catalog more than one who has had to do without one after several years' experience in an excellent library, but I do feel that if the library is to have a new status in the school it must lose no time in getting hold of its public. The pupils are there but four short years at most and every bit of time is precious.

While we earnestly desire to see our libraries good practical working laboratories, we want them to be much more than that. The librarian who takes time from the personal work for anything else of whatever importance may lose ground she can never regain.

WORK ACCOMPLISHED BY THE HIGH SCHOOL LIBRARY SCRAPBOOKS

By MARY E. HALL, Librarian, Girls' High School, Brooklyn, N. Y.

At the close of its first year of service, the loan collection of high school library scrapbooks has fully justified the time, labor and expense of its preparation. It has travelled east and west, north and south, everywhere giving a visible demonstration of what we mean by the "twentieth century high school library," with its possibilities as a dynamic force in the work of a modern high school. So great has been the demand for these scrapbooks that we feel the collection should be made much more comprehensive and more fully representative of the work of all the leading high schools in different sections of the country.

The collection had its origin in two high

school library scrapbooks prepared for the school library exhibit of the American Library Association at its meeting in Washington in 1914. These two scrapbooks, one illustrating the work of the Cleveland high school libraries and the other the work of the Girls' High School in Brooklyn, were found to be suggestive and helpful to high school librarians just beginning school library work and eager to know something of the methods in use in other libraries and the scope of their work. These scrapbooks travelled about the country during 1914 and 1915 and were in such demand that the question arose, "Why not secure similar scrapbooks from other progressive high school libraries and

have a permanent loan collection which shall belong to the American Library Association and be controlled by the School library section?"

In the spring of 1916 the chairman of the School library section of the A. L. A. sent out a circular letter to all the leading high school libraries of the country, urging that each be represented by a scrapbook fully illustrating the work and methods of that library. In order that there might be some uniformity in the scope of these books, the following plan of contents was suggested as a basis, with permission to each high school librarian to add to this material whatever might make the book of interest to librarians, teachers or principals of high schools:

1. The library room or rooms and equipment:

This to include plan of room and key to plan showing the location of equipment; photographs of main reading room and other library rooms; data showing size of rooms, cost of equipment, etc.

2. The use of library by the different departments:

Required reading lists; suggestive reading; special topics for library research in connection with each department; vacation reading lists, etc.

3. General administration of the library:

Library rules; statistics as to contents of library; statistics as to daily attendance for reference work, daily circulation of books, etc.; library budget; library blanks and forms; charging system illustrated; changes in classification; reserve system; and anything in the management of the library that would be suggestive to other high school librarians.

4. Instruction—training students in the use of books:

Outlines of lessons; problems; forms and blanks.

5. The library as a social center:

Reading clubs; receptions; use by entire classes during a recitation period as a means of arousing interest in an author through illustrated editions, pictures, etc.; bulletin boards.

6. The library and vocational guidance.

7. Relations with the public library and use of public library resources.

In response to the request seventeen

librarians sent scrapbooks representing the following high school libraries:

Chicago, University High School.
Cleveland, High school branches of Public Library.

Decatur, Ill., High School.
Denver, North Side High School.
East Orange, N. J., High School.
Grand Rapids, Mich., Central High School.

Minneapolis, South High School.
New York City, Girls' High School (Brooklyn).

New York City, Julia Richman High School.

Newark, N. J., Barringer High School.
Oakland, Cal., Fremont High School.
Passaic, N. J., High School Branch of Public Library.

Portland, Ore., High School Branches of Public Library.

Spokane, North Central High School.

Tyrone, Pa., High School.

White Plains, N. Y., High School.

Winsted, Conn., Gilbert School.

These were on exhibition at the meeting of the A. L. A. in Asbury Park in 1916 and also formed a part of the high school library exhibit at the meeting of the National Education Association in New York City the following week, July 3-10.

At the Asbury Park meeting many high school librarians asked that the collection be sent to library meetings planned for the fall, and at the N. E. A. meeting school superintendents and teachers urged that the collection be shown at state teachers' meetings to arouse interest in state campaigns for better high school libraries.

The exhibit was used at Columbia University at its summer school. It was given a room in the Horace Mann School and hundreds of teachers from the south and west examined the books with interest and made notes on their contents. Professors in the various subjects in the Teachers College urged visiting teachers, principals and school superintendents to inspect the collection.

From the Teachers College and the summer work at Columbia University the collection went to the Board of Education and High School Library of Dallas, Tex. From there it was sent to Parkers-

burg, W. Va., where a new high school building was to be opened and plans were under way for a modern high school library and a trained librarian when the building should open. The librarian who was under appointment found these scrapbooks of the greatest value in planning for the new high school library.

During the school year the exhibit has been kept travelling from place to place. As a rule the collection has been sent out as a whole and packed in the metal trunk prepared for it by the A. L. A. Borrowers have paid all charges of transportation and such care has been taken in packing that most of the scrapbooks are in excellent condition for another year of work.

The results accomplished by this collection may be summed up as follows:

1. The leaders in educational work in states where the scrapbooks were exhibited at state educational meetings have had a vision of what a center of influence the right kind of a library may be in a high school.

2. School superintendents, principals, school architects and boards of education have found suggestions for planning and equipping high school library rooms in new buildings in process of building or to be planned in the near future, also for remodelling old high school library rooms.

3. Boards of education and high school principals have received suggestions as to what ought to be demanded of a city in the way of annual appropriations for the maintenance of the high school libraries. In the vast majority of cities no annual appropriation is made for this purpose in the school budget.

4. Teachers of all subjects have found the scrapbooks suggestive of ways in which they may use their own libraries to better advantage. They have learned

what they ought to demand of the school board in the way of library equipment for their own work, as they see how other high school libraries are serving teachers of the same subject.

5. Librarians who are just beginning work in a high school library have found the exhibit most helpful in deciding upon library rules, printed blanks and forms, methods of work, etc. They have also been given a vision of the large possibilities in their new work aside from the purely technical duties of the librarian.

6. Public libraries and high schools have found suggestions for closer coöperation in the work for high school teachers and students.

This year the exhibit is strengthened by the addition of a scrapbook from the Albany, N. Y., High School, a school which was among the first to demand a high standard of qualifications in the librarian, namely, college graduation and graduation from a library school. The library is one of the oldest school libraries in the country and is of especial interest on account of its large, new room and equipment and its large collection of books of reference for all departments.

Scrapbooks are promised from the Stadium High School, Tacoma; the high schools of Los Angeles, the Washington Irving High School, New York, and the Lincoln High School, Seattle. The School section would be glad of additions to the collection as high school librarians have time to prepare these books. We should like each section of the country well represented so that the exhibit might be sent out in sections (the far western libraries kept as one section, those of the middle west as another, etc.), thus serving more educational gatherings than we can serve at present.

THE "HOW'S" AND "WHY'S" OF ADMISSION SLIPS

BY A. MARIE HARDY, *Librarian, East Orange High School, East Orange, N. J.*

Our brothers and sisters in other branches of the library profession have long since settled their petty administrative problems, but we school librarians are still tinkerling with the machinery, so

to speak. Until it is running smoothly we can never go as fast or as far as we should; and of course our hearts are set on going rather fast and quite far!

My subject is, properly, only "admission

slips," but these slips are so often the means of checking attendance that I have secured data on that point also, and have considered the two together. That this problem in our daily routine is still unsettled enough to be interesting is shown by the fact that, In a questionnaire sent to one hundred high school librarians in all parts of the country, prompt, full and cordial responses were received from eighty-two.

Of these eighty-two librarians, eight were working under conditions in which no permit system was possible or no special checking system necessary. In some cases the library was housed in the main study hall; in other cases crowded conditions made it necessary to use the library room as a study hall or even a recitation room. At the Emerson School in Gary, Ind., pupils are registered for regular library periods, with a special teacher to check library attendance. The Lincoln High School, Seattle, has a library directly adjoining, but not in, the study hall. The attendance is taken in the study hall and students are upon their honor to come into the library only through the door connecting the library and study hall. This arrangement does away with troublesome passes and noisy passing to the library, and gives the boy who comes in to use the dictionary no excuse for remaining the rest of the period to get his algebra lesson. At the same time, the library atmosphere is preserved and the connecting door stands as a constant invitation to those in the study hall to supplement mere textbook study with real reading.

But most of us are not so ideally situated. In the first place, instead of one study hall, the majority of these schools have anywhere from three to sixty rooms in use as study halls. In two-thirds of the schools students are expected to spend the whole period in the library, instead of returning to the study hall when they have finished their reference work. This plan is favored by "the powers that be" because it obviates much confusion and keeps

the corridors clear. But most librarians would prefer to have such students return at once and allow their places to be filled by others.

Of the seventy-four librarians who wrote that they were using some system of admission and attendance-checking, forty-eight expressed themselves as fairly well satisfied with the working of their methods, while twenty-six were decidedly dissatisfied. Naturally, the larger libraries (those having an average of fifty or more readers each study period) have more difficulty than smaller ones in finding a plan to meet all requirements. Only half of the larger libraries had found suitable systems, as compared with three-fourths of the smaller ones. So this part of our school library machinery seems to be in need of some tinkering even yet.

It may be well to look into the "why's" of the question of admission slips or passes before attempting to discuss the "how's." Why should a student be required to get permission from somebody before he may enter the library? Why so shackle him with red tape that often he is discouraged before he starts? Why not let whosoever will come whenever he will and read whatsoever he will?

Seven librarians wrote that they had tried the pass system and had discarded it as being too much red tape. Miss Hall, of the Brooklyn Girls' High School, says of their present system: "Some pupils do cut recitations, but we feel it is better than the old pass system, when it was a difficult thing for pupils to get passes though they had to have special library reading, and when they could not come just to browse." The librarian of a manual training school writes, "Our boys and girls are not of a bookish nature, so every effort is made to encourage them to do general reading. We used to have a permit system and the library attendance dwindled to six or seven a period." Now, with a simpler system, the attendance averages forty-five a period.

Out of the forty-three librarians now us-

ing the pass system, fifteen have some fault to find with it. One says, "We try to make our library attractive—fortunately we have a beautiful room—but it seems to me we do all we can to *keep pupils out*." The student who makes bold to enter this library has to sign lists and get two signatures on a permit slip before he can rest in peace.

Other librarians complain of the carelessness and inevitable lack of uniformity in the method of issuing passes in a faculty of fifty or sixty teachers. Some students yield to the temptation to forge a teacher's signature, to substitute the name of another pupil, or to lie when giving their reasons for coming to the library.

Then, too, the pass system becomes annoying and burdensome to the teachers who must issue the permits and to the librarian who must collect, certify, count, return, or file them. Study hall teachers dislike the rush and confusion of signing so many passes at the beginning of the period, and home room teachers at the beginning of the day. One librarian says, "I can see no reason for the signing by the teacher. It is a nuisance to him and accomplishes nothing." Another says, "I very strongly disapprove of the slip method in a high school of over five hundred" and complains of "the waste of time on the part of the librarian, standing at the door receiving slips, and the disorder and loss of time to waiting students whose work and questions must wait for the direction of the librarian. In a crowded period, this often means ten or fifteen minutes." Another says, "The burden is on the librarian, who often stamps and returns eight hundred passes in a day."

Neither are passes necessary as a means of checking attendance. Twenty-two of the thirty-one librarians not using the pass system have found some other satisfactory method of keeping track of the students. Several schools have student government monitors in halls and library to see that everyone is where he should be. Some schools are so small or have their halls so

well patrolled that no other check is needed. In the DeWitt Clinton High School, New York City, they are considering admitting the students simply by requiring them to show their program cards. "There is no method of checking attendance. One was instituted, but so few failed to use the library admit that it was not considered necessary to continue the system."

Of course, when students come to the library for only part of a period, they usually bring an adm't slip marked with the time of leaving the study hall and take it back marked with the time of arriving at and leaving the library. In the libraries of the Passaic (N. J.) High School and the Washington High School of Portland, Ore., the time of arriving and leaving is stamped on the slip by means of an automatic clock.

In most cases where admission slips are not required, if the students spend the whole period in the library, the routine of checking attendance follows one of the three following methods:

1. The student goes first to the study hall, where he signs his name on the blackboard, on a slip or on a list. He then comes to the library and again signs his name on a slip or list provided by the librarian. These two records may be compared at the end of the period or at the close of the day. In many schools they are never compared except when suspicions are aroused concerning individual students. If not checked, they are usually kept several days for reference.

2. The student goes first to the study hall and leaves his name as above but does not sign again in the library. A teacher comes in from the study hall to check up or sends in the slips or list so that the librarian may do so.

3. The student goes directly to the library and there signs a slip or list provided by the librarian. The record is sent to the study hall or session room to be checked with the absence list there. It is usually sent before the end of the period if there are only one or two study halls.

If there are many rooms to use as study halls the slips are taken by the students to their respective rooms at, or near, the end of the period, or else they are put in the teachers' mail-boxes in the office at the end of the day.

Of course, none of these plans is absolutely perfect. Personally, I dislike any plan which places upon the students the responsibility of notifying his study hall teacher of his whereabouts. It forces him to make an extra trip to the study hall, either before the period to leave his name, or after the period to return his slip. This makes for confusion in the study hall and tardiness in the library, besides shortening the student's library period. Unscrupulous students, if they find a teacher negligent or careless about checking her slips, can easily cut periods or pass along their slips to friends who have been cutting. And unfortunately, some teachers consider the checking an extra burden which they have a right to shirk, especially if it has to be done at the end of the day when they are tired and anxious to get away early. But on the whole, all of these no-pass systems work very well if the teachers carry out their part faithfully.

Then if the pass system discourages library attendance, overburdens teachers, steals the librarian's time and is not necessary for checking attendance, why do forty-two librarians out of seventy-four still use it, twenty-eight of them with professed contentment? Surely it is not due to indifference, or fondness for red tape, or respect for tradition. I believe the use of the pass system in two-thirds of the smaller libraries argues that it is a result of their *small size* as much as a cause of their small attendance, no matter what may be the reason of the no-pass system being used in two-thirds of the larger libraries. The "why" of admission slips seems to be the lack of room in the library for all the readers who would like to come, or, if there is room, the lack of adequate assistance in supervising their work.

When the seating capacity of the room

is limited there should be some process of sifting the would-be readers before the period begins. Otherwise students will use their own judgment about when they need to come and it is not always sound. Librarians in the smaller rooms know how unpleasant is the task of weeding out the least-desperately-in-earnest readers and sending them grumbling back to the study hall.

If a permit system must be used to curtail the number of readers, how can it be administered most efficiently and justly? This depends partly upon who issues the permits and partly upon their form. In about half of the libraries where passes are required they are issued by the study hall teachers. This really furnishes hardly any check at all. These teachers neither know or care whether or not Tom Brown needs to spend a period in the library. All they want to know is whether he is in the library if he is not in the study hall. To make sure of his whereabouts is all that should be asked of them.

In a few schools the librarian herself issues the passes before school and during the noon hour. This provides a very effective and definite check on the number of readers, but makes a great deal of work for the librarian at a very busy time.

Eight libraries have passes issued by the home room teachers, with varying success. Several librarians wrote that these teachers considered this extra work quite a burden. Others complain that if a student forgets or does not have time to get a pass before school, or if an unexpected assignment is made, he cannot come to the library that day at all, since he does not meet his home room teacher again until the close of school. One librarian says, "The home room teacher, having no interest in the subject for which the student is supposed to use the library, signs the slip at random—consequently the library is not used for reference work as it should be."

Apparently all these objections are answered by the librarian of the Stadium

High School of Tacoma, where this system is used with success. On the first point she says, "I think some teachers consider the extra work a burden. However, this method distributes the work into the smallest amount possible to each teacher." As to forgetful students she says, "One of the most valuable features of the arrangement is that it makes it necessary for pupils to plan their work, and does not allow them to drift in with the tide of their friends. Any extra slip for unexpected assignments must be obtained from the clerk in the school office." As to its effect on the use of the library she says, "The system of permits we are using was devised to limit the number of pupils using the library to those who had reference work or leisure for reading. Since no pupils may be sent back to study hall (by a rule of the school) it was essential that the weeding out be done before and not after pupils came to the library. According to this plan pupils fill out slips in their roll rooms before school and get the roll teacher's signature. This means that the teacher who presumably knows the pupil best, who has the record of his grades and his work with other teachers, signs her name as her O.K. for the particular day and period named, for the study of a given subject. At any time the librarian may notify the roll teacher if the pupil is not carrying out the work he has laid down for himself, and the roll teacher then questions the pupil before signing more slips for him. This system has reduced the numbers from eighty or ninety per period to from forty to seventy, has dissolved groups, and practically eliminated any discipline problem."

Perhaps the most logical arrangement is to have the passes issued by the one who assigns the reference work for which the pass is granted—the teacher of the subject to be studied in the library. In this way the burden is distributed in due proportion to the very teachers who reap the benefits of the library in their pupils' work. It seems hardly fair for a study hall or roll teacher who may receive scarcely any

help from the library in her class work to be called upon to sign library passes every day in the year. Out of thirteen libraries using this system only two had any fault to find, and that was due to clumsy methods of checking attendance. At the Lincoln Park High School in Tacoma "the roll teacher was given the sole privilege of issuing the permit at first, but the teachers requested that the class teacher be also given the right, since the students meet the roll teacher but once a day. The time taken is negligible." Most subject teachers are willing to issue passes at any time when they are not teaching. But if they are wise they will fix certain times for this part of the day's work and will refuse to be bothered all day long. A good plan is to hand a pass to each member of the class during the class period in which the reference work is assigned—just as new textbooks would be given out, or paper for an examination. The day and period may be left for the student to choose at his convenience. The teacher should indicate on the pass the subject of study, making it as specific as possible, to aid the librarian in getting the right book into the pupil's hands.

The pass issued by the subject teacher is just as effective in the weeding out process as that issued by the home room teacher. The subject teacher knows better than anyone else whether Tom Brown has any reference work to do for her, and she has direct evidence in his recitations and reports as to whether or not he makes good use of his periods in the library. Passes for general or recreational reading might be granted by home room teachers. In East Orange High School newspaper, magazine, or fiction reading is allowed on an English pass unless other work is specified by the teacher.

No matter who issues the passes, they make the checking of attendance quite simple. There is no need for the student to report to the study hall first. He may report directly to the library as promptly as to any class recitation. The passes are

usually collected by the librarian and sent by her to the study hall or halls during the period. Her stamp or signature on each pass seems hardly essential. The fact that she has the pass to send certifies that the pupil must have come to the library.

Several librarians use a double perforated slip, usually issued by a home room or a subject teacher. The stub of the slip is left by the student in the study hall or session room where he is due and the other part brought to the library. This part is stamped by the librarian and sent by her or taken by the student back to the room from which the student came, there to be compared with the stub. Good forms of this kind of passes are used in the high school libraries of Manchester, N. H., New Haven, Conn., and Jefferson High School, Portland, Ore. In the Hughes High School, of Cincinnati, both parts of the pass are brought directly to the library. One part is kept by the librarian, the other sent by her to the study hall to be checked with the absence list there. This furnishes a permanent record for both study hall teacher and librarian, with the least possible labor on their part.

These perforated slips are also useful when students come to the library for only part of a period. The high school of Wichita, Kas., has a good form. Both parts are marked with the time of the student's leaving the study hall and one part is left with the study hall teacher. The other part is brought to the library, and the time of entering and leaving the library is marked on it. The two parts are compared when the student re-enters the study hall.

Permanent passes are such time-savers for all concerned, I was rather surprised to find only eleven libraries using them. In most of these libraries permanent passes were issued only to library assistants, student government officers, post-graduates or seniors. In one they were issued to all history classes. Usually these students were registered in the library for certain days and periods, and absences were noted by the librarian, the same as in a study hall.

In the high school of East Orange, N. J., permanent passes are issued by any subject teacher whose assignments require almost daily use of the library for any considerable period—perhaps for a month, usually for the whole term. They are good for any day or period, but for only one subject of study. Students come directly to the library and the librarian sends to the study-hall a list of the names of those present. While collecting the temporary passes and copying names from the permanent passes the librarian notes whether each student is doing the kind of work indicated on his pass, and if he is not she sets him right or sends him back to the study hall. In a large library all this would take too much time, but there the attendance is never over forty and the students' work is not interrupted or kept waiting, so the system works very well.

Let us hope that soon we shall all have such large library rooms, so many assistants and so many books that not one student shall ever be turned away by us for lack of a mere scrap of paper!

CLASSIFICATION MAKING

BY A. LAW VOGE, Reference Librarian, Mechanics'-Mercantile Library, San Francisco

Surprisingly little has been written on practical classification. Up to this time it seems to have been a one-man game; each hacking his own way through the wilderness of ignorance as best he could and

leaving to the investigator who follows him a rough trail. Yet the investigator could not have made the trail himself.

But the time has arrived when co-operation is permanently established in many

walks of life—and cataloging and classification and many other phases of library endeavor will reap benefit therefrom. We must have a primer for coöperative classification making, and that has prompted this paper. Cannon's wonderfully helpful "Bibliography of library economy" cites not one article on classification making. Sayers in his "Canons of classification" has presented some valuable theoretic considerations and gives a very select bibliography on classification, in which he admits that Richardson's "Classification" is the only textbook on the subject, and that, too, is largely theoretic.

James Duff Brown also formulates some theoretic principles in his several works on classification (largely the classification of books, not subjects), but except as he explains some special characteristics of his own scheme, omits practical considerations.

On specific details of classification making I know not a single article. I make this statement, half hoping, half expecting to be humiliated by having more learned colleagues produce several.

Classifying of books may mean arrangement by color, by size, alphabetically, or by some other *single* characteristic. The word classification will be used in this paper, however, in the Spencerian sense: "to include in each class those objects (or subjects) which have *more characteristics in common* with one another than any of them have in common with any objects excluded from the class."

It is unnecessary to explain the need of classification. In these days of open shelves it is unnecessary to defend the value of close classification.

The distinction between classification making and classifying should be clearly borne in mind. They are quite as different as making a pie and eating a pie. Classification making is the creation of a tool, the classification; classifying is the use of that tool. The formulation of rules for classifying has been entrusted by the Association to a competent committee of which Mr. William Stetson Merrill is the chairman. They have already published quite an ex-

tensive list of tentative rules. We should all of us test them and advise Mr. Merrill of desirable changes. That work falls entirely without the scope of classification making and of this symposium.

It may be superfluous to say that the perfect classification has never been made. When human knowledge of a subject becomes perfect, then and only then will its classification become perfect. But should that time ever come, the service of the classification would in all probability be at an end, for interest in the subject would have ceased.

"Whoever hopes a perfect thing to see
Hopes what ne'er was, nor is, nor e'er
shall be."

We must evidently be content with an imperfect classification.

How are we to go about making a classification? Classification may be considered from many standpoints; from that of the user, from that of the abuser, from that of the theoretic scientist, from that of the indexer, the specialist, or the librarian.

Classification from the point of view of the user has never to my knowledge been carried out on any large scale. I know of no classification constructed on the fundamental principle of following the point of view of the author. Take for instance a book entitled "Organic chemistry for medical students." Almost every classification maker seems to have been content to provide "Organic chemistry" for such a book, assuming that anything on organic chemistry belongs there. Had the assumption been that under organic chemistry should be placed only material in which the user, the organic chemist, is primarily interested, other provision for such a title as "Organic chemistry for medical students" would have been made. Where? Where medical students would be likely to find it, among medical books.

This is a fundamental and far-reaching principle in classification that is only now beginning to come into prominence with the coming of the open shelf.

Classification making from the standpoint of the abuser is illustrated by the

common practice of gathering subjects into the maw of the main class which are not of prime importance to it. This is a result of smallness of vision and has frequently proved an embarrassment for those who have followed the resultant classification too implicitly. Even in large general libraries where breadth of vision generally resides, striking illustrations of this weakness are found. I recall one where the scientist in charge had a pronounced leaning toward physics. He not only classed most of the works on physical chemistry under subdivisions of physics, he wished the subject of physical chemistry incorporated in physics, although ninety-five per cent of the experimenters and users are chemists and the subject belongs under chemistry. It is a selfish tendency which every classification maker sooner or later finds he must resist.

Classification making from the standpoint of the theoretic scientist is done to defend a certain theory, to clarify the existence of certain relationships. It has sometimes proved the crowning glory of the greatest minds. Mendeleef's classification of the chemic elements and Linnaeus' classification of botanic families and genera will serve as illustrations.

The indexer uses classification extensively; the more conscientious his publication, the more detailed his classification, for an index is eminently adapted to the closest classification, much more so than is the greatest collection of books. So that from the indexer's standpoint classification can scarcely be too detailed.

Classification making from the standpoint of the specialist can be undertaken without his entering the class of abuser. He must recognize and should indicate that certain subjects which are of interest within his class and for which he claims a place, are of greater interest in general outside of his class. A specialist's classification so constructed seems to me legitimate from all points of view.

And finally we have the librarian's classification. This should invariably be an empiric classification, based if you will

upon some theoretic classification but never adopted solely as such and nothing more. It must aim to be a pragmatic classification and can reach that happy condition in no other way than through the labor of testing. Theoretically there is no such entity in Europe as Poland, and has not been for a hundred years. A geographic or political classification made in the nineteenth century would ignore it, and yet the literature of it today is very definite and very real. It is not Germany, it is not Austria, it is not Russia, it is a combination of portions of all of them.

More striking is another chemic illustration. Mendeleef, to carry out his theory, was compelled to class manganese with the halogen gases—and yet no chemist studies these elements together, so that for a library to adopt this classification would be eminently inefficient.

Nor can the chapter headings of even the greatest treatises be adopted as subject headings in a library classification. This, too, has been tried, but I have never seen it succeed. Treatises offer a very rich source of first rough tentative classifications, but they should never be considered more than that.

To repeat, then, the librarian's classification must be a pragmatic one, the result of tireless test, worked out in the spirit of: How can I better it? not, It surely is perfection.

There are certain fundamental requisites for every efficient library classification.

In general: It must classify accurately the greatest number of titles of books and articles (articles as well as books, for the articles of today are the books of tomorrow). If our classification can cope with these articles today, it will be able to cope with the books of tomorrow). With the classification we must be able to segregate all the material on a subject. For instance, to throw tennis and croquet and cycling and swimming all under one head without subdivision is a makeshift and not a classification. It is unfortunately often true that a classification must be evolved through such makeshifts, largely because the classi-

fier is not prepared to say, conscientiously, "these subjects and *no others* belong in this class."

In detail the fundamentals of an efficient library classification are several.

1. The general heading is perhaps the foremost requisite. It sounds too self-evident to mention. How can one make a classification of music, for instance, without a general heading for vocal music followed by its subdivisions? Yet in our greatest classification such general headings are not infrequently wanting. We may find a general heading for Science but none for Natural science or the Physical sciences. We may find a heading for Engineering but none for Civil engineering. In another great classification we find a general heading for Inorganic chemistry, but none for the Halogens or the Alkali metals. I cannot emphasize too strongly the value of such general and semi-general subject headings to any classification. It is not enough to have the general head which covers eight or ten or more subjects; the general heading which covers two or three subjects is almost equally useful.

2. Provision should always be made for *form divisions*, such as dictionaries, periodicals, etc. This follows logically immediately after the general heading of the class.

3. There must be provision for the *general subject* (that is, the subject studied from all points of view). This has frequently been neglected in classifications. We have Interior decoration from the point of view of the householder, which belongs in Domestic science; we have it from the point of view of the designer, which belongs under Designing, and we have it from the point of view of the architect under Architecture. Of course we may cut the Gordian knot, say "pigs is pigs," and throw it all together in only one place, and suppress the other places. This will make several enemies to every friend, and invariably place before each type of user material which he does not want and which annoys him. Though it complicates classifying and demands more education on the

part of the classifier, I am convinced that not a point of view should be neglected or suppressed. Then frequently we encounter the type of book that covers all points of view. It is often for the general reader—a so-called popular book, but usually very far from popular with the classifier. A general work on Transportation covering the engineering, business and economic aspects is illustrative of the problem. It is best for the classification maker to decide, though generally it must be an arbitrary decision, under which of the several special points of view provision for the general point of view must be made. In any event the provision should always be made. The Negro, the Child, where will you class such general books in any classification today?

4. Conversely, provision must be made for the subject from all special points of view. Most of these will lie outside of the special classification in course of construction, but in all those cases cross references to them should be made, under the point of view covered by the classification in construction.

5. The main divisions of the subject must be determined and arranged in the sequence that will bring those most nearly related in closest proximity. And the best index of degree of relationship is the frequency with which two subjects are studied together. This is essential to permit the logical assignment of the semi-general headings. If Botany and Zoology are not neighbors, how can one logically locate General biology or Physiology that studies both animal and vegetable life?

6. No two divisions should overlap. This requires no elucidation.

7. Of great value is the provision for titles which cover most if not all of the main divisions of the subject and yet are not general works—to provide for Special generalities, as they can be conveniently called. Frequently this heading cannot be thoroughly developed, as the scope of relationships it may include is apt to be very wide. Nevertheless provision for it should seldom be omitted. To illustrate: In Dewey under the classification of Zoology the sys-

tematic classification according to families and species begins with the second subdivision, Invertebrates. The first subdivision has been reserved for generalities that may refer to all the families and yet are very special, such as Respiration, Habits, Hibernation, etc. Had only the classification of Zoology by families been considered and Invertebrates assigned as the first subdivision, how difficult would have been the classification of a work on Respiration of animals. I cannot emphasize too strongly the importance of always providing for such Special generalities under every subject. The fitting location is usually directly following the general heading and preceding the main divisions of the subject.

8. Provision should be made for the inclusion of certain subjects which the specialist prefers in the class in question, but which in a general collection should be located outside the class. For example, a special engineering collection may best class all subject matter on materials of construction under Engineering and with Strength of materials, and a place should be provided for that purpose; while a general collection would wish to class that part of it relating to structures under Building.

9. Cross references to related subjects outside the scope of the classification should always be made. It is chiefly through careful testing and indexes that any degree of completeness in this respect can be attained.

10. Catchwords should be used for the subject heading in preference to phrases, even though the latter are more explanatory, for the catchword is more easily fixed in the memory. Generally it is good practice beneath such a catchword to explain the scope of the heading, what it includes and excludes. Examples of a typical book or two classed under the heading would frequently be an aid to the user.

11. Notation is distinct from classification making and yet most closely related. No library classification can be applied without notation. Notation will be con-

sidered here, only as it directly influences classification making. The notation should not chain the classification but leave it free to expand indefinitely. The necessity for this requires no explanation. Wherever it is at all convenient the mnemonic principle of notation should be followed; that is, where a certain notation symbolizes a certain subject, a notation with the same termination should, where convenient, symbolize a similar subject in another part of the classification. For instance, in the D. C. under Physics, the seventh subdivision, symbolized by 537, is Electricity and mnemonically under Physical chemistry, the seventh subdivision, 541.37, is Electrochemistry.

12. A summary of the principal divisions should—if the classification is at all extended—precede it; while a thorough index, covering all synonyms and with the subjects uniformly alphabetized under nouns and not the modifying adjectives, should invariably be provided.

These are the fundamentals of the *theory* of classification making.

What are the fundamentals of the *practice* of classification making?

1. Determination of what has already been done.

This means searching the literature, both of library science and of the special subject in hand, to locate all classifications, theoretic and empiric, that have been made.

2. Construction of the tentative classification from comparison and study of all the classifications that have been located, if any classifications exist; if not, from comparison of chapter headings of the largest and most authoritative treatises on the subject. In the construction of this tentative scheme the fundamentals of theory that have been described, should, of course, be applied.

3. All large and exhaustive indexes and bibliographies of the subject should be determined and made accessible.

4. Slips should be written for the thousands of titles of articles and books referred to in these compilations. For the purpose in hand the bare title is sufficient and

doubtful titles where the meaning is obscure may be ignored. Thousands of such slips should be written if titles are available.

5. The classification of these slips according to the tentative scheme is next in order. Pencil should invariably be used and the notation for the main subject omitted,—only the notation for the subdivisions of the class in process of construction being written.

6. Alteration of the tentative scheme during the classification of the slips by adding new subjects, rearranging those already incorporated, adding cross references, and in short, following out all of the fundamentals of theory as suggested by the titles on the cards.

If when say 10,000 titles have been so classed, it is found that 5,000 fall within

one of say eight main divisions, it is proof that the main divisions have not been efficiently chosen for securing the shortest notation; and the division containing fifty per cent of the titles should, if possible, be subdivided and assigned the symbols of four or five main divisions, compressing the less used divisions under fewer symbols.

7. The final scheme is thus evolved and after it is re-typed with wide spaces between the lines, it is polished by the addition of explanatory notes, cross references and illustrations.

8. The index is then compiled from the classification and from treatises on the subject. This should be prepared, of course, on slips, preferably of half-card size, the noun preceding, followed by the limiting adjective and the notation.

PRINCIPLES OF CLASSIFICATION

BY C. W. ANDREWS, *Librarian, The John Crerar Library, Chicago*

The principles of classification should strictly speaking, include the theory of grouping all objects or subjects of human knowledge or interest. But we meet as librarians and the problems which concern us are the arrangement of the books and pamphlets on the shelves and of their titles in a classed catalog.

An American library should adopt one of the three systems most generally used in this country and it would be a woeful waste of time and energy to attempt to construct a new one in the hope of avoiding the many defects of the existing systems. Our efforts, therefore, should be devoted to the expansion and improvement of these systems. I do not propose to enter into a discussion of their relative merits and shall only record my opinion that the simplicity of notation of the decimal classification greatly outweighs all its inconveniences, deficiencies, and errors; and my belief that many of its inconveniences

may be avoided and most of its deficiencies made good by well-advised treatment.

The best treatment of the subject accessible in print is Dr. Richardson's work on classification. In it he enumerates fourteen different principles which have been or might be employed, namely, logical, alphabetical author, alphabetical subject, chronological, geographical, size, color, binding, orthodoxy, form, literary value or interest, linguistic, chronological by accession, breadth, thickness, weight, financial value. Many of these principles have been used as the chief factor, and most of them have been or might well be used as subordinate factors. The problems of their combination and of the expression of the result by convenient symbols are the real classification problems of the day.

After selecting one of these principles as the basic one for any library, the others will have to be divided into two classes, those which will involve a physical segre-

gation of the books and therefore parallel the main classification and those which involve merely the subdivision of it.

The nearly universal practice of American libraries is to make a logical arrangement of the subjects the first principle. Assuming this, the factors that necessarily produce parallel classification are size, interest, orthodoxy or suitability for general use, financial value and conditional gifts. Those which are most often used to produce subdivisions of the main classification are alphabetical author, alphabetical subject, chronological, form. The geographical principle is used in some libraries as one of the determining factors, but in most as a subordinate one.

The different sizes of books may well be considered first. The correct solution will depend upon two factors; first the greater or less necessity for an economical utilization of the storage space and second the number of books larger or smaller than the range selected as the most economical.

Interest is used in practically every library to some extent. This determines the choice of the collections shelved in the various reading rooms and near the delivery desk.

Orthodoxy or suitability for general use must be a determining factor in all libraries which admit to the shelves but may well be adopted for all independently of this factor, in order to guard against unrestricted use through the catalogs and improper use by the employees.

All the larger American libraries now possess books which are too valuable to be subjected to the chances of loss or theft necessarily involved in regular routine treatment. This involves their segregation and logically the establishment of another parallel classification, though we have found it possible in practice to put those of regular size with the books segregated because of their character, and the oversize books of both classes with the flat atlases.

As to the conditional gifts which necessitate segregation and parallel classifica-

tion I can only repeat the statements of all the authorities that such are to be accepted only when the advantages outweigh the many disadvantages.

If the usual system of call slips and call numbers is used by a library, it is evident that the most logical and convenient symbol will indicate these parallel classifications first, and it is right here that the simplicity of the notation of the decimal classification provides by far the most convenient method by the prefixing of a single letter. The two other systems considered cannot do this without producing a very awkward combination.

Taking up now those principles which in the usual practice are used to subdivide the main classification, I wish to emphasize the importance of the chronological and to express my belief that it is not used generally enough. There are four great advantages not sufficiently considered. First, the convenience to the reader admitted to the shelves who finds easily the books arranged in the order which most nearly meets his probable object of securing a logical view of his subject, and certainly gives him the easiest way of keeping up with the additions made since his last visit. Second, the great advantage to the reader consulting the catalog in securing the same advantages. This is still more evident if the arrangement in the catalog is the inverse one by which the reader meets the latest first. Moreover, if he is interested in any particular period of the development of a subject, he is most easily enabled to determine what the library has. This advantage is only poorly secured by the alternative adopted by the Library of Congress of dividing some of its subject headings by periods. Third, in limiting the necessity of minute subdivisions in many subjects. For instance, it is not necessary to divide city transit by the methods employed, for a chronological sub-arrangement will give exactly the same results. Fourth, this sub-arrangement provides a most convenient method of dividing scientific and technical books into those little used and those more used, in

order to give the latter the more accessible shelves.

The geographical principle is decidedly more orthodox and yet I doubt if its full value has been recognized by those applying the classification. The Library of Congress relegates this principle almost wholly to the alphabetical subject catalog where it is awkward for the reader. The John Crerar Library, on the other hand, has magnified it with great success in its catalogs, in the development of its topographical index, which is explained in the Handbook of the library, and in a few cases has found it to provide a very satisfactory substitute for a logical subdivision. For instance, we consider that most books in American libraries on the negro question are really studies of the social condition of the South and find 309.75 a most convenient place to shelve general books on this subject.

Form is provided for by the Library of Congress chiefly in the subdivision of its subject headings but in all libraries admitting to the shelves it would be recognized as a convenient principle in subdividing the books on the shelves. Some have even used it as a factor determining a parallel classification in the cases of periodicals and dictionaries, but to me the disadvantages of this use seem to outweigh the advantages.

Most American libraries use the alphabetical author as the controlling factor of sub-arrangement but as I have just said, the comparative advantages of the chronological have not been duly considered, and the author arrangement should be much more limited than at present.

There is left one other principle which also has in my opinion not been sufficiently considered or adopted, and that is the alphabetical subject. Dewey in his preface to the D. C. clearly states its advantages and in the case of biographies the principle is generally followed. We

have found that in many other cases it can be adopted to advantage. Not a few subjects provided for by the D. C. comprise within their scope many objects which are not capable of any subdivision into really logical categories and these can be, as Dewey has pointed out, best treated by a purely alphabetical arrangement. We simplify the notation of this by translating the alphabetical arrangement into numbers, in accordance with a table worked out by Mr. Merrill of the Newberry Library. We find that this simplifies the call number materially, avoiding chance of mistakes due to a double combination of letters and figures and thus simplifying the work of the delivery desk.

The advantages of the alphabetical arrangement are especially evident in the arrangement of the main classification on geography and history. Here we have limited the logical divisions to countries and provinces, not carrying out, for instance, the division of the American states into sections or counties. We hold that we may reasonably expect any reader to know that literature on Lynn will be found under Massachusetts, but that it is not reasonable to expect him to know that it should be found under Essex county. We think that he will be better pleased on the whole to have the works on the counties of the states arranged in strictly alphabetical order with the cities of the state, and we have had no suggestion to the contrary from readers.

You may have heard of the good woman who was asked to address the Sunday School, but who found that all she could say was "Be good, children, be good." My advice to classifiers in applying these principles is very nearly as simple. It is only "Consider the user rather than the subject; record your decisions; and follow them."

CLASSIFICATION MAKING

BY CHARLES A. FLAGG, Librarian, Bangor (Me.) Public Library

In classification making, as in all varieties of one's mental output, a clear and logical outline or plan of development is essential, but amateur classification makers seem too prone to rest satisfied in the belief that logical outline is everything, to assume that they are classifying ideas and not books. Ideas can be labeled and marshaled into a beautiful array to the satisfaction of almost any one who will devote the time to it; work with books is not equally conducive to self-complacency.

I do not know whether the question before us means the making of an entirely new classification or the recasting or expansion of an existing one. The problems are somewhat different, but as the one concerns very few of us while the other meets most libraries first or last, I shall devote myself to the latter.

We must assume that the worker has a fairly good idea of the subject to be covered and a recognition both of the general principles of the scheme he is enlarging and of the importance of making the new development harmonize with them. He should gain a clear view of his subject from as many angles as possible, while simultaneously gathering classifications and bibliographies of it already worked out (and surprisingly few of us ever have the opportunity to do actual pioneer work). If, by this time, he has found a scheme whose logical arrangement and degree of minuteness appeal to him as approximating his need, he should adopt that for test purposes, freely altering wherever there appears a chance for improvement. If no scheme is offered that seems satisfactory he should now be able to draw up a rough one to start with.

The first test is a very careful application of his outline to a small collection of popular literature of the subject. If the subject is one possessed of an older litera-

ture, provision should be made for obsolete theories, ancient terminology, etc. We cannot sacrifice the knowledge of hypotheses accepted today, but the scheme must provide for at least these two varieties of the unscientific literature—popular and obsolete works.

Above all, the classification maker should keep his mind open and discard every scrap of the original outline if another line of subdivision seems really better, remembering that the supreme test usually will not be Right and Wrong, but Expediency.

Now the worker should be ready for the great and final test—the application of the scheme to the largest collection on the subject available, for the purpose of checking and improving the outline as it stands, of expanding it to meet the needs of the library, and of providing, as far as possible, for the future development of the subject. Finally there remains the work of comparing the arrangement with schemes in hand, and of conferring with their makers and others interested.

If I may be permitted to add a few general criticisms of my own on classification makers of the past, from the standpoint of a classifier of today, the first would be that they are inclined to let the notation speak too much for itself. I believe that the maker should not aim at brevity, but rather, from the fulness of his experience in testing, should so define the class that the classifier will not need to refer to precedent. There is no real advantage in the apparent symmetry of balancing one class number against one pithy word or expression as exact equivalents. Sometimes we can most easily show what we mean to include under a given number by pointing out what aspects of the subject or what closely allied subjects go elsewhere.

I am not unmindful of possible defenses of the policy of having broad general classes and principles, for two distinct

reasons: that a certain amount of indefiniteness is desirable for future development, and that one line of cleavage might suit one library while it would not appeal to another. No matter how carefully a scheme is prepared, development is bound to be needed in unexpected places, and these must be provided for by the individual libraries or through some central organization. Clearly it is in the interest of uniformity that such decisions should be made in advance whenever possible. I freely admit that different types of libraries prefer different treatment of material, but even here it seems to me better to express a preference for one plan over the other.

I may sum up by asking that a scheme of classification include its own com-

mentary. The eagerness with which classifiers welcome an authoritative list of works classed under the scheme they favor, and the diversity discovered when usage of various libraries is compared, proves the need of this, if it is granted that a national or widely used scheme of classification is desirable at all.

Another general criticism: Shall we classify by topics or by aspects? Classifications, as found in use, are ill provided with general numbers for subjects where the general popular works and the encyclopedic treatises may go without forcing us to weigh each contribution of the sort carefully in order to discover which side receives the fullest treatment in that particular instance.

CLASSIFICATION

BY J. CHRISTIAN BAY, *Chief Classifier, The John Crerar Library, Chicago*

To build a classification system requires a mental activity and a practical sense similar to what is required in the planning and building of a house. Both structures are aimed to be used by live humanity. The books at our elbow contain the first suggestion for their systematic arrangement. A second suggestion is contained in the history of the subjects of which they treat. Another helpful hint is contained in the purpose and the actual use of that library through which the books are offered for public use.

Time was when the patrons of a library seemed quite unconcerned about the professional art of the librarian. We have inherited from that time a system of cataloging which fails much in conveying an adequate impression of the books to the minds of the readers. In the building of classification schemes, we now are awake to the fact that books can be arranged so that readers endowed with good will and ordinary intelligence can comprehend the result. But the use of a library contains

many a valuable suggestion for the classification scheme.

This suggestion serves as a useful counter-irritant to that tendency toward a hermetic and sacred exclusiveness which develops in almost any profession. Many of us undoubtedly have constructed classification schemes in the spirit that we were organizing the science, or subject, and putting its literary monuments in order, as if we were arranging a bibliography. This is a noble ambition, but it may mislead us entirely. Even the most systematic arrangement of subjects within a science or an art may fail to locate properly many of the very books we are striving to accommodate.

One of the first requisites in classification building seems to be determining the natural place of the library's books as viewed by the relative locality of the subject and the use of the books. This means a logical balance between a scientifically defensible arrangement and the anticipated use. This balance can be struck only

by an experiment, or a series of experiments. The logical sequence of subjects usually is easy to attain and needs no experiment, but the experiment brings out all the natural groups of books not anticipated by logic, history, or system.

Another advantage of experimental development of classification schemes lies in the recognition of identical forms of books under varying names. It is possible to recognize this in the classification, but frequently we may find that the catalog, or shelf list, will admit of historical grouping far better than the shelf arrangement will.

Close classification has its great advantages, but also leaves the door open for interminable minor changes and modifications,—and, worse yet, for a minuteness so intricate that it defies even good will and average intelligence. It also brings into prominence the notation. There is a growing and justified tendency to discard unnecessarily elaborate notation schemes, and to insist on a call number which will reduce, instead of increase, the forced attention of readers and attendants to minute details not of first importance in the working of the library.

We are approaching an age when, in many classes of literature, the author entry is secondary in importance to the classification entry or to the subject heading. It is of less consequence, from a social point of view, who did the work than how it was done. In classification, similarly, it is more important, as Mr. Campbell once put it, that everything pertaining to a certain subject is kept in one pigeonhole and that pigeonhole is numbered,—this is relatively more important than that the last word on the subject, in the philosophy of science, has been heard. For the last word in philosophy of science may be recalled to-morrow, and a new consensus asked; but libraries cannot, and should not, change their classification schemes with every change in the philosophic points of view. None of us has faith in indiscriminate pigeonholing; but each and all will see the advantage of experimental development of classification groups based upon the balance between logical locality and practical use. As this is done more and more, it will be seen that the cataloging and the classification scheme may interact in such a way that an adequate presentation of books will result.

THE PROBLEM AND THE THEORY OF LIBRARY CLASSIFICATION

By HENRY E. BLISS, Librarian, College of the City of New York

Where there is an unsolved problem of practical interest there is need for an applicable theory. A theory is a generalized statement of principles adduced from the facts comprehended. A problem arises in any undertaking to handle or control a complex thing in complicated relations. A problem is a question how; a theory is a first answer; a complete answer is a solution. In a difficult problem there is seldom a solution without an applicable theory. So problem and theory cannot well be treated separately. This you all know and

this you mean when you speak of going about a matter intelligently.

Now, that the problem of library classification has not yet been solved for present tendencies and probable developments even the votaries of systems in vogue are recognizing. No applicable theory has as yet been set forth clearly; no embodiment of sound principles has been established. With due regard to those present and past who have constructed serviceable systems or contributed well in their writings, this is said to emphasize the purpose with which

discussion is reopened today, that fundamentals may again be stated and methods reconsidered. A definite canon we may hardly expect to bring forth; but let us hope that certain aspects of the problem may to some extent be mentally cleared, even if all cobwebs be not swept from our professional minds.

First let us re-state our problem. How shall books in libraries be arranged economically and conveniently? The books are as various as the interests served and are needed in as many groupings, with little delay in service, little shifting on the shelves, and little alteration of shelf marks. We grimly face the question of economy; for the world's immense waste in other fields will necessitate economy in these fields. But the problem of system we also face; for as organization based on knowledge becomes prevalent, the knowledge in books becomes increasingly valuable, and so does system in libraries. For economy and convenience, then, into how many groups should a hundred thousand volumes be divided, and how many of these should be permanent, relatively; and how should these groups be related, collocated, and designated?

Before attempting to answer these questions it is well to state the distinction and the relation between group and class. A group of things is as concrete as the things are, real, complete, and numerically definite. A class is the totality of particular things, both existent and potential, whether they be grouped or distributed, that may be comprised by its definition and named by its name. Things may be classed with regard to some external characteristic or with regard to some internal trait or may be classed by some external relation of interest to the classifier. The names and their definitions are the correlates of the classes and the classes comprise not only the existent things that may be so grouped but all that may properly be so defined and possibly so classed. This is our first principle, *the correlation of class to concept*.

To class a thing is to assign it to some

class. To classify is to arrange things, or classes, with regard to some system, purpose, or interest. A classification is a system of classes, or a method of art of classifying. Things, having many characters and qualities, may be classed in various ways, whether by single characters or combination of characteristics. In other words, things regarded as like in some respects may be again likened in other respects, may be regarded now in one class now in another. This, our second principle, is the *relativity of classes*.

But a library should not undertake to provide for all possible classes. It is our problem to systematize a selection of classes corresponding to the branches of knowledge and the various interests and studies of life and thought that are likely to be embodied in books. By this system the books of a growing collection are to be classified with regard to utility, convenience, and economy. Well subordinated and well collocated, fewer classes suffice. For new or for more specific subjects and new relations there should be ample provision. Unlimited expansibility is possible through subordination. But in practice expansion should be elastic rather than elaborate. This is the principle of *economy of classification with expansibility and adaptation*.

Expansion depends mainly upon *subordination* of new and more specific subjects to older and more generic classes. In nature and in knowledge the consequent develops from the antecedent. From analysis and definition are derived newer or more specific classes. By comparison and synthesis, specific characters may be found like, and more generic classes may be defined, more general theories stated, and more comprehensive knowledge attained.

In so far as things in nature are discovered to be not only related but determined by relations, actions, or purposes, there is a causal order. Thus each particular object, action, or event is found immeshed in relations, or composite of them, or dependent on some of them. Things are com-

ponents of more and more extensive and complex systems. Thus our world of entangled realities is conceived as the coherent universe. The "natural order" is this conceptual system, correlative to the classification of the real, causal, historical, and genetic order of things.

The so-called natural classification of knowledge embodies this truth, albeit imperfectly as knowledge is incomplete. We study things in their relations and, while we unveil the more specific, we reveal the more comprehensive relations. Each of the special sciences is distinguished from its next of kin as being less extensive in synthesis or scope and more specific in analysis and definition. The sciences may therefore be arranged in a series consistent with the natural order. This is the true basis of their classification and of scientific classification for libraries. For the main classes at least this permanent and coherent classification is feasible and has been set forth. This classification must be relatively permanent in its main classes and divisions. The principle here adduced is the *relative permanence of generic classes* and the mutability of specific.

For libraries, subdivisions may need readjustment, but alteration of notation is an obstacle hard to surmount. The notation should be the servant, not the master of the classification. Either subdivisions should not have notation or this should be conveniently alterable, at least for mutable subjects, and applied in some temporary way on inserted cards or labels. I suggest a marked disk visible at the top of the book's back and attached there by a flat tongue inserted easily into the book. When the books are in use, the disks may be fastened to a strip on the shelf or put

into an indicator such as one college library has provided.

In bibliographic classification the main classes often regarded as "coördinate," are naturally subordinate to the more general as their scope is more and more specific. Where several divisions or subdivisions of main classes may be regarded as of equal importance in their relations, the subjects may be termed *coördinate*. Beyond this, *coördination*, as a principle of classification, hardly extends.

On *collocation* of classes and subjects, whether in subordination or in coördination, the serviceability of a classification chiefly depends, for it should bring together the groups of books most often wanted together. Though no serial arrangement of classes can conform perfectly with the natural order nor with the complicated relations of things, yet that classification which is most consistent with the natural order and which has most scientific subordinations and most useful collocations will prove most efficient in serving students in libraries. This may well be termed the principle of *maximum efficiency in service*.

A system embodying the foregoing principles, being desirable and feasible, should be developed, adopted by a consensus, and published in unexpanded form. For large and for specialized libraries expansions could be elaborated on this basis, or special classifications could be made consistently with these principles.

Under the dominating tendency termed "organization," the world is now intent upon classification, extending it to many fields where disorganization has proved inadequate or disastrous. For such an organized world libraries should be classified with better regard for the relations and divisions of the sciences and industries.

SOME CATALOGERS' REFERENCE BOOKS OF RECENT YEARS

By LINN R. BLANCHARD, Head Cataloger, Newberry Library, Chicago

One of the first essentials of every catalog department is a well selected group of reference books. Though the printed cards of the Library of Congress and a few other libraries have greatly lessened the burden and expense of cataloging, there remains a certain percentage of books in every library for which printed cards are not available. These books require original cataloging, and for this work even a trained cataloger is absolutely at a loss without bibliographical aids.

It is the duty of every head cataloger to endeavor to make his collection of reference books comprehensive, by recommending for purchase any books which seem to him to suggest possibilities for more efficient work in his department. In making this selection, frequency of use is by no means the criterion. If a book is used only five or six times during the year, but is the one place where certain out of the way information is made available, it is decidedly worth while. There are various familiar aids which can be used in checking up our collections, such as the "Selection of cataloguers' reference books in New York State Library" (Albany, 1903), which was intended for classroom use and so is not annotated, and Miss Kroeger's annotated "Guide to the study and use of reference books" (2d ed., Chicago, 1908), of which a new edition by Miss Isadore G. Mudge is soon to be published. For current books of interest to the catalog department, the busy cataloger will rarely have time to do any extensive checking, but he can at least make use of the important list of reference books of the year by Miss Mudge, which appears annually in the *Library Journal*, and to which I am greatly indebted in the preparation of this paper.

In making a selection of some of the

¹Published in August, 1917—EDITOR.

most useful reference books published within the last few years, it is obvious that the personal element enters largely into that selection, and that the choice is naturally guided by the type of library with which one is connected. Because of this personal element no two lists would be exactly the same, but it is possible that any one of them would be suggestive, at least in some small way. The present list is merely a brief record of a few of the books which have proved useful to us in the catalog department of the Newberry Library. It is accordingly limited to books within the scope of that library, which, as you know, is devoted to the humanities. Again, the list is limited almost entirely to the author side, giving only reference books which will help in identifying authors and their works, leaving it to the classifiers to tell us something of the recent books of use to them in their work. I have also found it necessary to interpret the word "recent" from a relative point of view, and so I find it convenient to assume that a recent reference book is one that has been published within the last ten years. This will account for some old friends in the list.

While the alert cataloger will think of the whole library as his workshop, and will often find occasion to use reference books in other departments, nine times out of ten he will find that his queries will be confined to the fields of biography and bibliography, and it is to these two groups that I now wish to call attention.

Dictionaries of universal biography are rarely satisfactory to the cataloger, except for quick reference, and must be checked with some other authority, but a most useful volume for the head cataloger or reviser to have at hand to verify authors' names and dates is "A dictionary of universal biography of all ages and of all

peoples," by Albert M. Hyamson (London; Routledge; New York, Dutton, 1916. \$7.50). The information is limited as nearly as possible to the "one person, one line" arrangement, and gives only authors' names, dates of birth and death, and a brief distinguishing phrase. It is a small volume, easy to handle, and a rough estimate shows that the surprising number of 95,000 names is included.

There has been no new work of importance dealing with general American biography. The American Historical Society (not to be confused with the American Historical Association) has published two volumes of its "American biography, a new cyclopedia," compiled under the editorial supervision of William Richard Cutrer (New York, 1916-17). The period to be covered begins with the restoration of the Union, and a letter from the society states that "special attention will be given to biographical material since 1900." Each volume contains less than 650 biographies, and there seems to be very little information of use to catalogers which cannot be found elsewhere.

General English biography was represented by the second supplement to the "Dictionary of national biography" (London, Smith, Elder, 1912. 3v. 15s. ea.). The supplement increases the value of this standard English work by the addition of 1,660 sketches.

Two volumes of the supplement to "Modern English biography," by Frederic Boase (Truro, Netherton and Worth, For the author, 1908-12. 2v. 30s. ea.) have been published, bringing the biographies through "Kortright, Frances." This work includes many thousand names of persons who died during the years 1851-1900, and is especially useful in giving the names of less known authors who cannot be found elsewhere. It is seldom that a complete list of works is given, however. It is exasperating to feel that the work you are looking for may be one of the "other books" which Boase mentions as having been written by your author. An interest-

ing feature, often overlooked, is the list of pseudonyms which is given in the index to each volume.

"Notable Welshmen (1700-1900)" by the Rev. T. Mardy Rees (Carnarvon, the *Herald* office, 1908. \$2.75) is an excellent biographical dictionary, which also includes notable Welsh women. The chronological arrangement by date of death, with an alphabetical index, is rather unusual. Special attention is given to Welshmen who distinguished themselves in England, America and the colonies. Comparatively few of the 1,800 names will be found in the "Dictionary of national biography."

A new Dutch biography of importance is the "Nieuw Nederlandsch biografisch woordenboek," by P. C. Molhuysen and P. J. Blok. 1-3. deel. (Leiden, Sijthoff, 1911-14. 3v. 10f. ea., unb.; 11.50f. ea., bound). This will be complete in about twelve volumes, with an index volume similar to the "Index and epitome" of the "Dictionary of national biography." Each volume is arranged alphabetically and beginning with volume 2 has a cumulative index to the set. The biographies, which are signed, are brief, but references to further authorities are given. Living men are not included.

An unusual number of biographical dictionaries of contemporaries, similar in scope to "Who's who," have been published within the last ten years. The English annual "Who's who" had been in existence for over fifty years before its American counterpart "Who's who in America" was begun in 1899, soon to be followed by "Who's who in New York city and state." Since then, national and special biographical dictionaries of contemporaries have been published in ever increasing numbers. It may be of interest to mention a few which have come to my notice, without making any attempt to give bibliographical details, and with little critical comment. Some of them have started bravely out as annual or biennial publications, or with the promise of later editions, but have been discontinued. Among the national or regional biographies in the Who's who class have been "Qui

êtes-vous?" (French); "Wer its's?" (German); "Chi è?" (Italian); "Vem är det?" (Swedish); "Hvem er hvem" (Norwegian); "Kraks blaa bog" (Danish); and "Wie is dat?" (Dutch), which was published as far back as 1902, but is included here to complete the list. "The Canadian men and women of the time," with nearly 8,000 biographies, is decidedly more important than the "Canadian who's who," which has less than 2,200. The text of "Who's who in Japan" is in English, but the first edition does not include foreigners resident in Japan. On the other hand, "Who's who in the Far East," with about 2,100 biographies, includes some natives, but is largely a biographical dictionary of foreigners resident in the Far East. "Who's who in India," also in English, is devoted entirely to natives of India. Australians and New Zealanders will be found in "Fred John's annual." Sections of the United States are represented by a number of aids, such as "Who's who in New England"; "Who's who in Pennsylvania"; "Who's who in the Northwest" (with only 500 biographies) and "Who's who on the Pacific coast" (with more than 3,700 biographies). The publishers of "Who's who in America" also publish the "Book of Chicagoans," "Book of Detroiters," "Book of Minnesotans," and "Book of St. Louisans." Among the biographies of special classes, probably the most useful is the "Woman's who's who of America" (with about 10,000 concise biographies). Others which often give information not to be found elsewhere are "Who's who in art"; "Who's who in music" (by Wyndham and L'Epine); "Who's who in American Methodism" and the "American Catholic who's who," both of which have English counterparts; and "Who's who in finance" and "Who's who in science (international)."

The most useful bibliography of bibliographies which we have purchased in recent years is the "Register of national bibliography, with a selection of the chief bibliographical books and articles printed in other countries," by William Prideaux

Courtney (London, Constable, 1905-12. 3v. 46s. 6d.). Volume 3, a supplementary volume, was published in 1912, which makes it possible for me to include the set in my list. A strong feature is the great amount of analytical work that has been done, and while it has been our experience that we have sometimes been guided to bibliographies that were decidedly unimportant, this has been the exception rather than the rule. Although originally intended as a guide to the literature of England, the scope was greatly extended and other countries (especially the United States) are well represented.

In trade bibliography the "American bibliography," by Charles Evans, which is too well known to require comment, has been brought down through the year 1792.

Falconer Madan's standard work on the printed literature of Oxford has been continued by a second volume: "Oxford books, a bibliography of printed works relating to the university and city of Oxford, or printed or published there. Vol. 2. Oxford literature, 1450-1640 and 1641-1650" (Oxford, Clarendon press, 1912. 25s.; v. 1-2 together, 36s.). Volume 1 (Oxford, 1895) covered the early Oxford press, 1468-1640, and this is supplemented in volume 2 by a bibliography of books about Oxford, printed elsewhere from 1450-1640, in addition to a bibliography of the books of 1641-1650. Volume 2 records 2,065 titles, giving full collation and full historical and bibliographical notes. There are two indexes, one of persons and places and one of catch titles. A third volume will cover the years 1651-1800.

A new catalog of a special collection of Irish books is made available in "A catalogue of the Bradshaw collection of Irish books in the University Library, Cambridge" (Cambridge, Printed for the University Library and to be had of Bernard Quaritch, London, 1916. 3v. 42s.). There are 8,743 titles listed, usually with full collation, and with many important bibliographical notes. Roughly speaking, the collection falls into three divisions: (1)

Books printed in Ireland, (2) Books written by Irishmen, and (3) Books relating to Ireland. The entire first volume and part of the second are devoted to books printed in Dublin. The arrangement is so varied that the elaborate index, which forms volume 3, is quite essential to a rapid use of the set.

Of the many library catalogs which we have, the "British Museum Catalogue" of course holds first place, but next to this monumental work the catalog most frequently in use is the "Catalogue of the London Library," by C. T. Hagberg Wright and C. J. Purnell (London, 1913-14. 2v. 84s.). This is a revised and enlarged edition of the catalog issued in 1903, incorporating the eight annual supplements. It is an alphabetical author and catchword title catalog of a collection of 250,000 volumes, representing all departments of literature and philosophy and all languages. The individual entries are necessarily brief. Christian names are not given in full, as a rule, unless they appear on the title-pages, dates of birth and death are rarely given, and full collation is not included, but the amount of bibliographical information that can be obtained from these two volumes is surprising. The bibliographical notes, although brief, are adequate. The headings were checked by the "British Museum Catalogue," and where the two differ we often prefer the London Library form. We use the catalog continually for all classes of books within our field, but have found it especially helpful in cataloging epics, anonymous works, works by Oriental writers, and writers of the middle ages. We find it useful in the transliteration of Russian names. Cross references are liberally given, and one feature especially commends itself to the cataloger. I refer to the practice of giving variations of a name within brackets directly after the main entry, so that one may tell at a glance what cross references are necessary. The "Subject index" (London, Williams & Norgate, 1909. 31s. 6d.) is a most useful tool for classifiers.

Another catalog which has proved its

utility in many libraries is "A catalog of the printed books in the library of the honourable Society of the Middle Temple, alphabetically arranged, with an index of subjects," by C. E. A. Bedwell (Glasgow, Printed for the Society by Maclehose, 1914. 3v. 10s. to non-members). Primarily a law library, the collection of modern works is largely made up of legal literature, but the particular feature to note is that the library is especially rich in sixteenth and seventeenth century literature.

In literature "The Cambridge history of English literature," ed. by Sir A. W. Ward and A. R. Waller (Cambridge, University press, 1907-16. 14v. 9s. ea.) is the most important work that has been published. We use it constantly for the older literature in establishing the relationship of one work to another, and the extensive bibliographies are often suggestive.

In cataloging our Carpenter collection of English fiction before 1740, a useful guide was "A list of English tales and prose romances printed before 1740," by Arundell Esdale (London, Printed for the Bibliographical Society, by Blades, East & Blades, 1912. 10s. 6d. to members only). It gives no help in author headings, neither is full collation given, but the grouping of the 2,500 different editions, versions, and abridgments is often suggestive.

Of the many valuable lists published by the Library of Congress, probably the one which has been used by us most frequently is its "List of geographical atlases in the Library of Congress, with bibliographical notes," compiled under the direction of Phillip Lee Phillips (Washington, Government printing office, 1909-14. 3v. \$3.60). There are 4,087 numbered titles, although the additions entered only in the author list of the third volume bring the total number to about 4,100. It is helpful in many ways. The author lists give full names and dates of birth and death when known. The bibliographical notes are complete, often listing editions known to have been published, but not in the Library of Congress collection, and it is probably the

best source for identifying detached maps.

In re-cataloging our music collection, no one set has helped us more than the "Catalogue of the Allen A. Brown collection of music in the public library of the city of Boston" (Boston, Published by the trustees, 1910-16. 4v.). Volume 4 is a supplementary volume, including additions from 1908-1916. Full names of authors are usually given, but not dates of birth and death. Every form of music is more or less represented, the special feature being orchestral scores. The arrangement is a dictionary arrangement by author, title and subject, with many useful cross references and bibliographical notes.

In religion there is no question that the "Catholic encyclopedia" (New York, Robert Appleton Company, 1907-14, 16v. \$6 ea.) is the most important work which has been published within the decade. Unlike the general encyclopedia it omits all information and facts having no relation to the church, and is of course the acknowledged authority for Catholic biography, and for all questions relating to Catholic interests, action and doctrine. It has the same standing in its special field that the "Encyclopædia Britannica" has as a general encyclopedia.

Second in importance is the "Historical

catalogue of the printed editions of Holy Scripture in the library of the British and Foreign Bible Society," compiled by T. H. Darlow and H. F. Moule (London, The Bible House, 1903-11. 2v. in 4. £3 3s.) Volume 1 is a catalog of English Bibles, and volume 2 includes polyglots and Bibles in languages other than English. There are as many as 9,848 numbered titles, and several different copies, with notes as to variations, may be given under the same number. Full collation is given, with elaborate historical and bibliographical notes.

A reference work in an entirely new field is the "Bibliography of unfinished books in the English language, with annotations," by Albert R. Corns and Archibald Sparke (London, Quaritch, 1915. 10s 6d.) Although their references show that by far the greater part of their information was drawn from the "British Museum catalogue" and the "Dictionary of national biography," there are, on the other hand, many references to out of the way places which would not suggest themselves even to the most vigilant cataloger. A rough estimate shows that they have recorded over 2,000 unfinished books, which makes the work a distinct contribution to bibliography.

THE ORGANIZATION OF A CATALOGING DEPARTMENT

BY MINNIE E. SEARS, *New York Public Library*

In an attempt to state what I understand the purpose of cataloging organization to be, what some of its guiding principles are, and especially what definite questions are raised in any attempt to work out such an organization, I have had in mind the medium sized library only. The small library with a catalog department of one person naturally has not the problem of organization, while the catalog department of the very large library has many

problems of its own which differ greatly from those of the average library.

The purpose of cataloging organization in any library is to provide for the orderly progress of a book through all cataloging processes in such a way that no record is omitted or wrongly made, that the book is not lost or sidetracked in the course and that the work is done at the cost of the least time and money necessary to attain the standards of accuracy and thoroughness

which the library has set for itself. What, then, are some of the principles involved and the questions raised in working out the organization necessary to effect this purpose? The fundamental principles have been admirably stated by Mr. Bishop in his "Practical handbook of modern library cataloging," and all interested will naturally consult his chapter on this subject. Necessarily, however, details are omitted in his discussion.

Some of the more important questions which are fundamental and therefore deserving of discussion are:

1. Economical arrangement of the working quarters, and adequate equipment for the cataloging.
2. Determination of the duties of the head cataloger both within and outside the department.
3. Grading of members of the department and the division of work according to some definite system.
4. Distribution of work according to the determined system of division.
5. Provision for guarding against the evils of too great subdivision of work.
6. Revision.
7. Formation and maintenance of department morale and *esprit de corps*.

Quarters and equipment. The organization and equipment of the cataloging work room vitally affect both the kind and the amount of the work turned out. That the working quarters should be comfortable and light and the ventilation of the best is axiomatic. Equally obvious is the need for proper equipment—comfortable and not too crowded desks, so arranged with reference to each other and to the necessary records that there is a minimum of "lost motions," and, especially, a prop. supply of catalogers' reference books and such arrangement and supervision of these books as will make them most useful. The organization of these aids may well go one step beyond the workroom and cover also the catalogers' use of the reference equipment of other parts of the library. Right organization can make the use of reference works

more a matter of course by providing lists such as the New York State Library "Selection of catalogers' reference books" and the Kroeger "Guide," checked to indicate books found elsewhere in the library, and by systematic coöperation with the reference department, by which the reference librarian passes on bits of information about new books, special features, etc., which may prove helpful.

An important part of workroom equipment is some sort of adequate provision for record of rules and decisions. A new decision is sometimes merely communicated orally to the reviser or cataloger and no written record made of it. This may do for a time, but, as the staff changes, important decisions are often overlooked or the reasons for making them forgotten. Efficient organization will adopt a code of rules, probably the A. L. A., will put in writing each variation and subsequent decision, and will see to it that each cataloger concerned keeps and uses a slip file of such decisions, while the head cataloger keeps also a file of the decisions with dates and reasons for making them. Equipment should include also a working file of sample cards for each cataloger.

Head cataloger. The work of the head calls for careful organization. Be the library large or small the head of the department must intelligently plan and supervise all the work. If the department is fairly large, however, there is danger of one of two extremes. Is the head to be an administrative officer only, or is he to give all his time to revision and other detailed work? If entire time is given to executive duties there is danger of losing that close touch with the detailed work, and knowledge of individual capacities, which is so desirable. If, on the other hand, the head acts as chief reviser and allows this work to absorb an undue proportion of time and strength, he loses grasp upon the general problems of the department and, what is fatal to the best work, may lose touch with other departments or with the library as a whole. There are distinctly two questions of or-

ganization involved here and perhaps only local conditions can determine just where the happy mean lies. But in any case it is most important that the head cataloger should plan his own work so as to create and maintain close relations with other departments, especially the reference department.

Division of work. In any department consisting of several people, intelligent organization will provide for division of work and specialization. This division will necessarily be determined largely by the grade and character of the assistants themselves. Among several people equally well trained and assigned to the same work, one may be temperamentally fitted for certain parts of the work or specially interested in certain subjects and at the same time unfitted for certain other things in her assigned work. Good planning will take such individual differences into account and utilize them in the division of work.

The need of specialization having been admitted, its form remains to be determined. Is it to be by subject, by language, or by process? In the subdivision of work by subject, one cataloger will be given technology, another history, etc., the catalogers usually classifying, assigning subject headings, and otherwise cataloging the books in their subjects. Columbia University offers a good example of this subject organization and a very clear description of the way in which such an organization works out is found in its report for the year 1913-14. In subdivision by language, the subject division is ignored and the cataloger who knows Spanish, for example, catalogs all books in Spanish irrespective of their subjects. This system, I believe, is followed in cataloging the foreign books in the Cleveland Public Library. In actual practice a combination of the subject and language division is sometimes followed to good advantage. In subdivision by process, one person classifies and perhaps assigns all subject headings, another looks up author entries and assigns both main and added

entries, another types the cards, shelf listing may be done by another, and so on. The John Crerar library is one of the best examples of this kind of organization. In the very large library, a combination of all three forms may result, but whichever of these forms of specialization is adopted there is need of careful organization and correlation of the work. Perhaps representatives here from libraries using these different types will explain their systems more in detail than is possible within the limits of this paper.

Distribution of work. Whatever system is followed, if the division of work has been made at all on the basis of individual ability, there arises the question of the daily distribution of work. In some libraries each cataloger is allowed to choose her own books from the daily supply, but a well organized department of any size usually provides for some systematic distribution either by the head cataloger or by someone in the department who can estimate the relative difficulty of the books, and assign them to the catalogers best fitted to handle them. The head cataloger will undoubtedly prefer to do this when possible, as it is one of the ways of keeping in touch with the work of individuals.

Evils of too great subdivision. The enthusiast for efficient subdivision of work often overlooks two very real dangers to the efficiency of the department, which may result from too great subdivision. The first is that a cataloger may come to see only her own little part of the work and lose sight of the interrelation of all parts and of the work as a whole, and thus do her own part less intelligently. The second and more serious danger is that too minute subdivision may result in a monotony which causes a cataloger to lose interest and so become less efficient or perhaps ask to be transferred to some other branch of the service. In any detailed work some monotony is inevitable, but this should be reduced to a minimum. A remedy commonly advocated is giving catalogers part time work in some other

department, preferably reference or desk work. In this connection one immediately thinks of the Cincinnati Public Library, where the reference and catalog departments are combined. While such a transfer or combination presents certain undoubted advantages, it is also open to some objections from the point of view of department routine, and there are not, moreover, many workers who can do equally well two such difficult and different things as cataloging and reference work. Where catalogers give all their time to cataloging cannot the monotony be varied within the department? One suggestion is to make each cataloger, in addition to her own part of the cataloging process, responsible for some one piece of work which is hers alone. There are many tasks which in the ordinary library are not sufficient to take the full time of a cataloger, but which, distributed among the different members of the department, will serve to lend variety to the work. One assistant may have the responsibility for certain parts of the filing, another may have entire charge of the cataloging of some special collection, another may order Library of Congress cards, etc. This fixing of responsibility not only lends interest but often means better work. For both of these reasons, then, a certain variety of work must be planned for if the department is to retain a permanent staff of anything except incompetents.

Too much monotony will result either in a constantly changing staff or in a fixed staff of undesirables. The latter no one wants, and as for the former there is nothing that is more expensive or more fatal to the continuity of work of the department.

Revision. The question of revision raises some interesting points of organization. While the necessity of adequate revision is admitted by all, its application varies in different systems. In the smaller library the head of the department will probably do all the revision and the problem is then simplified. Where there are several revisers questions arise. Shall each reviser revise any work which is at

hand, or shall she have a regular group of catalogers for whom she is responsible and to whom she then becomes instructor as well as reviser? In case this group system is followed, shall each group be miscellaneous or shall it be by subject, the reviser then becoming to a certain extent a language or subject specialist? An argument for subject grouping is that it offers in the case of revisers who are capable of more than mechanical revision, a certain chance for individual study and growth, and may thus increase both the revisers' own interest in their work and their value to the library. This, of course, applies to the catalogers also.

The method of correcting mistakes found by the revisers presents another problem. Shall the purpose of revision be merely the correcting of mistakes with the least possible expenditure of time, in which case the reviser will make the corrections and send the work on without referring it back to the cataloger; or is the education of the cataloger to be kept in mind, in which case she must see all her mistakes? Where the pressure of the work is great, it is undoubtedly a temptation to adopt the first method as being the more immediately economical of time, but the true economy of such a course is questionable. It is undoubtedly true that the cataloger who does not see her mistakes will not realize what they are, and will go on making the same ones, whereas if she sees them she may outgrow them. If she is not held responsible for all her own mistakes she may come to depend too much upon the reviser's correcting all errors and grow careless when she sees no immediately unpleasant results from bad work. Personally I am a firm believer in fixing responsibility for error, and I doubt whether the system of sending back mistakes loses any time in the end. The most expensive of all work is the work which has to be done over again, or done by two people, and if the sending back of work will train catalogers to turn out work which needs less revision it is a saving of time in the end, is preferred by catalogers

who are interested in their work, and may have the effect of discouraging unpromising material.

Department morale. The question of morale and *esprit de corps* enters into department organization. The cataloger needs to respect her work and to realize that it is both an important branch of the library service and one in which she can develop and can remain to advantage. This is particularly important in view of the present tendency to cry down cataloging, and exalt other branches of the service at its expense. An organization which provides for informal department staff meetings in which each member has a chance to learn something about the department as a whole and to see how her own little piece of work fits into the department and also into the service of the public may be made to help greatly. The larger the department the more the need of disseminating such information. Catalogers are prone to get into a rut since they are especially shut off from outside information, and need to be encouraged to keep up with the broader aspects of the work, both in their own libraries and in other libraries as well.

Some reference to the A. L. A. catalog-

ing test may not be amiss here. This test dealt primarily with the cost of cataloging and furnished little information, except incidentally, about departmental organization. An inspection both of the earlier questionnaire reports and the later record cards indicates a pretty general agreement, or at least a majority practice, on a few points. These are: (1) Systematic use of Library of Congress cards; (2) a majority practice of full time work within the department and little scheduling of catalog assistants in other departments (with certain notable exceptions, such as Cincinnati and Yale); (3) the existence in larger libraries of some type of graded service. In actual practice the libraries participating in the test may be in agreement on many other points of organization not brought out in the test.

In suggesting the foregoing points of organization the writer has, in general, tried to present them as questions rather than as conclusions, in the hope that so presented they will be more likely to draw out discussion and statements of practice from well organized departments. Definite statements of this sort will be most helpful, even though in the end they go to show that no one standard form of organization is applicable to all types of libraries.

STUDY OF DEPARTMENTAL LIBRARIES AT THE UNIVERSITY OF CHICAGO, 1912-1917—OBSERVATIONS AND EXPERIENCES

By J. C. M. HANSON, Associate Director, *University of Chicago Libraries*

Whatever the writer may have to say on this occasion will be supplementary to his statements before the College and Reference Section, 1912, and printed in the A. L. A. Bulletin, Conference number, of that year.

There is little to add to the summary then outlined. One who has for six years been struggling with unsatisfactory conditions resulting from twenty years of unrestricted development of departmental

libraries without adequate coördination, supervision, equipment or force, may be in some danger of emphasizing the disadvantages of the system rather than the reverse. Among the more serious drawbacks may be noted the following: Necessarily inadequate catalogs supplied for departmental libraries; lack of reference books, and in general, insufficient help and equipment, usually a necessary accompaniment of extreme decentralization. The in-

creasing difficulties of administration, the greater expenditure of money without commensurate returns where many and extensive departmental libraries must be maintained, represent obvious additional weaknesses.

The loss to departments disposed to rely almost entirely on their departmental libraries, in not having access to the catalogs and reference collections of the general library, naturally increases in proportion as these catalogs and collections are developed and perfected.

In this connection the writer may as well state at the outset that he has not so far been able to discover any specific which will influence the professor, accustomed for the better part of a generation to work only in his department, toward utilizing the resources of the central library. The same holds true in general also of students. Occasionally, of late, graduate students from certain departments have discovered that there is something for them also in the general library building. A steady increase has been noted in the number of applications for stack permits coming from such students. Perhaps this is an indication that the members of the departments are gradually awakening to the fact that the central library may after all have something to offer which shall merit an occasional visit, and that this may in time produce a more general appreciation of the advantages offered by a large general collection adequately cataloged and classified, reasonably well administered, and with a somewhat modern library equipment.

The writer begs to call attention to a report on the departmental library conditions at the University of Chicago now being printed. This report is in the main the result of investigation and study of the problems by a subcommittee of the library board, consisting of Professor Manly, head of the English Department, Professor Parker, of the School of Education, and the undersigned, representing the University Libraries and acting as

secretary of the committee and the editor of its report.

The main part of the publication referred to is based on a questionnaire addressed to twenty-five American university libraries, of which twenty-four responded. The report, which will be distributed freely to those interested, will give a better idea of the conditions of the departmental libraries at The University of Chicago, and to some extent also in the universities responding, than any statement which might be presented here. Reference to existing conditions will therefore, for the most part, be omitted from the present paper; so also discussion of the general history of departmental book collections, and the theories and ideas underlying their development.

The questions put to the twenty-five university libraries cover the following points:

1. Number of departmental libraries, and the number of volumes in each or all of them.
2. Control of assignment of books to such libraries.
3. Distribution of book funds by department or subject.
4. Regulations governing withdrawal of books from the general library for the use of a departmental library, also transfer of books from one library to another.
5. Return of books withdrawn for use of a departmental library.
6. Method of paying for books ordered by a department outside of its own field of study.
7. Location of books ordered by a department outside of its field of study.
8. Separation of the different editions of the same work, or the various parts or series of the same set or publication.
9. Limitations as to size of a departmental library.
10. Admission to departmental libraries.
11. Representation of books in departmental libraries in the catalogs of the general library.
12. Classification of departmental libraries.

13. Supervision and staff.

A summary of the answers received gives the following results:

1. Of twenty-four libraries responding, the great majority hold the bulk of their books in the general library, only small, selected collections being kept in departments. In addition to the University of Chicago, Johns Hopkins, Illinois, Indiana and Texas seem to have the major part of their book resources distributed to departments. While Columbia and Harvard house in departmental or professional libraries 200,000 and 350,000 volumes respectively, more than two-thirds of their collections remain in the general library.

2. In the majority of libraries the assignment of books to departmental libraries is under control of the librarian, usually working in connection with the library committee or library council.

3. The division and allotment of book funds is usually under central control—in most cases of a library committee of which the librarian may be chairman or secretary. The funds are allotted by subjects rather than by departments. In some universities, e. g. Iowa and Nebraska, there is no division either by subjects or departments, the understanding being that each department submits orders for all books wanted, purchases being made as far as the funds permit, care always being taken that the expenditure for any one department does not reach an unreasonable amount. In addition to Chicago, Indiana and Texas seem to be the universities in which distribution by departments is still favored.

4. Withdrawal of books from general library for use of departments, and transfers from one department to another, are usually arranged by the librarian in consultation with the department concerned, the library committee being called upon to settle difficult cases.

5. Books are usually returned to the general library when not much used, the matter being arranged by the librarian in consultation with the department. There seems to be no definite rule as to the time for return of books loaned to departments. Presumably, if not called for by other departments or individuals, they are allowed to remain in the departmental library for an indefinite period. In a few instances, books are returned to the general library once a year.

6. The cost of a book is usually charged against the department which orders it, or against the subject covered by the book,

unless there is a special fund for the subject or department. Most answers indicate that the department which orders pays, provided always that there is a departmental book fund.

7. The fact that a book is purchased on recommendation of a department and paid for out of its appropriation does not, in a majority of libraries, decide the location of the book. Such books are, when of general interest, usually shelved in the general library.

8. Different editions of the same book and different books on exactly the same subject or the same phase of the same subject are usually kept together in one library, exceptions being few and the separation in these cases usually temporary. Sets of the same periodical or of the proceedings and transactions of the same society are not separated.

9. Space and funds available usually determine the size of the departmental library. In one case the limit is reported as 200 volumes; in others, there is a general regulation that the collections in departments shall be limited strictly to working books; in still others, the size is regulated by the library committee, the librarian and the president.

10. Access is usually free to all students without distinction. In some cases it is granted only to graduate students; in others, to graduate students of the department and to all members of the faculty. In some cases, the librarian issues cards to individuals. Again, the matter may be arranged with the department concerned.

11-12. The aim is in general to have all books in departmental libraries represented in all catalogs of the general library and to have a uniform system of classification for all libraries.

13. The largest and most important departmental libraries usually have regular trained assistants. The others are looked after by members of the faculty, the secretary of the head of the department, or by student help, as the case may be.

After careful study of the answers and such other material as came to hand, the subcommittee formulated a series of recommendations which, after much discussion and rather severe handling by the rest of the board, were finally trimmed down into a number of general recommendations and specific resolutions duly adopted and incorporated in the Rules and Regulations of the Libraries, printed in

LOUISVILLE CONFERENCE

April, 1917. A copy of these rules will be sent to anyone interested.

The resolutions emphasize the following points:

1. All the libraries of the university constitute the University Libraries, under the general administration of the director.

2. The departmental libraries contain books especially needed in connection with the work of investigation and instruction of a particular department, group of departments, school or college of the university. In case of difference of opinion the field of each departmental library is defined by the library board. Libraries which require books outside their special field use the general library or other departmental libraries and do not attempt the development of a general library. The collections of such libraries are confined to the subjects determined upon, and such reference books as are needed frequently enough to warrant their duplication. Any departmental library may borrow books from the general library and from other departmental libraries as needed.

3. All books in all libraries of the university are the property of the university and belong to the University Libraries. Books acquired by gift or exchange are assigned by the director to the general library or to a departmental library, subject, in the case of gifts, to the conditions under which they have been accepted from the donor. Appeal may be made from the decision of the director to the board of libraries.

(a) All books belonging to the libraries are as far as practicable located where they are likely to be of most service, whether in the general library or in a departmental library.

(b) Books of interest to several departments, by whatever departments recommended or to whatever account charged, are assigned by the director to the general library or other library in which it is judged that they will be of the greatest service. The department that has recommended the purchase is notified of the location of the book, provided it is assigned to another library. When cataloged, a printed or multigraphed card is supplied for the library of the department which has recommended the purchase. In no case of such diversion of a new book to a library other than the one from which the order came is the cost of the book charged against the appropriation of the department originally ordering it, unless by agreement of that department.

(c) The first or only set of a given

periodical, or of the reports, proceedings, or transactions of a society, institution, or government office, is not in general divided between libraries, but, after consultation with the libraries concerned, assigned as a whole to that library in which it is judged that it will be of the greatest service. In cases in which broken sets already exist, the director has authority to locate them in the general library or other library in which they are likely to be of the greatest service. Appeal from the director's decision may be made to the board of libraries.

(d) Duplicates may be located in different libraries according to need. Different editions of the same book, different lives of the same individual, etc., are as far as possible shelved together. Only in special cases to be decided by the director may lives of the same person or different editions of the same book be separated.

(e) Books no longer needed in a departmental library are returned to the general library.

(f) Books are temporarily transferred from one library to another on agreement of the representatives of the libraries immediately concerned, and approved by the director, and charged as in the case of other loans.

Distribution of book funds by subject rather than by department, urged by the subcommittee, was not adopted.

What more perhaps than any action of the library board has tended to improve conditions somewhat is the fact that the departments of the Historical Group and of Philosophy, and the Modern Languages, are now housed in the same building with the general library. As the collections of these departments have been gradually recataloged and reclassified, there has come to pass a merging of their book resources which has tended to enlarge the number of subjects with which their students come into contact during their researches in the library.

Unfortunately, the main library building is too small even for the collections which it now contains. Some day History and the Modern Languages, perhaps also Philosophy, will move into adjoining buildings of their own. Connecting with these buildings, and with the general library, will be that of the Classic and Oriental departments already erected, also the new

building planned for the Divinity School. Whether the departmental spirit of seclusion and exclusion will tend to reassert itself under these new conditions remains to be seen. It is hoped that the reorganization of the library, now under way, will by that time have advanced far enough to demonstrate the usefulness of having the book resources of a given subject in one place, not scattered about in eight or nine different buildings or libraries as was the case, for instance, with books on the fine arts, under the old order.

One department likely to remain outside of the group here referred to is Geography. If that department were included, it would be possible to look forward to a somewhat homogeneous development of libraries, at any rate for the departments which constitute the so-called humanities. Including as it does economic, historical, military, commercial, mathematical and scientific geography, economic and natural resources, commerce, agriculture, history, description, social life and the like, the separation of this library from the above group is likely to give trouble and lead to extensive duplication.

The experience of the University of Chicago since 1911 points to the fact that departments whose collections are brought together in the same building are likely to favor a consolidation of all the resources on the same subject, provided always that an orderly system of classification and cataloging is applied in a reasonably scholarly and scientific manner. In other words, no department whose library has so far been recataloged and merged with that of other departments and the general library is likely, after a year's test of the new plan, to look with favor on a return to the old order. On the other hand, departments located in other buildings, even though the distance from the central library may be less than a hundred feet, show as yet little tendency to recede from the position held for so many years. Only in isolated cases have such departments expressed a willingness to have books pur-

chased for their departments, but on subjects obviously outside of their special field, located in the general library building.

The writer is, however, inclined to view the situation with considerable optimism. He feels that there cannot fail to be a gradual change of heart on the part of many departments. The spirit of the times calls for coöperation, coördination and correlation of resources, economy and efficiency of management, and the best possible results for the least expenditure of money. No one can deny that the development and upkeep of separate libraries, covering almost identically the same field of knowledge, in different buildings barely a stone's throw apart, means greater cost and less efficiency than where such collections are merged into one. It represents a situation, the continuance of which is not likely to be looked upon with favor by university administrators who have noted the tendency of the times and have come to see the importance of a strong central library.

In Washington, the Federal Government has long recognized the fact that libraries of government departments and offices must rely on the Library of Congress or other departmental libraries for most of the material outside of their own individual fields of investigation, and this in spite of the fact that they are in many instances located two miles or more away from the Library of Congress or other libraries likely to be of assistance. Similarly, the various sections and departments of a large city government do not to-day attempt the development each of its own separate bureau of legislative experts. The wisdom of centralization and coördination of library resources on the same or related subjects is so obvious to the experienced librarian, that it seems almost unnecessary to devote time to it at a conference like the present one.

To illustrate the possible saving through centralization, it may not be out of place to cite here a concrete example from the

reorganization now being carried out at the University of Chicago.

Under the old order, the Historical Group library, numbering in 1911 about 59,000 volumes, had a staff consisting of four regular assistants on full time, the salaries ranging from \$50 to \$70 per month, and in addition, a large number of student assistants working on part time, usually ten hours a week. In 1917, with the Historical Group library fully reclassified and recataloged, and merged with that of the general library, and in part also with that of the Modern Languages, Philosophy and Education, a conservative estimate places the bound volumes standing under subjects properly belonging to this Group at 130,000, and in addition an unknown number of pamphlets. While the number of volumes has therefore more than doubled, one attendant at a salary of \$45 per month handles the delivery desk and reading room of this group with reasonable efficiency. Of the former assistants, two are now on the staff of the general library, and two have resigned. The explanation of this reduction in force is of course that the staff of the general library has been able to take over the cataloging, classification and shelving of the books obtained for these departments, and also a considerable part of the reference work. It is no doubt true that hundreds of volumes on art, literature, law and similar subjects, originally purchased for the Historical Group library, have been detached from its collections and placed with their proper subjects in other parts of the building; but these losses have been made up several times over by additions, mainly from the general library, of books on history, geography, and the social sciences. No one can deny that all this has meant a great increase in the working efficiency of the group, and I dare say that there is no member of the faculties of these departments who would now vote for a return to the old system, were that possible. There is no reason to suppose that other groups or departments which in turn may have to

undergo the same experience as History will not, on emerging from the ordeal, find themselves similarly benefited.

The writer has been informed that his criticism in 1912 of certain features of departmental libraries as developed at the University of Chicago has led some to think that he was opposed to all departmental libraries. Nothing could be farther from the truth. In his opinion, departmental collections, larger or smaller, according to the needs and conditions governing each particular case, have come to stay. Especially in large universities, where distances from one department to another, or between the department and the general library, are sometimes sufficient to render the use of a central collection difficult, and particularly where the books needed in the department are not likely to duplicate or overlap with those required by other departments, it is no doubt right and proper that a departmental library should be established and maintained. It may likewise be granted that in such cases the departmental library should be given some latitude and freedom of development. Where, on the other hand, only a scant hundred feet separates the departmental building from the general library, and particularly where work of the department is in fields likely to overlap or parallel those of other departments, the situation becomes quite different. The writer grants that even here there should be a reference library and reading room, provided always that the university can stand the expense, the reference books in this case, however, to consist largely of duplicate copies of books already in the possession of the general library. To permit such a department to build up a library of from 10,000 to 50,000 volumes or more, can be justified solely on the ground that the subjects taught in the department will not require the removal or detachment from the general library of large numbers of books wanted also by other departments. It may be permitted, for instance, for a divinity library to have in its departmental building the main col-

lections of books dealing with religion and theology, or even in certain cases books on the description and history of countries or sections of paramount interest to the missionary student; but to allow the same library to build up also large collections on general history, sociology, ethics, education, philology and literature, when there are far better libraries on these subjects within fifty yards of the Divinity building, the latter perhaps, as at the University of Chicago, connecting directly with the general library building, seems utterly wasteful and indefensible. It represents an expenditure of funds wholly unwarranted by the slight advantage of convenience to a small group of instructors and students, an advantage which is moreover largely offset by the distinct loss to these same students in not being brought into contact with and not learning to utilize the larger and more comprehensive collections in the general library. Naturally there is also to be reckoned the loss to other students caused by the withdrawal from the general library of sections of books which might reasonably be looked for in that library rather than in a department.

These arguments for centralization of book resources on the same or related subjects will usually appeal to the university administrator, provided always that they are backed up by clear and definite proofs, which show a distinct saving of money, provided also that the traditions of independence and solidarity of departments have not become so deeply rooted that attempts at forcing a change are likely to cause unpleasant feelings among members of departments most directly affected.

It is unfortunately not always an easy matter to demonstrate to busy men, not specialists in library administration, that centralization really represents a saving. Often the departmental libraries have been built up and administered by student help, without trained or salaried assistants, cataloging, shelving and binding expenses having been cut to the lowest possible

minimum. When such collections are taken over for the purpose of reorganization on modern and stable lines by a professional force, the cost of administration is at first likely to rise. Moreover, the administrator may not readily see that it is infinitely more difficult to reorganize such a library than to deal with an entirely new collection of equal size.

Basing his remarks in part on his experiences in connection with the reorganization on which he has been engaged for the last five years the writer will call attention to a few of the results likely to obtain, whenever large departmental collections are permitted to develop somewhat independently, without adequate help or experienced supervision.

The reclassification and recataloging of such departmental libraries, and the necessary investigation into the somewhat varied collections of books brought together during the several years of their existence, are sure to reveal conditions which it is believed are likely to be repeated whenever departmental libraries are built up under similar conditions.

Even where such libraries have adopted for their catalogs cards of the so-called international size, three by five inches, the cataloging is pretty sure to have been carried on for the most part by students without experience, working without supervision or general control and with no special attempt at coördination of the results. As may be expected, the catalogs will be found so defective as to render them practically useless in connection with a possible reorganization. As for classification, some libraries may have adopted, say the decimal classification without any modification, using perhaps one of the older editions. Other libraries may have modified the "decimal" to suit their individual needs, and while in many respects the modification may represent an improvement on the original, the fact that the numbers have been given a totally different meaning from that of the regular classification will make it difficult to utilize the "Decimal" in the reorganization. Other libraries, again

will have adopted a letter or letters to designate classes, but without consulting other libraries also using letters, the result being that the same letter may stand for Political Economy in one department, for Mineralogy in another.

In the purchase of books there will be evident lack of coöperation, several libraries developing collections of books on the same subjects without any effective check on duplication.

Sets of the same periodicals may be taken by different libraries without assurance of a complete set except through consolidation of two or three of them. Systematic efforts to fill gaps or even to keep up current sets are sure to be lacking. Publications of societies and institutions, reports of government departments and bureaus will be found to be incomplete. Lives of the same individual by different authors will turn up in three to four different libraries, various editions of the same book in different departments.

Books have often been permitted to accumulate without being bound or cataloged, the result being that signatures, title-pages, indexes, entire parts or numbers and even volumes, are lost. Libraries have outgrown their quarters, leading to methods of shelving and storage which must cause damage to the books.

Owing to the large number of libraries requiring separate reading rooms, attendants and equipment, the funds appropriated may not have been sufficient to go around, the result being employment of inadequate and inexperienced help, inferior and insufficient equipment, and consequently inefficient service.

One of the most serious aspects of the situation will, however, be the difficulty under existing conditions, first of finding what material may be available on a given subject, and finally of bringing that material together for the use of a given student or body of students.

The departments, while realizing, no doubt, the need of some reorganization and readjustments, will, at least in some cases,

be rather reluctant to give up anything purchased on their appropriations or once installed as part of their libraries. Particularly the scientific departments are prone to look on their libraries as quite as necessary for their work as laboratories and similar equipment, and are opposed to the removal of any considerable section of them to the general library.

No doubt all the departments may have begun their work with a general understanding that purchases were to be kept within certain limits, e. g. History to develop history, not agriculture and art, etc. Without a strong central check the departments, however, are likely to buy in general what an instructor in the department has occasion to refer to in connection with his classes or lectures, the only real check being the limits of the departmental book appropriation.

To the experienced librarian it may seem clear enough that the mistakes involved in the building of department libraries in the manner here indicated are twofold, first, the development of departmental libraries by inexperienced and insufficient help prior to the institution of a strong central library; second, giving the departments a free hand and not appointing a competent body to act as a check on purchases. In other words, the mistakes made are not likely to be repeated. At the same time, it seems to the writer, by no means unlikely that there is danger of a similar situation resulting whenever a university has on its faculty aggressive and ambitious heads of departments not familiar with the technical side of library administration, men who have difficulty, therefore, in seeing any danger in the acquisition by their particular library of publications which, strictly speaking, are either too general for a departmental library, or touch the field of some other department rather than their own. The natural tendency is to give in to a strong and emphatic demand that such exceptions be made, and when the door has once been opened, it is difficult to refuse a second

and a third request. The result is that in the course of twenty or thirty years we have a departmental library whose chief strength is as yet, no doubt, represented by the subject for which the department stands, but which has gradually branched out also into other subjects until it is more and more usurping the functions of the general library.

With this branching out has come the unavoidable demand for additional funds for books, for equipment and force, for space in which to house its collections. With ten to twenty departments all engaged in healthy rivalry, it is not difficult to see that expenditures for books and libraries are under such circumstances likely to rise to a point where the authorities must call a halt. With retrenchments in the appropriations come various questionable economies of administration, some of which have been incidentally alluded to above. Experience shows that the department is loath to cut down its purchases. It prefers to economize by omitting the binding of books, by hiring cheaper help and adding cheaper equipment, the inevitable result of which is loss of books, deterioration in service and a general lowering of efficiency.

Having pointed out the dangers of independent development of departmental libraries, it may be in order to consider the practical working out of various attempts at coördination of the libraries and their administration by central authority.

The Prussian universities were the first to take up in some systematic manner the relations of the central and the departmental libraries. Among the German university librarians who have contributed to the discussion is Dr. Milkau, director of the University Library at Breslau. In his opinion, the final solution lies in setting a definite limit to the number of volumes which a departmental library can have on its shelves. Some such arbitrary rule as this may be possible of application in a German university under government control. Whether departmental heads in American universities could be persuaded

to abide by a similar ruling would probably depend not a little on tradition or the habits of the particular university community. At best, one familiar with American character is likely to be a little skeptical as regards its successful enforcement.

Speaking, then, from the standpoint of the American university, it would seem better, at least for the present, not to attempt any arbitrary limitation of the development of a departmental library. Instead, efforts might be directed towards the coördination of their book resources. A uniform system of classification and catalogs is naturally one of the first essentials of such coördination; so also a clear demarcation of the field of knowledge and a specification of subjects allotted to a given department with clear indication of exceptions to be permitted.

How far may a library duplicate its central catalog for the use of a department? Unfortunately, a full printed catalog, author and subject, kept up to date by frequent cumulative supplements, is today beyond the reach of even the wealthiest institution. Our reliance must, as a rule, be the card or manuscript catalog, and here again it is difficult to make the head of a department see the great difficulties connected with a duplication of the central catalog, or at any rate those sections of it likely to interest his particular department.

A number of American universities have tended towards the development of the departmental catalog by transfer to it of certain classes of entries previously added to the central catalog, e. g., analytical entries for collections and serial publications of particular interest to the department. In other words, a catalog of the departmental library is to be developed, to some extent at least, at the expense of the central or main catalog. This would seem to be a questionable policy. It means that the dispersion of the book resources is to be followed by the disruption also of the catalog, the last link, as it were, between the general library and the departments. The attitude of the librarian is

naturally favorable to the full and complete development of every catalog; but when this has to be accomplished at the expense of the central catalog, it becomes a question of policy to which most careful consideration must be given. To the writer it would seem of prime importance that there should be at least one place on the campus where information might be obtained in regard to all the book resources of the university, and the logical place for such a center should be the general library, rather than the departments.

Another point in the cataloging practice on which more light is needed, is the extent to which one can and should go in attempting to represent in the general catalog books located in the departments, and vice versa, how far entries for books in the general library or in another departmental library should be made to appear in the catalog of a particular department.

We may grant that a union catalog to contain at least one author or title entry for every book in departmental libraries is a desideratum or even a necessity; also that the proper place for this catalog is the general library. There may be differences of opinion, however, as regards the advisability of extending the scope of the catalog so as to include also subject entries for all books in the university. Furthermore, it is doubtful whether it will be found possible to carry over into a series of departmental catalogs much information about books in other libraries. It is no doubt a satisfaction to know that books on a given subject may be found in nearby libraries whence they can be brought within a reasonable time, but there are great difficulties connected with this plan. For instance, experience has shown that the public in consulting a catalog does not readily distinguish between books located in departmental libraries and those found in the main library or vice versa, and as a result there is dissatisfaction. Then again, the expense involved in this wholesale duplication of cataloging records is

one of which only the few who have had practical experience with it can have any adequate idea.

Aside from actual duplication of records one must take into account the frequent change of location of books assigned to departments, and the consequent cost of recording these changes on the various entries in the central and departmental catalogs. Tests have shown that when many copies of the entry must be dealt with, the cost of this item alone runs from twenty-five to thirty-five cents per title. The alternative of omitting from the catalog entry all indication of the department in which the book is located and relying upon the charging card to furnish the information, has also its obvious drawbacks. In the library with which the writer is connected the plan so far followed has been to catalog in full a book located in a departmental library and indicate its location on author and subject cards in the public catalogs (both a dictionary and a classed catalog being in process of compilation). Although it is foreseen that the day may come when thousands of books will be turned back to the central library by departments pressed for space, it has not as yet seemed advisable to limit the number of entries in the main catalog or to omit note of location from all or a part of them.

Such then are some of the problems to be reckoned with in the expansion and increase of departmental libraries. Departments must and will have books. They cannot wait for buildings, catalogs, trained help or other essentials of sound library management. Nowhere, therefore, does it seem more important than in a large university, that there should be at the outset a central library strong enough to care for current accessions. Most, perhaps, all, university librarians agree in the main with Mr. Lyster's resolution before the Congress at Brussels in 1910,* which in free translation reads as follows:

*Congrès de Bruxelles, 1910. Actes, p. 724-726.

"It is not desirable to dismember a large general library and deprive it of one or more of its sections; a large general library resembles a university and differs from the small special library as does a university from a school of technology. Its usefulness is lost if it is dismembered."

At the same time we know that, as already stated in this paper, a large university must have its departmental libraries, consisting of larger or smaller collections of books, according to the needs of each particular case. The existence of this need, however, does not justify a department in proceeding to build its library as if this particular department and its library constituted the entire university, with no other library or department within a radius of a hundred miles.

While there are no doubt many, even among those here present, who believe that a strict adherence to the idea conveyed by Mr. Lyster's resolution—to permit no separation or detachment of any section of a university library from its regular place in the central building—would yield the best results for the least money, the demands of the teaching and research departments of our large universities are coming to be such that it would probably prove impossible for any institution, in the long run, to hold strictly to this principle. Theoretically it may well be the ideal towards which each university library should strive. No doubt all the books should as far as possible be classified and catalogued

as though parts of one single harmonious unit. In practice, however, some portion of them are likely to be loaned for definite or indefinite periods, to form more or less extensive departmental libraries.

Possibly mechanical or other technical devices may in time facilitate and simplify connection and communication between a distinct department and the central Library to such an extent that all the problems with which the present paper has endeavored to deal shall be solved; but until that has come to pass, the writer, knowing that the ideal—a large general library with strong departmental libraries consisting solely of duplicates, each library with its building, and up-to-date catalog—is impossible of attainment, would be highly pleased to see realized as a second choice, a large central library from which books may be borrowed for longer or shorter periods to supply the more urgent needs of a department. A third alternative which might be mentioned would call for the second plan, but with the privilege of loan extended to include, especially in the case of certain scientific departments, also the main classes of books representing the subjects taught in these departments.

Whether the first plan, to which the system of the Clark University library most nearly approximates; the second or third, or some compromise between the three, is to be adopted, becomes an administrative matter to be settled by each university according to its lights and its means.

A PLAN FOR A CENSUS OF RESEARCH RESOURCES

BY CLEMENT W. ANDREWS, Librarian the John Crerar Library, Chicago

It is evident that the fact that a collection is called special by the library, possessing it, is no guarantee that it is of special value to a scholar. On the other hand, a list of these special collections is by no means exhaustive of any subject, for even if the holdings of all special libraries—for example, those of natural history so-

cieties and the medical societies—were listed, there would still remain those of the larger public libraries, the general reference libraries and above all, the libraries in Washington. The proposition I submit, therefore, is that a census be taken of all these resources, so that scholars may be able to ascertain all the places where con-

siderable amounts of material in their lines are to be found.

For this purpose some uniform method of estimating the size of the holdings should be agreed upon. The usual one of stating that a library contains so many volumes and so many pamphlets, as provided for by the rules of the A. L. A., is better than nothing, but it is not entirely satisfactory. Mr. Currier has pointed out that the older libraries have many volumes of bound pamphlets, the value of which is not adequately measured by the number of the volumes. On the other hand, the number of titles is also inadequate, because a collection may be rich in volumes of periodicals or other serials. Is there not wanted a term which will signify the total of pamphlets, whether bound or unbound, and bound volumes, except those made up of pamphlets? Would "pieces" be satisfactory? The name is not very important because the term would be defined in the beginning and only numbers given in the body of the work. A single number would be clearer to the users of the list than two or more, as well as more economical.

The arrangement should be a classed one. For instance, special collections on coleoptera should follow those on entomology and those again on zoology. With such an arrangement an index will refer to all the information available, whereas an alphabetized arrangement of the subjects would require many cross references and still not insure this comprehensiveness. Moreover, a considerable economy in printing and a

greater legibility of the page could be secured by varying the degree of division of the classes in accordance with the number of entries on them. For instance, under English drama, Shakespeare would of course be treated separately, but most of the minor dramatists would be included under the general heading, stating of course the name of the author or authors to which each collection is devoted.

The system of classification should be one in print and in fairly general use; in other words, either the Decimal or that of the Library of Congress.

It is not proposed to take a census of the library resources of the country, which indeed would be a formidable undertaking, but one of special research material. It would therefore take no account of moderate sized general collections containing few unusual books and so would exclude most of the holdings of most libraries and include all the holdings of very few, if any.

Many interesting and important details could be determined only by investigation and after careful consideration, but the object appears to me both desirable and feasible and I would suggest the appointment of a committee to take it up.

[In the discussion which followed a general approval of the plan was expressed. Several units in which the size of the collection could be stated were proposed, among them "titles" and "titles and numbers." One member of the section called attention to the desirability of giving the dates covered by the collection whenever these could be stated definitely.]

THE RETURN OF COOPERATIVE INDEXING

By E. C. RICHARDSON, *Librarian, Princeton University*

The huge increase in the output of books since the cheapening of printing and paper, together with the increasing tendency to produce in the form of collective monographs by various authors; periodicals, transactions, festschriften, and even

encyclopedias with long signed articles, make the matter of analytical cataloging, or whole-article indexing, one of the most urgent of library problems. Literature has become a labyrinth and the need of a clue to it imperative. The vast waste of

research time involved in the present situation, and the still vaster failure of research students to reach their material, has become intolerable.

Of course, it is not a new problem and attempts at its solution have been many. These may be distinguished into three main forms, (1) an analytical catalog of the contents of a library; (2) analytical whole-article indexes to a given class of periodicals or other polygraphic works; (3) special bibliographies containing analytical references to a given subject.

The catalogs of the Boston Athenaeum, Brooklyn Public Library and Peabody Institute are types of the analytical printed catalog of a general library, but the type is obsolete. If all American libraries of the size of these libraries should prepare and publish such catalogs, millions of dollars worth of purely duplicate cataloging would be involved. There is a certain tiny advantage in having a catalog which represents only books which can be found in a certain library, but it is an advantage gained at undue expense.

What is true of the printed analytical catalog is true also in part of the analytical card catalog. Individual analysis of periodicals and transactions is now rare, but there are still sporadic attempts even at this, sometimes from mere lack of judgment and sometimes from despair over the lack of general indexes. This is most true of very specialized collections where the index need is most felt. In the larger libraries it has become not only a matter of clerical expense but of overloading the card catalog. A few libraries still dare to include A. L. A. cards, but most libraries are bent on weeding analyticals rather than multiplying them. Many libraries practically eliminate from their catalogs all periodical, transaction and encyclopedia references, but most continue the analysis of non-serial polygraphy and the duplicate cost which results from the independent analyzing of tens of thousands of sets is something tremendous. The temptation to this cataloging extravagance comes from the inexhaustive and un-

systematic character of existing bibliographical aids and the paucity of whole-article indexes.

It cannot be denied that the help of the bibliographies is very great. Works such as those of Chevalier, Potheast and other historical handbooks, the "Index medicus," the "Catalog of scientific literature," and so on, are incredible time savers, but they are far from covering the whole field systematically.

Whatever may be true from the standpoint of special students as to bibliographies, the ideal solution of the polygraphy problem from the library standpoint (i. e., the greatest good of the greatest number of students and of those who make bibliographies for these special students), is the whole-article index, exhaustive as to each work included.

Like the bibliography, the whole-article index does not show that a given title is in a particular library, but on the other hand it has two by-products of value, (1) it shows the purchase department of a library what is lacking and (2) in these days of inter-library lending and joint lists, it shows that an article can be found in other libraries and perhaps in what libraries. Therefore librarians will pretty generally agree that the right solution of the huge problem of modern polygraphic literature is the exhaustive, analytical, whole-article index.

It is generally agreed also that the ideal form for such indexes is triple—author, alphabetical subject and classed. There is still discussion as to the relative merits of alphabetical subject and classed for various kinds of use, in case one form only can be had, but there is no dispute as to the ideal. It is quite generally agreed too that the alphabetical subject index is the most practical and most fruitful first aid. The problem is chiefly how to get enough of it.

The modern history of practical whole-article indexing begins with the index to periodicals by Poole, first alone and then by co-operation. It is true that there were whole-article indexes before his day, but

he began the modern era. Poole's was an alphabetical subject whole-article index, printed in pages, forming a book, sold at a uniform price. It was an index of general periodicals, shading from the popular to the semi-professional, but distinctly not an index to research periodicals, and including only periodicals in English. Begun as an individual enterprise, it outgrew the powers of one man and coöperation was then introduced successfully, thanks largely to the indefatigable editing of Mr. Fletcher.

For many years the Poole compilation was conducted on the coöperative basis. Many of us contended all along that this was only a makeshift, and necessarily a makeshift. The best coöperation, we said, was not voluntary, but from an organized and paid clerical force.

Alongside indexes to general periodicals, there have appeared a number of special indexes; indexes to law periodicals, to scientific periodicals, to religious periodicals, etc. Some of these have been in the alphabetical form, some classified, some page-printed, others printed on cards, some voluntary and some commercial.

When "Poole's index" graduated into the "Cumulative Index," it seemed that the principle of indexing on the ordinary commercial basis of book production and purchase had won out. The principle of voluntary coöperation had, it seemed, been finally merged in a proper business system. The problem was, however, no sooner solved than it reappeared. More periodicals were wanted, and the commercial publishers devised a service charge in proportion to the number of periodicals taken by a given library and included in the list. The method was plausible but there was an instinctive resentment of it. The idea that one library should pay \$250 for a book which another library could get for \$10, seemed *prima facie*, unfair. The publishers, however, were convinced of its reasonableness. Why should not a library which has twenty-five times as many periodicals pay twenty-five times as much for indexing? It would cost

this library twenty-five times as much as the other if it were to index for itself. Why not pay for service? However, it is evident that very many of the small libraries use this index, not merely as a guide to the contents of their own periodicals, but as a bibliographical guide to their readers who find the periodicals where they can in other public libraries, naturally, and on the average, in the nearest big public library. It therefore serves the small library in many ways; it reduces the number of periodicals that it needs to take, it enables its natural constituents to get the major benefit from the other libraries.

On the other hand, the benefit of the large library is chiefly as a guide for its own natural constituents to its own collections. The service by it to the constituents of smaller libraries in remoter places is only an additional weight. However useful to the world and desirable on general principles, it is an additional pull on the particular administrative force of the library, which means, of course, on the funds available for indexing as well as other matters. It may, therefore, be argued that its use to the small library, or at least to a certain class of medium sized libraries, well situated as to other libraries, is certainly greater in proportion to size and general usefulness than the use to a larger library. This becomes an *a fortiori* matter for the hundreds of public libraries, large or small, in the suburbs of New York. The value of the "Cumulative index" to these libraries may conceivably be more for the use of New York collections than for their own collections.

Again and still more to the point is the fact that small libraries get 100 per cent service where large ones may get, perhaps, not more than 10 per cent. Every periodical in a small library is indexed. Further than this, the actual service rendered in a research library is, magazine for magazine, less than in the popular library.

On the whole the trouble seems to lie not so much in the principle of the service charge as in the fact that the "Index"

gives a thorough service to small libraries only.

The long and short of the matter seems to be that commercial indexing is strictly applicable only to the popular periodicals for the popular libraries—a few hundred at most. For the vastly greater problem of research libraries with their thousands of serials, other means must be devised.

Such means are twofold; endowment and coöperation. Undoubtedly the most consistent and economical results would be had from support such as the "Index medicus" and the "Catalog of scientific literature" have had, but the problem is growing more pressing to the research libraries every day and it would seem as if libraries would be forced to take up old fashioned coöperation again.

A very extensive experiment in this direction has been made through the A. L. A. periodical cards, which have been prepared coöperatively. Many of us have subscribed to these with joy as a great deal less than half a loaf, but much better than nothing. Even these, however, are now languishing.¹

The very suggestion of a return to coöperative methods raises again the question whether the best coöperation after all is not through money exchange rather than the barter of labor. Is the Wilson service system not perhaps, after all, sound in principle, however unjust in its applications?

Take the obvious, clean-cut matter of the analysis of current non-serial polygraphy. It seems clear enough that by a proper distribution of this material among the forty or fifty libraries which take the books every forty or fifty sets might be done one each by the libraries and all have results of this doing. Granted all the expenses of postage and editing, there is evidently a very wide margin of saving.

Take again the situation and unite with it the idea of which Dr. C. W. Andrews is so ardent a champion, that all new

books, imported or native, needed for research libraries and not to be cataloged by the Library of Congress, should be cataloged upon cards in New York, and we have the possibility of also analyzing these books there and paying a proportionate share of cost.

There is a very practical psychological difficulty at this point in getting trustees to put up advance cash for such an enterprise. It is something like a service charge in this respect, but the proposition is a clear one and it might be possible to work it on this or some combination of a more commercial character. It might be possible, for example, for a number of libraries to guarantee the cost of publication, or guarantee the sale of a certain number of copies, copies themselves being sold however, at a uniform price to all. If the work were organized to be done, say by the Wilson Company itself, since it is in New York, they might either take it up as a simple matter of printing and publishing after the material contributed by various libraries and edited was ready for the press, or they might undertake also the editing of the material, or they might undertake the analysis as well, in every event, however, on a guaranteed or a fixed volume price. An attempt might be made to get the support of some of the endowments for research and education, and if this failed it ought to be not only possible, but an obvious duty for the libraries to take up the matter definitely and to extend it not only to non-serial material, but also to periodicals and transactions, in fields not now cared for, and especially in the fields of history, language and the social sciences.

In the worst event, the forty or fifty libraries concerned in this matter can afford to return to the plain, old, Poole method for various definite large classes of books and should do so, unless in the near future, an "Index medicus" and "Surgeon General's catalog" can be provided for the other branches of learning.

The "Cumulative index" serves the pop-

¹Due of course to the war, which makes it impossible to secure the periodicals to be indexed.—EDITOR.

ular library admirably—it hardly touches the needs of research libraries. Efforts to mix the functions have resulted in small gain and much irritation. The need

is to distinguish and fill the research want as the popular need is now filled—and the only method in sight seems a return to Poole coöperation.

LIBRARY LEGISLATION

BY EDMUND L. CRAIG, *Trustee, Evansville (Ind.) Public Library*

The events of the immediate past have thrust upon the attention of all mankind the world-wide question of the education and enlightenment of the masses. When the czar of all the Russias is hurled from his throne in a night; when Spain's soldiery attempt to take upon themselves the adjustment of national affairs; when we see in action the great fighting machine which we are told the kaiser has taken years to build; when we are startled by the quick-moving events of a Sinn Fein rebellion; when, in fact, we hear of any of the events of world-wide importance, the news of which we have grown accustomed lately to expect with each issue of our daily paper, we unconsciously think of the masses back of these great movements, and the effect which the enlightenment or unenlightenment of these masses has and will have upon each particular movement, and upon the world at large.

We who believe "that all power is inherent in the people; and that all free governments are, and of right ought to be, founded on their authority, and instituted for their peace, safety and well-being," are of course elated at the democratic tendency of the times, but on the other hand for some of the nations we can only hope that the enlightened leaders may succeed in steering the ship of state through these turbulent times without disaster.

As trustees we are entrusted with this enlightenment of the people through the agency of the public library, and we are certainly blind to the world of affairs if the crises through which the nations are

passing have not brought us to a full realization of the supreme importance of our work and the necessity for its early extension to every unit of society.

If knowledge is essential to the preservation of a free government, any means by which learning can be generally diffused should have the unqualified support of every believer in true democracy. That public libraries furnish one of the potent means of enlightening the people has been recognized by the law making body of every state in the union.

We were told last year by Mr. Brett, that the several states in forming a federal Union retained the right and duty of educating the people. In fulfilling this duty the state necessarily passes laws. The question of what is the most efficient library legislation, and the more practical question of how to obtain such legislation, has engaged the thought of the best minds in the library field. Every side and phase of the question has been studied and discussed and I cannot hope to add anything new, other than some personal observations based upon the working of our Indiana law, in the hope that they may be of assistance to some while we are waiting for the model law to crystallize.

In the excellent address by Mr. Hicks before the Ashbury Park Conference last year, he stated that in only one state, Michigan, do we find a definite constitutional provision concerning public libraries. While the word "library" is not found in our Indiana constitution we have a provision therein, which our supreme

court says is a sufficient provision for a public library system.

The Indiana general library law provides that three members of the library board shall be appointed by the judge of the circuit court, two by the common council, and two by the school board, and to the board thus appointed is delegated the power of levying a tax for library purposes.

In 1903 our legislature passed a law which in its legal aspects coincides with our present general library law. A case testing the constitutionality of this law reached the Supreme Court in 1906. The principal contention was that the law is unconstitutional for the reason that it involves an unlawful delegation of the power of taxation, in that it authorizes the appointees of the common council to exercise such authority. The opinion upholding the law, based the court's decision on a previous decision upholding the school law.

If our law-making bodies are not expressly denied the right in their respective constitutions, it seems the power to levy the library tax may be delegated to the library board. I feel that this is highly to be desired and I am quite sure that no one who has ever been connected with a library where the library board levied the tax, is anxious to try any other plan. The library board is better informed in regard to library matters than any other tax levying unit; they serve without pay and are, therefore, not financially interested; if the board is appointed as in our state they are as nearly out of politics as can well be, and the political fortunes of the local unit does not affect their action.

Our local school boards levy the school tax and our school system is an acknowledged success. If the library tax is levied by the library board I feel that a number of the librarian's troubles will be minimized, if not ended. The terror will be removed from budget making, we will no longer fear that the minimums of our state law will also be made maximums, and a reasonable amount will always be

available for library purposes. In this connection, however, I feel that we trustees who have the tax levying power should study carefully local and general conditions as they affect our trust and not allow our enthusiasm for library affairs to warp our judgment. In my opinion no library tax should be levied which does not meet the approval of the thinking people of the community. Their approval is necessary to the success of our work.

Of the making of laws there is no end. By a careful examination of our Indiana Statutes in 1914 I found in the books twenty-eight distinct acts relating to public libraries. Seven of these were special —applying only to some particular city or town. If we are to have more legislation, and I feel that such is necessary, let one law be passed providing for a public library system and leaving to the local units the working out of the minor details as applied to their particular situation. It would be at least impracticable for the legislatures to do more than provide by law for a general and uniform system of public libraries.

Inasmuch as the public library is a part of our educational system I feel that any general library law should provide for the co-operation of our libraries with our schools. Our Indiana law provides that two members of the library board shall be appointed by the school board and we find that this provision of the law works out very satisfactorily. The closer the relation between the schools and the library, the management of each remaining separate and distinct, the easier it will be to secure the confidence and support of the people.

Another thing much to be desired in library administration is the removal of the library board as far as possible from political control. If this can be accomplished in the general library law of the state the success of that state's library system is assured. Just in proportion as the library is affected by politics is its efficiency destroyed.

While in my opinion women are a neces-

sary part of every library board, I do not believe it necessary or desirable that the library law should indicate the sex of those who are to compose the local boards. A few years ago it was thought necessary to write into the laws that a certain number of the members of the board must be women. I know of several communities where this law is being violated. A few years hence some of us men may think it necessary to provide by law that a part of the board must be of the male persuasion. It seems to me that this is one of the questions which can best be handled by each particular unit as its problems arise, and that mentioning the question in a general law is unduly emphasizing a matter that is rapidly adjusting itself.

We of the library world are striving to have the public library given equal recognition with the public school as an educational factor. If our hope is to be realized the public librarian must take her place alongside the public school teacher and with her enjoy the confidence of her patrons. Until the librarian is licensed by the state I do not believe this possible, and for this reason a board of examiners should be provided by law, and all librarians, in libraries receiving over a certain fixed income, should be required to hold a certificate of qualifications. By beginning with the larger libraries we can gradually reach the desired ideal.

One of these days the resources of our Carnegies may become exhausted, or be withdrawn, or, for other reasons, it may be desired to build library buildings where the maximum tax will not allow. If a provision is contained in the library law allowing the levying board, with the consent of the city council, town board or board of county commissioners, as the case may be, to issue bonds for building purposes, it

may furnish a way out of this difficulty. Finally, it is very desirable, inasmuch as library support is mainly derived from taxation, that the treasurer of the city, town, county or other tax receiving unit shall be ex officio treasurer of the library board. He can be made liable under his official bond for the library funds, and required to keep such funds separate from other funds. This relieves the library board of the handling of funds and is otherwise desirable. Inasmuch as such treasurer is an official of the political unit which he serves, the general library law should make provision for his being a member of the local library board.

In conclusion, let me say that in my opinion the work of obtaining proper library legislation is resting primarily upon the shoulders of the library trustee. He is a citizen of the state and resident of the community which he serves. He is in touch with his neighbors who are sent to the state capital to make the laws. In most instances he is identified with the political and governmental affairs of his state. The librarian, to be sure, can assist in building up sentiment and obtaining the good will of his patrons for his library, but he is not in the law making business. When the library trustees of the country become thoroughly aroused to the importance and necessity of their work, when they, through interchange of ideas at meetings of their state associations, become acquainted with the problems and needs of every part of their commonwealth, then, and not until then, will proper library legislation be put upon our statute books; then, and not until then will the public library be recognized, along with the public school, as one of the two great coördinate systems working for the enlightenment of mankind.

SHOULD LIBRARIES BE UNDER THE GENERAL CIVIL SERVICE OF THE STATE, OR HAVE A SEPARATE CIVIL SERVICE ORGANIZATION?*

By W. DAWSON JOHNSTON, *Librarian, St. Paul Public Library*

The form of this question indicates that the only alternative to control of libraries by the general civil service of the state is control by a separate civil service organization.

There is at present a state civil service commission in only ten out of forty-eight states, and in only one of these states (New Jersey) has the commission assumed responsibility for civil service conditions in libraries other than state libraries. In only one state, California, has an effort been made by state library authorities to provide for the certification of libraries. Under these conditions both civil service reformers and those most interested in libraries are bound to believe that much remains to be done in the direction of standardizing library service. The only question is who should do it, and how should it be done? The ordinary civil service commission does not realize that the librarian can be of assistance to him; the majority of library boards and librarians are similarly slow to seek the assistance of civil service authorities in the selection of the clerical and building staff of the library.

The attitude of indifference to those to be served on the part of civil service authorities is well illustrated in New Jersey, where despite the dissatisfaction of librarians with the civil service conditions, a state investigation committee appointed in 1916 made no recommendations whatever affecting libraries, either from ignorance of the feeling of librarians or from inability to discover ways and means of improving the state civil service.

The attitude of librarians toward civil service authorities, on the other hand, has been shown in Washington, where librarians secured exemption for libraries from

the civil service law; and in Ohio and Massachusetts, where they defeated efforts of the civil service authorities to extend their service to libraries.

That relations of a very different kind are not only desirable but possible is shown by the activity of the Wisconsin civil service commission, which, through its educational and welfare service, and in co-operation with the state library commission, recently provided for a series of six conferences of departmental librarians. The discussions were led by officers of the library commission who had visited the different state departments and noted conditions.

The possibility of more helpful relations is shown also in the history of the civil service reform movement itself, which has passed through a negative stage aimed at keeping undesirables out of the service, into a positive stage directed toward raising standards and promoting efficiency.

The latter movement was inaugurated in 1908 by the organization of the National Assembly of Civil Service Commissions.

An important and significant step forward in the work of this assembly was the appointment in 1915 of a committee on Co-operation among commissioners on examination standards, which committee, in 1916, suggested the assignment of not more than two examination subjects at most, to sub-committees or to various civil service commissions for special investigation and study, and recommended that the results be made available to all civil service commissions through a Topic committee on examination standards.

In view of the unhappy condition of a number of libraries under civil service control, the desire of progressive civil service authorities to improve the civil service, and the movement among librarians to standardize library service, is it not de-

*Abstract.

sirable that there should be agreement between civil service and library authorities with regard to the application of civil service principles to library administration, and particularly agreement upon the following questions?

(1) Should not civil service principles be applied to the selection of civil service officials, especially examiners, and if not, why not? Some of the opposition to the extension of civil service among libraries arises from the fact that some civil service commissioners are simply political appointees and some from the fact that general examiners are not only unable to give any but general examinations, but are sometimes unable even to recognize this limitation. If there are any reasons why civil service officials should be exempt from the rules governing other public officials they should be made known.

(2) Should not the service of different civil service commissions be coöordinated and examinations standardized? There is much distrust of civil service administration due to the failure of civil authorities to agree among themselves as to the proper classification of the service and the proper standards of examination. This lack of mutual confidence among civil service authorities begets lack of confidence among those whom it is their desire to serve. There can be little hope of greater respect for the decisions of civil service officials until they have greater respect for their own decisions.

(3) Should not civil service commissions coöperate with other professional

bodies in the elevation and maintenance of professional standards? There may well be lack of confidence in the local civil service examiner on the part of the librarian or other expert, and the local examiner may in turn distrust the local librarian, but between state and national organizations representing civil service authorities on the one hand and library authorities on the other there should be coöperation, and, indeed, must be if substantial progress is to be made.

(4) Ought we not to recognize the impossibility of always securing the best candidates through formal examinations? The best that such an examination can do, even when personality and experience are carefully rated, is to eliminate the least capable; it must be left to the appointing officer to determine who of those certified is best fitted for a particular position.

I hope that the time will come when there may be agreement between the National Assembly of Civil Service Commissions and the American Library Association with regard to these and all other points in which civil service and library authorities have a common interest.

In the meantime we can only seek for the improvement of civil service conditions in those few states in which civil service has already been extended to libraries, and endeavor to organize library civil service or provide for the certification of librarians in the numerous states in which there has been no standardization of the service either by civil service or library authorities.

THE STATE AS A UNIT FOR LIBRARY EXTENSION

BY MINNIE W. LEATHERMAN, *Secretary North Carolina Library Commission*

While I believe firmly that state supervision, state direction, and state encouragement are absolutely essential, I do not think that state centralization precludes other forms or lesser units for library extension. Hence, I certainly am not ad-

vocating the state as the best and only unit for library extension, but as the greater unit which includes and necessitates the county, the township, or the district, as the case may be.

It cannot be claimed that library com-

missions or other state agencies have been entirely responsible for the remarkable library development that has taken place in the United States in recent years, but even a brief review of the work of the several commissions shows what an important and necessary part they have played in this development. A comparison of library conditions twenty or twenty-five years ago in New York, Minnesota, Indiana, Wisconsin, to mention only a few, with conditions in those same states at the present time, demonstrates beyond question that the state itself is the logical head for library extension activities.

In the second place, the larger unit for library extension is advisable, is necessary, to carry on the educational campaign in those states in which the library movement is still in its infancy. Take states like Mississippi, Florida, South Carolina. I mention southern states because I am more familiar with conditions there than in other parts of the country, but conditions would probably be similar in other sections. But take any state which now has no library commission or other state agency engaged in library extension work. An ideal county library law might be placed upon the statute books, but would such a law give library privileges to all the people in every county in the state? Counties having strong public libraries would probably take advantage of the law and establish some kind of county library extension, because the public library would be the agency which would take the initiative, carry on the educational campaign, and finally secure the needed appropriation or tax. But what would happen in those counties which have no good public library within their borders? And there are many such counties. What agency would take the initiative if the state were entirely eliminated? In North Carolina, for instance, there are 45 counties in which the largest town has less than 2,000 people and 11 counties in which the largest town has less than 500 population. It is evident that there are no large public libraries in those counties,

but that, you say, is the best argument for the county library—that it is in such places that county libraries are most needed. It is, provided there is a state agency to promote the establishment of such libraries.

Would it be possible for you to suppose for a moment that you had never been in a public library, that you had never heard of public ownership and distribution of books, and probably that you had never read a half dozen books in your life? Would you or anyone else under similar circumstances be likely to vote a tax for a county library? If, however, the state sent traveling libraries throughout the county for several years, lent encouragement and assistance in the establishment of two or three small public libraries, and in other ways carried on an educational campaign, teaching the value of books, we believe the county library could and should eventually be established.

In the third place, the state exercises a very important function in promoting helpful coördination and coöperation between the several county or township library systems, the public library and the school and college library as well as in rendering direct assistance. Unnecessary duplication of work is minimized and efficiency increased when there is close coöperation with a state agency. Moreover, the state unit in collecting and distributing information and statistics renders a service which could not be as well done by a smaller unit.

And, finally, there is a certain dignity, influence and authority, which seem to be inherent in a state office. People in every county and in every section respect the function of the state.

Inasmuch as reports show that library commissions and other state agencies have been most successful in promoting the establishment of libraries, and in increasing library efficiency even though they have not brought about a library millennium; inasmuch as the state agency is necessary for carrying on the library campaign in

those states, counties and sections where the library movement is still in a primitive state of development, and inasmuch as the state is the best unit for collecting and distributing information and statistics and for securing proper coördination and coöperation of all library activities, we claim, not that the state is the best and only unit for library extension, but that the best library system like the best school system is one in which the state, the county, and the township are closely coöordinated.

The time may come when it will no longer be necessary for the state to promote new libraries or to circulate travel-

ing libraries, but of one thing I am assured, it will be a long time before it comes in the South, but to whatever degree of development library extension activities may attain, there will always be need, as has been pointed out by Mr. Wynkoop, of a central agency to bring and to hold all these library activities into a working system, to serve as headquarters for information and suggestion, to prevent unnecessary duplication, to maintain standards and professional schools where such standards may be realized, and in general to provide such coördination and coöperation as are ever needed for the best economy and efficiency.

THE COUNTY AS A UNIT FOR LIBRARY EXTENSION

BY HARRIET C. LONG, *Librarian, Brumback Library, Van Wert, O.*

The best unit for library extension is unquestionably that unit which most nearly fulfills that ideal of service embodied in our familiar A. L. A. slogan—"The best reading, for the largest number, at the least cost." Let us apply this ideal to the county library system, and see how nearly this method of library extension approaches our recognized ideal.

To provide the "best reading" for a people scattered over town and countryside, is no easy matter. One of the first essentials to providing the best reading for any people is familiarity with the people. We must live among them, sharing their interests and enthusiasms and coming in touch with their daily life. If we adopt the county as the unit over which our library service is to spread, we find definitely organized work in a variety of county-wide movements. These organizations offer a splendid opportunity for coöperation, and for becoming acquainted with people. Visits from the county librarian result in mutual acquaintanceship. The librarian is able to act as publicity agent for the library, as well as to find out

more of the people's interests. The people, knowing the librarian, feel a more definite share in the library. The custodian at each branch receives inspiration from the visit, and feels more really a part of library work, and the responsibilities it entails. All these things that tend to a closer relation between branch or station and the central library are a vital factor in "bringing to the people the books that belong to them," for which the county is a convenient and practical unit.

But mere acquaintanceship with people will not of itself result in the best reading. The librarian must, as we know, be familiar with books—with the contents of books and the making of books as well as their purchase. It requires technique, too, to make the books available to the people, and to make the best use of books. Therefore, a trained librarian, one who possesses a liberal education as well as actual library training should be at the head of the library which hopes to provide the best reading for any people. We are told that the average county contains but 18,000 people, and that probably more than half

the counties contain no town of more than 2,500 people. The taxable property of small communities of 2,500 people, of school districts, and even of townships, is insufficient to enable them to support a trained librarian. The only way to provide sufficient revenue to properly conduct a library, with a trained librarian at its head, is to adopt the county plan, and to have a library supported by taxes levied on all the taxable property of the county. What is the county, anyway? The county is a union of town and country for the performance of that work which can be carried on more economically and effectively in concert than separately. And the people of the whole county, supporting one library, are coöperating in the manner which must ultimately result in giving them the best reading.

If we are to fulfill our ideal of library service, we must reach "the largest number of people." One of the supreme tests of the value of the county library system is that it leaves no portion of the county without library service. A network of branch libraries and deposit stations reaches out over the entire county, serving the people at every trading point and rural school, and serving them with the enlarged resources which are the direct result of the pooling of library interests. One of the great objections to choosing a smaller unit than a county for library extension, is that it leaves some portions of the county without library privileges. Of course, the more progressive townships or school districts would immediately avail themselves of library opportunities; but what of their more backward neighbors who live in another township or school district just over the way? These less progressive communities are the very ones which most need the development which library service brings, and yet they would be the very last to secure for themselves a township or school district library, whereas the county-wide service extends to all parts of the county, for the will of the more progressive people gives to all the benefits which they are quick to ap-

preciate. The county library plan, then, is more likely to secure library service for all the people, and, consequently, is reaching the largest number of people—that second factor which our ideal of service requires. Furthermore, we are eliminating the necessity for more than one campaign for library service, an ordeal through which each township or school district would be required to pass individually, if the smaller unit be adopted for library service.

Our ideal of service requires also that this best reading be provided to the largest number of people at the least cost. And in the matter of economy, the county as a unit has unquestionable advantages. We have the one main library building, which may serve as a storehouse for the library resources of the whole county, located at the county-seat, probably. In addition to the cost of erection and of maintenance of this one county library building, we must provide reading rooms for the larger communities of the county, as well as deposit stations for smaller communities, but the cost of maintaining these is small compared to the expense involved if each township or school district were to erect and maintain a building equipped completely for all phases of library work. Then, too, all the technical preparation of the books may be done at the central library at one time, by an efficient corps of library workers, and with first-class library equipment and tools, since the fund realized from a county-wide tax is sufficient to provide these things. Ordinarily, fewer copies of one book would do equally good service through the general county library, and would be in most constant use, instead of lying idle on the shelves of a number of different libraries, a silent proof of unnecessary duplication. The library, organized to cover a unit smaller than a county, has an exceedingly limited book fund, and but few volumes can be added each year. Libraries, like stores, are more profitable and efficient, if the capital invested is constantly moving. By the co-

operative method of a county library, the larger resources of the whole county are available to everyone in the county. The central library is the storehouse from which may be called any of the special books, which by reason of their limited use, are expensive, and therefore impossible, to the library which is meagerly supported. The enlarged book resources, the best of library tools and equipment, made possible by eliminating useless duplication, constitute an economy and efficiency which is not possible to extension work as carried on through a smaller unit than the county. We have one county library, large enough and efficient enough to command the respect and loyalty of all the people of the county, rather than a number of struggling libraries. This one county library, too, can serve effectively as the storehouse for material of county historical interest, building up one really worth while collection, rather than a number of incomplete ones.

Let us consider the general adaptability of the plan. California offers a glorious example of a state, where, with counties of all sizes and conditions, some of the counties scattered over an area as large as

easter states, the county library plan has proved a marked success. They are reaching the people in all parts of the county; and instead of the paltry sum for traveling library work formerly appropriated by the state legislature, the income in thirty-five counties in that state for the present year is more than \$415,000. County support has been whole hearted and generous, and it has been so because of the efficiency of the work done.

The county is a large enough unit to yield ample funds for the support of an effective library; and yet it is a unit near enough to the people to command their interest, and become a really definite part of their lives. The smaller unit, which permits an even closer commingling of interest than does the county, can yield but insufficient revenue. This revenue would necessarily be spent in duplicating to a large extent the work and the resources of the other libraries within its immediate territory; but withal, would result in an incomplete service as compared with the county. Therefore, it seems that the county is the unit for library extension through which we can most nearly approach that ideal of service for which we are all striving.

THE LIBRARY DISTRICT AS A UNIT FOR LIBRARY EXTENSION

BY JOHN A. LOWE, *Agent Massachusetts Free Library Commission*

Many of the difficulties and problems of the small country library would be solved if the librarian question were settled. An active, intelligent community; a well organized and completely equipped plant; even a well chosen collection of books often fails to call with sufficient appeal to the librarian so that her service to the town is anything more than mediocre at best. Coöperation from educational societies, and even state aid is a serious problem in many towns because of the fact that the trustees are not able to employ a

trained librarian. Educational influence and plans for social betterment in a community can be obtained only through the library where up-to-date methods of organization and administration are in force.

Obviously, sufficient funds and popular desire for better library conditions will bring about a demand for trained librarians, even as they have brought about a condition which will permit only trained school teachers.

Briefly, this is the problem which faces the profession in Massachusetts rural li-

braries. How shall efficient, trained or experienced librarians be supplied in towns in which the library is open only two days a week, and the average librarian's annual salary amounts to \$150?

Because of existing conditions, the Free Public Library Commission of Massachusetts decided to try an experiment of a supervising librarian for a group of libraries in neighboring towns. The financial coöperation of the local library boards was sought. The commission's part was authorized by the law permitting direct aid to libraries in small towns. The scheme was similar in form to that of the Massachusetts Board of Education plan for district superintendents.

The commission's plan provided that a trained and wholly competent librarian be engaged to oversee the activities of librarians in a given neighborhood. She would work with full approval and in harmony with the boards of trustees, carry on library publicity work with teachers and pupils, clubs, societies, churches and seek to bring about closer relations between the libraries under their direction. Her efforts outside the library would be stressed quite as much as those inside and would be equally important.

This plan has worked out satisfactorily in some respects. The trustee of a large city library took three days each week of the time of the supervising librarian. At that library she gave instruction to the members of the staff in modern library methods, directed the work of recataloging and gave weekly instruction to school

children in the use of the library. She conducted classes for adults in literature and travel. The other days of the week were similarly occupied at small town libraries.

Some of the difficulties which come up in practice in trying to introduce such a system are these: It is our experience that in the small towns funds are so small for libraries that even if the salaries now being received by the several librarians were all put together they would not be enough to secure the quality of trained directorship which we have been giving. Again, many of the librarians have been in their positions for fifteen or twenty years, do not readily take to new methods, and still their removal is often a matter of great delicacy. Town politics are very individual and voters often manifest unwillingness to coöperate with outsiders, and there is an evident spirit of suspicion regarding attempts of this sort. In the case of supervising librarians it might be well worth while to find some bright local talent and train it up until such time as the supervising librarian shall be no longer needed.

Nevertheless it is hoped that the supervising librarian will supply the needed leaven in making the library of greater usefulness. If the scheme is worked out on a proper working basis, there is no reason why the number of such librarians should not be increased so that all sections of the state would be covered, and a noticeable upbuilding of library interests and work be felt.

THE TOWNSHIP AS A UNIT FOR LIBRARY EXTENSION

BY MAYME C. SNIPES, *Librarian, Plainfield (Ind.) Public Library*

The Plainfield Public Library has always been open to the township. In the early history of the library the tax was so meager that all the library could do for the rural patron was to encourage his patronage and to meet his needs as best it could whenever he came to the library.

But when the township law was amended and the minimum tax was raised to 5/10 of a mill, this gave new impetus for aiding the rural districts. From this time on rural extension began in earnest. Not the extension that we thought was ideal and most effective, for at this time house

to house service by means of a book-wagon was only a dream, a goal towards which we were striving. And until we could afford to make this dream a realization, deposit stations were maintained, using the home and school as the distributing centers.

This dream of ours kept coming before us. And the knowledge that the service through the deposit stations was not fully touching every home and never could, and the fact that the library was soon to open its doors to another township, caused the Board to consider the auto book service seriously.

Just a little over a year ago the auto service was put into action. We purchased a Ford chassis, equipped it with an electric starter, special horn, and other accessories. The special body was made by a local wagon-maker. The body is constructed with shelves on the sides, leaving a runway through the center for storage; a drop leaf is arranged on either side for writing and for charging and discharging the books. The body is entirely enclosed, glass being used in the doors. The capacity of the shelves is 200 books, but many more can be stored in the runway. The specials, or the books that have been asked for, are placed here. Also pictures and magazines which are loaned to families and to the schools.

The upkeep for this year has been very small, amounting only to \$83. The second year's expense will no doubt be very much greater, but if it should run as high as \$300 or \$400 the service will far overbalance the cost.

We are covering 78 square miles of territory, in July we add another township which will increase our territory to 128 square miles. We are reaching 66 per cent of the families and hope to increase the percentage this year. The total loan of books for this first year is 7,500, circulating on an average 135 books a trip.

We have six routes, making one trip a week, reaching every family every six weeks. In the meantime the neighbors may exchange books, always getting the

books back to the original borrower by the time the auto comes again. If the borrower wishes to return his books to the library in person or by parcel post and take others or have them sent, these being taken up at the end of the six weeks, he may do so.

Our plan is to use the book-wagon for all rural service. In reaching every family, delivering books to the schools and stations, and in every way possible making it useful to the people.

In organizing the service we made preliminary trips to familiarize ourselves with the roads and the people living on the main and cross roads, in order to plan permanent routes, numbering the houses on the map and entering the names of the families in the notebook. It took more time to tell the people about the service on the first trip than on any other. It was a new thing, if there is anything new under the sun. And since it has recently been revealed to us by Dr. Stephen Langdon that in 2,300 B. C. there were at Nippur parcel post and circulating libraries, we doubt there being anything new and believe that the old has just been buried a few centuries and has come to light again through the minds of men. But these folks had never heard of this kind of service and some were indifferent, some were too busy to read, and others would take books later. One woman's husband warned her to have nothing to do with the book-wagon for he knew there was a catch somewhere. He knew it could not be a something for nothing game. I agree with him on this point. It is only fair that the people should know who is paying for the service and the part they have in it. One man said that "if he was paying, he guessed he would use it." The majority thought to have books brought to their very doors every few weeks was going to be the very best thing that had come to the rural people. One woman told us that next to her boys, the library was the best thing in her life.

In July when we begin the organiza-

tion of another township, we will not have to go through the roll of explaining the how and why. They understand and the popularity of the service has spread like wildfire.

We are learning in our experience on the "open road" "how the other half lives." The folks seem to have a propensity for migrating every six weeks. We have never gone on a route a second time that we did not meet up with this condition. These folk are tenants and move from one farm to another, sometimes we find them on one route, other times on another, and again perhaps they have moved into the other township, or they have entirely disappeared. On the other hand, the majority of the patrons are wide awake, progressive people.

We urge the patrons to indicate to us the books they wish, either when we call, or by phone, or by post. The books are taken on the next trip, or if the want is urgent the books are sent immediately by mail and can reach the patron within twenty-four hours.

We have made every trip scheduled this year with the exception of six weeks in the middle of the winter. At this time the books were sent and returned by mail.

It is always a great disappointment if we do not arrive on the date planned. However, the patrons know if the weather is inclement we will arrive on the next fair day following date.

There are four very active country clubs in our community. We either make up a library on the subjects covering the year's work and place this collection in the hands of the president of the club for distribution and to be held until the end of the club year, or serve each member of the club directly from the library, the member notifying us ahead of time. The material is either taken to them on a regular trip or sent by mail. The library is largely responsible for the splendid coöperation there is between the town and country clubs, all working together for the best interests of the entire community.

The work with the rural schools has barely been mentioned, but for lack of time it will suffice to say that we do all we can to meet the needs and demand. This year we will have work with eighteen rural schools.

We are still dreaming dreams and seeing visions and will never rest until our entire county has the advantages of library extension.

A FLEXIBLE BOOK COLLECTION

BY JESSIE WELLES, *Toledo Public Library*

In our endeavor to reduce complexities, to study methods of reaching a desired end by the simplest, most direct means, the book collection is receiving its share of attention. Here the purpose or desired end is to meet the demands of a variety of patrons in a manner highly satisfactory to them by a system involving no unnecessary expenditure of time or service, which last two factors we estimate in terms of dollars. In short we strive to combine ideal service with practical economy. It is essential to keep both these points in view when planning short cuts and money-

saving schemes, for there is danger of robbing Peter to pay Paul. Simplification in the routine of the catalog or order department easily yields statistics of time saved, but who can calculate the prestige lost when such economies lead to slow or inaccurate service in the circulating department? Who can measure how many degrees the quality of library service drops when borrower and staff are irritated daily by a time-saving-in-the-catalog-room economy?

Early in this century the discussion of book collection problems involved ques-

tions of open or closed shelf collections and their relation to each other when appearing in one library or of the treatment of dead wood and its elimination by storage. With the growth of branch systems, of stations, school libraries, and the many forms of library extension, new questions have arisen and the problem has taken a new form. We ask ourselves now:

(1) How shall we choose the initial book collection for a branch and how increase, supplement, or weed out that stock thereafter?

(2) What lending collections shall we maintain at the main library, serving what groups or communities and through what agencies?

These questions are answered in divers ways and any suggestions here given are designed to serve as a basis for discussion. They represent the usage or tendencies of a few of our large branch systems.

In considering the first question, how shall we choose the initial book collection for a branch, we take issue primarily with the time honored idea that it shall be based upon the "books which should be found in every library." The Bible, certain reference books, a large group of children's books are universal in their use and usefulness, but for the stock of books to lend to grown people let us throw aside standard lists and nineteenth century policies and think in twentieth century terms. Stocking a branch is not analogous to stocking a small library. The branch of today borrows continually from the main library by means of a delivery system undreamed of twenty years ago, making the books in the main collection available to all the city for the asking. If a librarian, as Mr. Kerfoot has expressed it, "regards literature as a plucked bouquet, not as a blossoming plant," he may place upon his branch shelves scores of cut flowers, plucked by various list compilers, and send his readers to the main library to watch the plant blossom. Is it economy to place in the branch books which people should want to read or those which ex-

perience tells us people are reading? It takes less time to check a list than to call together a committee of two or three people who are serving the public in the main library, or other branches and select from titles old and new a group of books which are being read in the city in question, but counterbalancing the time spent is the satisfaction to the reader and the saving of money which would be spent upon books fated to stand on the shelves and gather dust. The fiction order may be quite complete including a generous selection from the works of Scott, Dickens and other great novelists whose writings are read, but not Besant and George MacDonald and William Black, whose works were read, unless experience shows that they still are popular in the city served.

The first months of service will show the tastes of the community at which we can only guess beforehand, and we may well lend from the main library a number of books which we think the people should read but perhaps will not, and find out whether it is economy to buy branch copies. Long time loans from other branches are undesirable as questions rise later in regard to rebinding, discard, replacement and catalog records and the routine becomes unwieldy and difficult to conduct with accuracy.

After the opening of the branch the daily requests for books which must be borrowed from the main library indicate definitely the subjects and titles in demand and orders based upon them and upon general demand should be placed at least every three months. At the end of a year the branch will be stocked with an active working collection, constantly increased by regular weekly orders of current books.

Before taking up the rest of this problem,—how to increase, supplement or weed out the branch stock of books,—we must turn our attention to the organization at the main library. Here one finds, variously, in addition to the main lending collection, independent groups of books for use in stations, in schools, for branch loans and for other agencies. Does this

plan serve the borrower well and is it economical?

The borrower who comes to the loan desk for "The Life of the Spider" and learns that it is out, turns away patiently to come another time, while in the stations or schools collections under the same roof stand idle copies. Is this good service? If he expresses an urgent desire for the title it is sometimes looked up in other collections, while requests from branches are often looked up in this way or borrowed from other branches. It is the borrower who comes to the main library and who makes no fuss who loses. To look up in other departments every book reported out would be manifestly impossible.

With this system of independent collections the selection for a given agency is hampered by a limited stock. The station or school librarian cuts her coat by her cloth and a certain sameness prevails from year to year in her individual collections. Is this serving the borrower well? In some libraries the stations and schools librarians supplement their agency collections by loans from the main lending collection, but such loans are seldom unlimited as to time, a handicap to their usefulness. Why not make the main lending collection comprehensive enough to care for all these demands, merging the various groups into one? This is a practical plan having the elements of elasticity, of allowance for contraction or expansion, a plan which adapts itself easily to the ebb and flow in circulation which baffles us all. It gives economy of service in that there is but one place to look for a book, economy in ordering, for orders are grouped, economy in cataloging which every cataloger recognizes. It has been tried and it works, and the tendency of the day in progressive libraries is towards unification.

Duplication in such a collection must be based upon practice rather than theory. The collection must serve the main library borrower satisfactorily, but other departments drawing from it must not be limited as to choice or time. This may be accom-

plished by submitting for the inspection of the librarian in charge of the main library circulating department all collections chosen for long time loans to other departments, and placing in her hands the responsibility for duplication. She should duplicate at once books chosen for other agencies which she needs for her borrowers, and be free to hold the copy in stock until the duplicate arrives if she feels that it is necessary.

The effect of the plan upon various phases of the work is along the line of good service and economy. Order department chiefs welcome it and one well-known chief advocates an organization which combines in one head the supervision of branches and order work. This is a bit too radical to receive the endorsement of many, but it is a straw which shows the way the wind blows—towards a greater unification of orders for purposes of economy in buying.

Taking up in detail the effect upon book orders we find that the plan reduces the number of copies of new titles needed. These are selected in weekly or bi-weekly meetings, the orders for all departments and branches being combined on one card, the destination of copies being indicated. A branch needing a book for a limited number of borrowers is served by an added copy ordered for the main collection and lent to the branch for a period defined by its actual need. Such an order may be made to serve two or three branches in succession, the book finally reaching the main library shelves where it serves the various agencies or the main library borrower. This plan cuts down very materially the number of copies ordered for branches.

As it is far easier to decide upon a new title for a large collection than for a small one, this must be taken into consideration in devising a system for ordering. If the books under discussion are obtainable on approval, the branch librarians may examine them after the book order meeting and hold their orders until they have looked over their branch collections on subjects

treated. This gives the highest efficiency. If the books are not available, a branch librarian when doubtful about a title may request that the main copy be held for inspection when it is received. Both systems have been tested and found practical. It is especially important that time be given the branch librarian to consider the book in relation to her collection before ordering, whether this be based upon advance lists of books ordered for the main library or upon examination of the books themselves.

An essential in this plan is that the person in charge of the main circulating department shall be guided as to the number of copies ordered by the orders of other departments and branches, duplicating to meet the probable demand which she soon learns to estimate. When possible, orders for added copies of a book already in a collection are held until the next book meeting so that forthcoming orders from all points may be combined or perhaps the order made unnecessary by a proffered loan of the title. The final order should be subject to the approval of a person who is familiar with the book collections of the different agencies and the demands upon them. Replacements may often be filled by lending main library copies no longer in demand, a saving in cost of book and overhead expense and one of the important economic factors of the plan.

Having disposed of new titles, added copies and replacements we come to withdrawals, one of the important points in a plan for flexible branch collections. Withdrawals from branches have been and still are regarded by some catalogers and others not serving the public directly as an indication of earlier bad judgment. With this also we take issue. The main library serves a diversified public, and it draws all real students and scholars who invariably seek the largest book collection. The branch serves a limited community where population and interests change from year to year. If there can accumulate dead wood in the collection serving a

large and diversified group, how much more quickly will the small collection cease to interest the smaller shifting group. The new books are never on the shelves, which eventually present a pattern, to use the term of the day, and the set pattern bores the reader. Because those shelves look the same, day in, day out, he loses interest. "I have read all those books in the open shelf room," said a bookish, intelligent man. To the reply "you know you haven't," he said, "of course, but I feel as though I had. It always looks the same"—and in that room a high salaried staff was spending hours daily to keep on its shelves copies of the carefully selected titles which formed the really ideal collection. To quote Amy Lowell, "What are patterns for?"

Once convinced of the wisdom of systematic withdrawal from branches, it becomes part of inventory, and the branch librarian is urged to send to the main library annually all the titles which have not been used within a given period, this period varying in different cities according to experience. When cancelled from branch records and sent to the main library the other branch librarians select from the withdrawals such titles as they need and the chief of the circulating department, consulting with the chiefs of the schools and stations departments, takes most of the remainder, looking forward to loans throughout the system.

It is desirable with this system that there be but one series of accession and copy numbers, using a letter to indicate that a given copy has been placed in a branch collection, as this greatly simplifies transfers.

The discussion of temporary loans from the main collection to individual borrowers at branches or any other agency for the usual lending period of four weeks, has been omitted as too well established a practice to interest this audience. The infinite possibilities of the practice of long time loans of groups of books from the main collection to branches present a fertile field for discussion. This method

meets special demands in branches admirably, is generally used for books in foreign languages, and more or less used for technical and other expensive books.

To sum up, the claim is made that a library serves the reader more satisfactorily and economically by flexible book collections in branches and a unified lending collection at the main library, combined with a good delivery service to all agencies. To this may be added the opinion that the plan develops rather than dulls the initiative of the branch librarian to whom the principles of natural selection and the survival of the fittest prove a spur to intensive study of her books and the needs of her community. She has absolute freedom to fit the one to the other, and

her success depends upon her knowledge of both and her own judgment and energy.

The chief of the circulating department at the main library carries a large responsibility, for upon her wisdom and patience much of the success of the one collection system depends. By wise manipulation the books wear out more evenly and copies of titles whose popularity has waned shift from the main library to replace discarded copies in branches until the title dies down to a few copies or is eliminated altogether.

The whole scheme is based upon coördination and can succeed only when carried through in a spirit of hearty, broad-minded coöperation with a big vision of the purpose of the library in the community. According to the spirit which animates the workers it stands or falls.

THE UNIVERSITY PRESS IN RELATION TO THE LIBRARY WORLD

BY GEORGE PARKER WINSHIP, *Widener Librarian, Harvard University*

The numerous university presses which have started during the past thirty years are supported largely by the libraries. A considerable proportion of them entered the publishing business because it is well known that a sufficient number of libraries can be relied on to buy anything that is issued under respectable auspices. They are kept going by the larger number of librarians who are unable if they once secure a volume in a series, to refuse to purchase whatever else comes out in the same form. The result has been that a great many things have been printed for which there never was any demand either from readers or investigators of anything except academic statistics. The librarians, being largely responsible for this, have only themselves to blame if they find their shelves filling with books whose impressive titles make their uselessness more pitiful. The remedy is in their own hands.

Two reasons account in large part for the present vogue of "presses" under uni-

versity patronage. One is the great prestige of the Clarendon or Oxford University Press. This more than any other single thing, except the achievements of its graduates, has made Oxford the best known institution of learning in the world. The other reason is the tradition accepted from continental practice, that a Doctor of Philosophy should be required to show his name on the titlepage of a printed thesis. The theory on which this requirement is founded is admirable, but the dreary piles of uncataloged German doctoral dissertations in some, at least, of those American libraries that have felt obliged to collect them, prove that the theory has not produced any better results in the past than in the New World.

Each university desires, quite properly, to get as much credit as it can for the work done under its roofs, and the widespread circulation of its name on printed title-pages setting forth the results of that work ought to assure this. The desire to

advertise, in an entirely legitimate way, made the university executives welcome the idea of a special press by which its name should be kept before the reading public. There is some evidence that very few, if any, of those who projected the idea or were responsible for its adoption in this country, knew precisely what a "press" is or ought to be. The establishments that go by the name of university press in America range all the way from the perfectly proper little private printing shop which is conducted as a sort of plaything for those who secured its endowment, to the very ordinary commercial publishing office which does its printing by contract and seeks a chance to exploit any author or public from whom money can be obtained. Few of them have approached anywhere near the elementary requirement of a plant equipped with an adequate outfit for the production of well-printed books of high scholarly character.

Neither the public at large nor the small part of it that has to buy books for libraries has a right to object to anything that university officials think it is wise to do. The right to complain comes when the book buying world is pestered with circulars and other advertising devices designed to create a market for goods of less than average merit by trading on the name of worthy educational institutions. Effective protest is called for when the field of the regular commercial publishing houses is invaded by subsidized competition, lacking experience, organization or established ideals.

The closely allied businesses of printing and publishing books are highly specialized branches of industry, calling for large capital, expert management and an

unusual sort of judgment if they are to be conducted profitably. A successful publisher of books depends very largely upon the good opinion of the reading public. The public is even more dependent upon the publisher for a continuing supply of the kind of books that it wants to read. This is particularly true of what are known as "serious" books, with pretensions to literary merit of permanent value. A publisher who makes money, as several do, out of the legitimate production and distribution of books of this character, has to guarantee the purchasing public against casual aberrations and ill-considered notions and every kind of sham. The editorial service which this implies is as much higher in quality than the best magazine editing, as the latter is superior, by similar standards, to the editing of a daily paper. Authors submit to the publisher's suggestions, and welcome them after they acquire experience, because they know that the underlying guiding purpose is to produce a book of which enough copies can be sold to make it profitable for all concerned.

It is this editorial service which the university presses, like the other concerns which depend upon subsidized books, do not give. It is this which accounts for the larger part of the criticism to which their output has been subjected. Until these presses put the books which they issue through as careful and impersonal a probationary preparation as is given to those that come out with the imprints of the commercial houses that have secured the confidence of well-informed readers, librarians will be justified in looking with suspicion rather than with implicit confidence upon publications with university imprints.

SOCIAL FEATURES OF THE CONFERENCE

(Reprinted from *Library Journal*, August, 1917.)

On Sunday the Association was formally invited to participate in public worship at the First Christian Church where its eloquent pastor, Rev. Edward L. Powell, preached a sermon on "Education and morals," which was much appreciated by his A. L. A. auditors. In the late afternoon a sacred concert was tendered to the association by a male chorus of Louisville and other artists, the floor being especially reserved for A. L. A. members, and this entertainment was greatly enjoyed by those who were not discouraged from attendance by the Sunday heat.

On Monday afternoon at 2:45 the conference gathered officially on the bleachers improvised at the back of the library, where the official group photograph was taken by the Royal Photograph Co., of Louisville. The stage setting, so to speak, with the library in the background, was an interesting one, and the multitude was kept in cheerful good humor, despite the heat, by the spectacle of the endeavors of her chief to capture Miss Hitchler, who was evidently intending to escape, and bring her into the picture. The picture proved one of the most interesting ever taken of an A. L. A. convention. Proofs were promptly shown and duly admired on the succeeding morning.

At 3:30 the start for the automobile drive was made from Library place and other streets surrounding the Public Library, where nearly three hundred automobiles had been commandeered for the purpose. A large portion of these were driven by their owners, and almost all the members from out of town took part in a drive of nearly thirty miles, in the course of which they were shown especially the three beautiful and characteristic parks of Louisville, soon to be united by parkways into an encircling system. The parks were especially interesting for their geological

differences: Cherokee Park, an example of the limestone rolling country of the blue grass, which here approaches Louisville; Iroquois Park, of the sandstone "knob" outcropping in this region, rising to a height of five hundred feet about seven miles distant from the city; and Shawnee Park, of the flat alluvial plain and characteristic vegetation of the river bottom. Among those who were leaders of the automobile trip were General Castlemann, no longer "the man without a country," for the exile on parole to which he was sentenced at the close of the Civil War was annulled by President Johnson, and he took a leading part as a citizen and patriot in the Spanish-American War; and Mrs. Mandeville, sister of Congressman Shirley, whose skillful and dashing driving aroused the wonder and admiration of her guests. General Castlemann's services on behalf of the park system are commemorated by one of the few monuments made for a living man, the equestrian statue at the park entrance showing him mounted on his favorite steed, California, and the comparison of the effigy with the live man was extremely interesting.

The unique and most enjoyable feature of the conference was the evening of readings and music tendered by literary and artistic Louisville at the theater on Tuesday evening, June 26, which filled the house with members of the A. L. A. and Louisville people, the floor being reserved for the former. President Edgar Young Mullins, D. D., of the Southern Baptist Theological Seminary, presided and opened the entertainment with a brief and delightful account all too short of literary Louisville, referring specifically to the lists of Louisville authors present and recent, given in the bibliography which formed a feature of the evening's program.

Mrs. Alice Hegan Rice then delighted

the audience with a reading of a chapter from her "Mrs. Wiggs of the cabbage patch." The next reader was Mrs. George Madden Martin, who gave some account of her "Emmy Lou," and a brief reading from a chapter of her biography of that young person, now eminent in educational circles. Cale Young Rice then read a selection of his remarkable dramatic lyrics, including "The wife of Judas Iscariot" and "The mystic," in striking contrast with the characteristic reading by his wife, which had opened the evening. The last participant was Mrs. Annie Fellows Johnston, who instead of a reading from "The little colonel," made a captivating address to her library audience in pleasant protest against the exclusion of her books from some libraries of which she had heard, and a delightful defense of "Prince Charming" as a natural and necessary element in books for girls. The good humor and the good taste of this clever bit of literature were cordially enjoyed.

These readings were interspersed by music, largely by Louisville composers, played and sung by Louisville artists and effectively complementing the authors' readings. The musical numbers included the singing by Miss Flora Marguerite Bertelle of "A perfect day," (words by Jean Wright Swope and music by Mildred J. Hill) and "Pierrot," music by Mrs. Newton G. Crawford, Mrs. Crawford being at the piano. Charles J. Letzler gave a violin solo, "Romanza," by Patrick O'Sullivan, with Mr. O'Sullivan at the piano. Clarence E. Wolff sang "Duna," music by

Josephine McGill, and "O, Mother-My-Love," music by Carl Shackleton, with Miss McGill at the piano. The recitative and air from "Lady of the lake," arranged for 'cello solo with viola obligato by Karl Schmidt, was rendered by Mr. Schmidt on the 'cello and Charles J. Letzler on the violin, with Mrs. Schmidt at the piano. The program was brought to a close by the singing of "The Star-spangled banner" by the audience, led by Miss Bertelle.

The literary portion of the evening was concluded by the reading of a number of letters and telegrams in brief and the presentation of a communication from the veteran editor of the *Louisville Courier-Journal*, Henry Watterson. Mr. Watterson's regret at his enforced absence was certainly shared by all present. After this Mr. Bowker, speaking from a stage box and addressing President Brown in the opposite box, moved a vote of thanks, saying substantially that it would not be right to omit thanks to Louisville for the most remarkable reception which the American Library Association in its wanderings of forty years had ever enjoyed.

Besides the authors and musicians, the artists of Louisville did their share in the entertainment of the conference through an exhibition of their works in the library building, which was enjoyed as a pleasant incident as the busy members of the conference found time to visit the library and enjoy the general hospitality of Mr. Settle and his staff in their beautiful building.

EXHIBITS

(Reprinted from *Library Journal*, August, 1917.)

The official exhibits of the association were particularly interesting and well timed, fitting in with the mood and purposes of the organization. The display of posters under the charge of Joseph L. Wheeler, for the purposes of illustrating possibilities in library publicity, was re-

markable for the logical development of an argument intended to show why libraries advertise.

Commencing with two posters presenting the proposition that libraries advertise, as business organizations do, to increase distribution and to lower the cost of the

same, there followed cards illustrating many methods of general and particular appeal thru the use of most of the mediums known to commercial institutions—the card, the letter, the list, the window, the street car, the newspaper, etc. Other posters pointed out the value and the make-up of good attractive "copy" thru care in the choice of color, type and illustration; still others urged economy that comes from knowledge, proper instruments and coöperation, and finally placards called to the attention the fact that distribution, and there must be distribution, should be timely and well placed. These many posters were in themselves samples of effective card advertising that spoke volumes.

The Model Business Library, loaned thru the courtesy of the Associated Advertising Clubs of the World and in charge of Guy E. Marion, consisted of more than 1,000 volumes, approximately 200 of which were directories, lists and schedules of use in ordinary business administration. These books covered all the departments of business organization that are common to every progressive activity. As a library they were properly listed and indexed with reference to the phases of business with which they deal, whether advertising, insurance or what not. This collection was intended to be a workable list of titles—books which hold between their boards material of value to any active organization.

That business in print is not confined to books from a Model Business Library, but is supplemented and brought up to the minute by the literature of the trade press, was brought out by the juxtaposition of the exhibit of trade journals. This display, arranged by Adelaide R. Hasse, drove home this fact at least: that the periodical literature of business is tremendous in its size and unlimited in its ramifications. No active industry of mankind is there which is not served by timely and valuable printed matter that deals with the facts and ideals of that industry in all parts of the world. Of the grand total

of trade periodicals this exhibit showed about one-half of the leading journals and almost all of the various trades. By comparison with a model business library it showed that the authors of the books of one were often the active workers and writers in the pages of the other. This exhibit was arranged to inspire librarians with the possibilities of service to the industries of their respective communities thru a knowledge of the publications of the trade paper press.

To help in the work of binding and repairing books, there was shown another splendid array of posters which displayed samples of effective binding and the methods by which it is secured; samples of poor binding and its attendant results; the value and purpose of binding and repairing as contrasted with discarding and when the one should be done as opposed to the other; the equipment and materials necessary for ordinary purposes of repair. This array of posters was supplemented and enhanced by a demonstration of actual work in binding and repairing carried out by Gertrude Stiles of the Cleveland Public Library.

"What Tommy Atkins reads" was one of the most interesting of all the exhibits. Books and magazines popular with Tommy Atkins in the trenches, many of them unknown to American readers, were collected and sent to the conference by Theodore W. Koch, chief of the order division of the Library of Congress, who has been in London for several months. The books were sent to this country in six packages (of which five were received), by parcel post. *The Christian Herald* and the *British Y. M. C. A. Weekly* lay beside *Nick Carter's Magazine* and *Punch*. A decidedly English flavor was given by "Blighty, a budget of fun from home." Then there was a correspondence roll, filled with paper and postcards and envelopes which some boy from London or Whitehill or Dublin used to write back home. Dozens of paper-back novels, sport magazines, and many technical journals rubbed shoulders with *Dickens*, English translations of *Balzac* and

de Maupassant, Jack London, a deck of playing cards, a little pocket Bible such as the Y. M. C. A. furnishes the soldiers of the king, and Catholic translations of the Bible, prayer books, catechisms, meditations and guides for a holy life even amidst the temptations of the army. There were also song books, and a group of conversation manuals for those who do not speak French or German. Y. M. C. A. posters made from charcoal drawings and showing various scenes in camp and trench were a part of this exhibit. A detail of Boy Scouts was on hand at all hours to prevent the souvenir craze from depleting the unusual collection.

A number of commercial exhibits were shown on the tenth floor of the Hotel Seelbach. Gaylord Brothers brought to this

exhibit their new publicity aids and their new work table for holding books for labeling purposes. Borden Bookstack Co. displayed a section of the new cantilever construction stack, illustrating an upper story of one and the lower story of another and their constructive relationship. Albert Bonnier displayed a new list of literature and titles of translations from the Scandinavian, and some pieces of Scandinavian art. John R. Anderson supplemented the Model Business Library with a large collection of timely business books, and McDevitt-Wilson brought an interesting little library of business literature. The Library Bureau exhibited a number of their library products and the H. W. Wilson Co. showed their full line of library aids.

POST-CONFERENCE TRAVEL

(Reprinted from *Library Journal*, August, 1917.)

Owing doubtless to war conditions, the number registered for the proposed post-conference trip across the Alleghanies and down the James river was so small that no official trip was arranged, with the exception of that to the Mammoth Cave. This proved to be, in the estimation of the excursionists, one of the most satisfactory outings the association has had, altho made under difficult conditions, the hotel at the Mammoth Cave having been burned last season. As a consequence, the one hundred and thirty people who left Louisville Wednesday were variously homed in tents and minor buildings, two in a bed and five beds in a tent, with the additional joy of going to the "office" for water for ablutions in the morning. The party was divided into three squads of about forty each and made two excursions into the cave, taking trip number two, which was about three miles, Wednesday evening, and trip number one, which was about five miles, in the morning on Thursday, in time to start back about noon and

reach Louisville for the afternoon train. There were no mishaps and no grumbling, and the party felt abundantly rewarded for any hardships by the sight of the wonderful phenomena, being quite content to refrain from exploring the one hundred and five miles which have been mapped. The costumes were effective if not becoming, and the regulation jests of the guides were appreciated. The party brought back one new by-word "Huddle-up," which preceded the call for silence, as the guide was about to make an announcement or get off a joke. So "huddle-up" will doubtless become a feature of A. L. A. language hereafter.

During the conference, a number visited Lexington by train, and a few Frankfort, the capital of Kentucky, situated by compromise between Louisville and Lexington, between which cities the rivalry for the capital has been an occasion for heart burning. The few who visited Frankfort Wednesday afternoon after the close of the conference were personally received

by Frank K. Kavanaugh at the Capitol, first occupied in 1910, in which the whole rear portion is given over to the state library from basement to attic. The state archives we understood to be stored on this upper floor, but it is hoped they may be made more accessible later. Governor Stanley received his visitors most affably and was induced to tell the story of his remarkable achievement at Murray last January, where he went unarmed and without troops to stay a lynching. . . .

The small delegation which visited Lexington on Thursday morning were most hospitably received by Denny B. Goode, secretary of the local Board of Commerce, who personally conducted them about the bustling and enterprising little city, whose well-paved streets and air of thrift were most appreciated. The Hotel Phoenix there proved surprisingly excellent, and thence the visitors were taken to the courthouse with the statues near by of famous Southerners; to the delightful Public Library, with the park playground adjoining at the rear; to the Transylvania College, with which Henry Clay was associated; to one of the trotting farms and the historic trotting track of the Kentucky Racing Association; to the warehouses for the

storage of loose leaf tobacco, of which Lexington exports \$7,000,000 worth a year; thence to the Colleges of Agriculture and Engineering and other buildings. The visitors were equally delighted with the city and its homes and surroundings, and with the hospitality offered them, and chiefly regret that no more of the A. L. A. members could enjoy this happy experience.

Some fourteen or fifteen made a stop-over, though by different trains at the Greenbrier, in White Sulphur Springs, on the Chesapeake & Ohio main line, and enjoyed the spacious and delightful hostelry, the motor ride over the divide of the Alleghanies from West Virginia into Virginia, and the park and golf links, which are an adjunct to the hotel. Mr. Faxon was one of this party and it was unanimously voted, that as the Greenbrier and its adjunct the old White Hotel could accommodate at least 1,000 persons with numerous spacious meeting rooms, the A. L. A. should some day arrange for its conference 2,000 feet up in this heart of the Virginia Alleghanies. From this point, the remainder of the conference dispersed to their respective homes.

REPORTS OF SECRETARY, TREASURER, TRUSTEES OF ENDOWMENT FUNDS, PUBLISHING BOARD AND COMMITTEES

SECRETARY'S REPORT

The past year has been a busy but uneventful one at the executive office. The usual routine work has been performed and its accomplishment calls for no detailed recital. The work grows in bulk with the years; we are busier each year than the year before. This however is proper and we should be sorry to report conditions otherwise.

Chicago Headquarters—The association continues to be the recipient of the generosity of the board of directors and librarian of the Chicago Public Library. For another twelve months we have been pro-

vided with commodious, comfortable and altogether adequate quarters in the main library building, and as the years increase in which we report this truly magnanimous treatment the appreciation of all members of the Association must increase in proportion.

Membership—When the 1916 Handbook went to press there were 3,188 members of the Association. Since then there have been additions as follows: New personal members, 150; former personal members rejoining, 24; new institutional members, 37; former institutional members rejoining, 3; total, 214 (as against 152 for same

period last year). Six personal members became life members (same number as last year). An extensive campaign for new members, especially institutional, was conducted during the winter with fairly satisfactory results. Many libraries and librarians are not yet members of the national association who should be, but it seems a slow and tedious process to persuade a very large number of these that it is distinctly to their advantage to join. The new members acquired each year have to counterbalance a large number who for one reason or another allow their membership to lapse, so that the net growth is disappointingly slow. More money is needed, especially by the various standing and special committees and the only way to meet these needs seems to be through increased membership revenue. Chief librarians who are already members can render a great service by recommending membership to their heads of departments and other staff members who are not members, but whose salaries are such as to warrant them in becoming such. We also need more library trustees in the Association, both for the financial assistance rendered through dues and for their counsel and interest in national library affairs. Here, too, the chief librarians can render a service by urging membership to the members of their boards.

Routine—The routine work of the office remains much the same as reported in previous years, although, as already stated it is steadily increasing in bulk. It seems unnecessary, therefore, to restate it here, especially as the attempt is being made to compass this report in the fewest possible words. Those with curiosity to know what the office finds to do are referred to the reports of the past three or four years.

Recommendations for Positions—A feature of the work at headquarters this year, as heretofore, has been to recommend librarians and library assistants to positions on request of the appointing authorities. Although many are helped in the course of the year the number is small compared with what it should be. As on several previous

occasions we want to remind librarians and trustees of this agency at their disposal to help them find competent assistance. The library schools and the state library commissions are largely utilized, but we wish to call attention to the A. L. A. office as, in the phrase of the reference department, "one more place to look."

Uniform Library Statistics—In February a questionnaire to secure library statistics was sent to about 950 libraries. Returns have been received from about 400. Statistics furnished by a few were too meager to print, but those from about 375 libraries, public, high and normal school, college and university, and various types of special libraries, are appended to and made a part of the secretary's report. The form, drawn by the chairman of the committee on library administration and the secretary, which was used last year is again used here. As the chairman of the A. L. A. Publishing Board and the chairman of the committee on library administration state in their respective reports, it is expected that a library yearbook, issued by the United States Bureau of Education will soon assume definite shape. Uniform library statistics will very properly form a conspicuous part of such a publication. In the May Bulletin the secretary asked the membership for suggestions as to what such a yearbook should contain. What are the thirty or forty most important statistical items which should be included? What features not statistical should be comprised? Very few suggestions have as yet been received. We hope for more. Surely the lack of response does not indicate that librarians would not welcome such a library yearbook.

Committee of One Hundred—The secretary has been appointed by the United States Commissioner of Education a member of the Committee of One Hundred to study the Americanization problem, particularly how foreigners may be helped to understand American conditions and institutions through the evening schools. The committee wishes to study the problem of effective evening schools for foreigners and

how best to induce non-English speaking people to attend these schools. The secretary would like to collect information how librarians are assisting the schools in this work, and will be glad to receive any reports, posters, announcements or information of any kind.

Publishing Board—The secretary of the A. L. A. is also secretary of the A. L. A. Publishing Board, and as such devotes a considerable part of his time and efforts to the activities of the Board. The same applies also to 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.

Library plans and photographs—The collection of library plans and photographs, referred to several times in previous reports and Bulletins continues to grow both in size and usefulness. Although not large it is capable of considerable service and we cordially invite librarians to avail themselves of it whether in planning of new buildings, in assembling material for a library exhibit or for any other purpose.

Japanese art panels—At the close of the Panama-Pacific International Exposition the Imperial Japanese Government presented to the American Library Association twenty-three very beautiful art panels which were among the objects exhibited at San Francisco. These panels were water color paintings on silk with ebony frame. They were the work of advanced students in the Tokyo School of Art. Since last October the collection has formed a traveling exhibit, an itinerary covering eighteen libraries of the north-central states having been worked out, each library retaining the exhibit two weeks. The paintings have been highly praised and appreciated where they have been shown. An itinerary covering Eastern libraries will be begun in October of the present year.

Publicity—In addition to assisting the Publicity Committee wherever possible, the secretary has furnished frequent "stories" to the Associated Press, and has

prepared articles for the Philadelphia Public Ledger, Survey, Social Service Review, Wisconsin Library Bulletin, Texas newspapers, and for various yearbooks. The Association and libraries generally need a trained publicity expert who will devote all or a large part of his time to the publicity problems of libraries. Steps to procure such an individual have been considered by the publicity committee, the Executive Board, and other librarians, but no favorable result has yet been reached. A library publicity and advertising conference under the auspices of the Advertising Association of Chicago was held in Chicago, May 25. This was, we believe, the first meeting of this kind in the history of libraries. The executive office was able to assist the committee in charge in a number of respects. Mr. Kerr, chairman, and Mr. Rush, member of the A. L. A. publicity committee, and the secretary were among those on the program.

Field work—During the past year the secretary has addressed the following library schools: Atlanta, Illinois, Pittsburgh, Pratt, Simmons and Western Reserve. He attended and participated in the program of the state library association meetings of Alabama, Kansas-Oklahoma (joint meeting) and Illinois. He addressed the staff of the Public Library of the District of Columbia, the Birmingham (Ala.) Rotary Club, spoke at a "Library Week" meeting at Decatur, the Woman's Club of Elmhurst, Illinois, and attended the spring conference at Atlantic City.

Mr. Carl H. Milam, librarian of the Birmingham Public Library, was appointed official representative of the Association to the meeting of the Mississippi Library Association at Columbus, May 3-4. He delivered an address on "Library service—a look ahead."

The Association was invited to send a delegate to the inauguration of Dr. W. A. Jessup, as president of the University of Iowa, and the president appointed Miss Julia A. Robinson, secretary of the Iowa Library Commission.

Necrology—During the past year, since

we met at Asbury Park, the Association has lost by the hand of death sixteen of its members. This by a strange coincidence is the same number as the year before.

The number includes two library trustees, one of whom having reached the venerable age of ninety-six, was probably the oldest member of our Association; four active heads of libraries; a former treasurer of the Association and for many years active and prominent as a library administrator; and two ex-presidents of the Association, one cut off in what seemed her professional prime, the other passing in the fullness of years after seeing his life work appreciated and its continuity assured; and others who in their respective places of responsibility had performed their duty faithfully and well.

The list is as follows:

BABBITT, Grace E., reference librarian of the Public Library of the District of Columbia, until failing health compelled her resignation a few months ago, died October 29, 1916. She joined the Association in 1907 (No. 4,121) and attended the conferences of 1907, '13 and '14.

CURRAN, Mrs. Mary H., associate librarian of the Bangor (Me.) Public Library since 1913, died February 19, 1917. She had been connected with the Bangor library since 1876, and was librarian from 1888 to 1913. She joined the A. L. A. in 1887 (No. 637) and attended the conferences of 1887, '94, '96, '99, 1901-03, '06, '09-10 and London International, 1897.

CAMP, David N., president of the New Britain (Conn.) Institute Library, died October 19, 1916, at the age of 96. He was one of the best known educators of the state, and had twice served as mayor of New Britain. He joined the Association in 1892 (No. 964) and attended the conferences of 1892, 1902, 1909 and 1913.

CUSTER, Florence B., librarian of the Passyunk Branch of the Philadelphia Free Library, died June 30, 1916. She joined the Association in 1913 (No. 5841) and attended the conference of that year.

GAY, Ernest L., of Boston, librarian of the Society for the Preservation of New Eng-

land Antiquities, died November 25, 1916. He joined the A. L. A. in 1902 (No. 2,476) and attended the conference of that year.

GRISWOLD, Alice Stanton, librarian of the Hartford (Conn.) Medical Society Library, died November 27, 1916. She joined the A. L. A. in 1897 (No. 1,612), but had not been a member continuously from that date. She attended the conferences of 1897 and 1916.

HOPKINS, Anderson Hoyt, for many years prominent in library work, died March 21, 1917. He was successively assistant in the University of Michigan Library, assistant librarian of the John Crerar Library, librarian of the Louisville Free Public Library, and of the Carnegie Library of Pittsburgh. Mr. Hopkins was obliged by ill health to retire from library work in 1908. He joined the A. L. A. in 1893 (No. 1,187) and became a life member in 1907. He was a member of the Council, 1905-09, and treasurer in 1907-08. He attended the conferences of 1893-94, '96, 1900-07. See *Public Libraries* 22:193; *Library Journal* 42:371.

LINDSAY, Mary Boyden, librarian of the Evanston (Ill.) Public Library since 1894, died January 25, 1917. She joined the A. L. A. in 1893 (No. 1,207) and attended the conferences of 1893, '96-1905, '07-08, '10 and '16. See *Public Libraries*, 22:107; *Library Journal* 42:303.

MANN, Mrs. Louisa van de Sande, wife of Benjamin Pickman Mann, died at her home in Washington, D. C., October 19, 1916. She joined the Association in 1879 (No. 300) and later, with her husband, became a life member. She attended the conferences of 1879, '85, '87, '90, '92, '93, '98, 1906, '07, '09, '12-14, thirteen in all.

MORISON, Mary, trustee of the Peterborough (N. H.) Town Library, and prominent in state social service affairs, died Jan. 7, 1917. She joined the A. L. A. in 1902 (No. 2,607) and attended the conference of 1902.

PLUMMER, Mary Wright, principal of the library school of the New York Public Library, president of the A. L. A. for the year 1915-16, a pioneer in library training, and one of the most prominent library

figures of the country, died September 21, 1916. She had at various times been on important committees, especially in connection with library training, was a member of the Executive Board previous to her term as president, and was second vice-president 1899-1900 and 1911-12. She was elected president of the Association in 1915 and notwithstanding pain and extreme physical weakness performed all the duties of the office for the entire term, even to arranging the Asbury Park Conference program in all its details. Her lowered vitality, however, made it impossible for her to be present and preside at the conference, the success of which was so largely hers. Miss Plummer joined the Association in 1887 (No. 602) and attended the conferences of 1887, '89-'93, '96-1905, '07-'08, and '12-'14, twenty-three altogether. See Library Journal 41:727 (editorial), 756-57; and Public Libraries, 21:355.

ROSENTHAL, Herman, chief of the Slavonic division of the New York Public Library, died January 27, 1917. He joined the A. L. A. in 1916 (No. 7,228) and attended the conference of that year.

SARGEANT, William Henry, librarian of the Norfolk (Va.) Public Library, died March 23, 1917. He joined the A. L. A. in 1905 (No. 3,269) and attended the conferences of 1906 and '14.

SOUTHWORTH, Myra Frances, librarian of the Brockton (Mass.) Public Library from 1874 to 1897, died December 15, 1916. She joined the A. L. A. in 1878 (No. 179) and attended the conferences of 1879, '87, '89, '92, '95-'96, 1900 and the London International of 1897.

UTLEY, Henry Munson, librarian of the

Detroit Public Library from 1885 to 1913 and librarian-emeritus from the latter date, died February 16, 1917, in his eighty-first year. He joined the A. L. A. in 1885 (No. 502) and later became a life member. He was a councillor of the Association from 1887 to '90; a vice-president in 1891; recorder in 1892; a vice-president again in 1893; and president, 1894-'95, presiding at the Denver Conference in 1895. He held numerous committee appointments and contributed many papers to various conferences. He attended the following twenty-three conferences: 1885-87, '89-'98, 1900-01, '03-'06, '08-11, and the London International, 1897. See Library Journal 42:190; Public Libraries 22:106.

WHITTIER, Florence, for several years past and until failing health compelled her resignation, assistant librarian of the University of Missouri, died in Los Angeles, September 11, 1916. From September, 1909, to September, 1910, she was assistant secretary of the A. L. A., in the newly established office in Chicago. She joined the Association in 1902 (No. 2,547) and attended the conferences of 1902, '05 and '10.

The secretary desires to express his sincere appreciation of the unfailing courtesy and support of every member of the Executive Board and the Publishing Board. He wishes to go further and include the members of the various committees, standing and special, and the membership of the Association as a body. It is a pleasure to serve in such an atmosphere of comradeship and good fellowship.

Respectfully submitted,

GEORGE B. UTLEY, Secretary.

STATISTICS OF LIBRARIES

The following tables, covering a library year ending some time in 1916 or early in 1917, record statistical information under such headings as seem most nearly to apply to the items submitted by the various libraries. For lack of space, there is given

only the maximum number of hours during which the libraries are open each week, shorter hours often prevailing during some portion of the year. In the financial reports, fractional parts of a dollar have been

Continued on page 270.

LOUISVILLE CONFERENCE

An asterisk (*) indicates that the figures given are estimated or approximate.
 A dagger (†) indicates that the amount expended for books includes the expenditures for binding.

STATISTICS

(According to form adopted by the Com-

City or town and name of library	Population served (expressed in thousands)	Terms of use (Free lend- ing, Free ref., Free lend class, Subscr.)	Total no. agencies	Hrs. open each week (central library)	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. building)	Total no. of vols. lent for home use	No. of vols. fiction lent		
					Lending	Reading								
Aberdeen, S. D. Mitchell L.	*14	F.	1	312	11	11	2	26,677	7,600	7,927	.....	28,642	24
Alameda, Cal. F. p. l.	*29	F.	2	72	72	6	45,000	46,470	48,982	.....	157,311	117	
Albany, N. Y. State L.	.....	F.I.C.	9,971 ¹	310	81	81	104	409,982	425,768	*150,000	.....	44,544	.....
Alfred, N. Y. Alfred Univ. L.	1	.....	.....	40	54	2	.....	30,000	30,450	.....	.....	5,100	.....
Allentown, Pa. F. L.	*65	F.	3	308	72	72	5	50,000	8,268	10,374	.....	81,907	58
Alma, Mich. Alma Coll. L.	.....	F.I.C.	.....	.....	.....	.....	.....	25,743	26,437	.....	.....	4,292	.....
Amherst, Mass. Amherst Coll. L.	.....	F.I.C.	.....	.....	84	8	.....	110,844	113,554	.....	55,930	15,327	.....
Amherst, Mass. Agr. Coll. L.	.....	F.	348	87	87	.....	.....	48,411	52,928	.....	.....	10,295	.....
Annapolis, Md. Naval Acad. L.	.....	F.I.C.	305	54	54	.....	.....	55,744	56,214	.....	.....	10,899	.....
Ansonia, Conn. P. L.	*16	F.	2	343	75	75	3	57,000	21,743	23,003	.....	59,146	.....
Arlington, Mass. Robbins L.	14	F.	2	304	66	69	6	140,782	28,435	29,131	.....	54,034	39
Asbury Park, N. J. P. L.	*14	F.	2	313	72	72	4	.....	14,000	15,041	.....	55,729	.....
Athens, O. Carn. I. of Ohio U.	.....	F.	330	53	65	5	135,000	42,333	43,938	20,000	.....	18,636	.....
Atlanta, Ga. Carnegie L.	*131	F.	41	307	75	79	25	583,986	73,711	83,616	3,360	422,058	270	
Atlanta, Ga. Ga. Sch. of Tech	.....	F.I.C.	.....	66	66	.....	.....	*25,000	10,289	10,941	.....	3,745	.....
Auburn, Me. P. L.	15	F.	1	306	61	61	3	35,000	19,829	20,838	2,737	53,476	41	
Auburn, N. Y. Seymour L.	37	F.	13	308	72	72	5	50,000	27,626	28,653	.....	103,845	71,097
Aurora, N. Y. Wells Coll. L.	.....	F.I.C.	238	75	98	3	58,000	26,433	28,182	.....	.....	.....	.....
Baltimore, Md. Enoch Pratt.	558	F.	70	345	69	83	132	.....	334,366	346,104	*6,000	711,499	644,188
Baltimore, Md. Johns Hopkins.	.....	F.I.C.	.....	303	54	54	17	.....	190,814	196,864	.....	.....	.....
Baltimore, Md. Peabody Inst.	*600	F.R.	1	302	.....	81	11	.....	187,139	191,824	32,435	.....	.....
Bangor, Me. P. L.	*25	F.	5	305	72	72	13	271,800	433,323	50,498	.....	84,382	56
Beaver Falls, Pa. Carnegie f. I.	*13	F.	5	307	11	11	3	94,000	12,335	13,035	.....	37,002	.....
Belfast, Me. F. L.	4	F.	4	306	18	28	3	12,000	17,462	17,769	.....	26,422	16
Berkeley, Cal. P. L.	*65	F.	23	362	78	78	21	.....	55,188	60,470	.....	343,339	197
Berkeley, Cal. Univ. of Cal. L.	.....	F.I.C.	.....	92	37	.....	.....	305,110	332,884	.....	307,555	90,892	.....
Binghamton, N. Y. P. L.	60	F.	45	305	66	72	12	100,000	38,995	41,719	.....	205,135	189,128
Birmingham, Ala. P. L.	195	F.	16	365	75	75	14	88,000	44,638	50,096	16,097	256,503	166	
Blacksburg, Va. Va. Poly. Inst. L.	F.	2	229	63	63	4	26,072	27,463	76,966	3,829
Bloomfield, N. J. Jarvie mem. L.	.....	F.R.	1	308	39	39	2	.....	18,125	18,769	.....	44,663	30
Bloomsburg, Pa. P. L.	7	F.	1	.....	60	60	2	.....	7,417	7,913	.....	26,705	20
Bluffton, Ind. P. L.	8	F.	24	347	63	66	3	20,000	7,573	8,757	1,460	39,040	24	
Boston, Mass. Bar Assn. L.	.....	S.	1	304	48	48	2	.....	12,997	13,046	.....	.....	.....
Boston, Mass. P. L.	*757	F.	31	358	81	88	.....	*8,000,000	1,121,747	1,139,682	←	2,050,238	.....
Boston, Mass. Simmons Coll. L.	.....	F.I.C.	.....	310	45	45	4	.....	24,263	25,974	.....	29,418	.....
Boulder, Col. Univ. of Col. L.	.....	F.I.C.	.....	302	82	82	9	238,000	91,958	102,719	30,000	27,662	.....
Bradford, Pa. Carnegie p. L.	14	F.	2	308	72	72	4	65,450	20,325	21,391	100,333	74
Brockton, Mass. P. L.	62	F.	34	306	72	78	12	175,000	71,416	73,882	.....	231,925	157
Brookings, S. D. State Coll. L.	.....	F.I.C.	.....	320	14	14	4	20,000	18,866	20,333	5,000	.....	.....
Brookline, Mass. P. L.	*34	F.	9	357	82	82	20	258,500	89,663	92,649	.....	231,691	142

LIBRARIES

the American Library Association)

An arrow (\rightarrow or \leftarrow) in place of an item indicates that the omitted item is included in the next column toward which the arrow points.
The superimposed small figures refer to notes appended to the table.

sent to agencies	No. of prints, pictures, etc., lent for home use	Recorded reading room use (total no. of vols. used in building)	Registration			Regist'n period in years	No. of news- papers and per- iodicals currently received	No. of persons using library for reading or study	Receipts		Expenditures for maintenance				Extraordinary expenses (sites, new buildings, additions, etc.)					
			Adult	Juvenile					Titles	Cops.	Taxation or appropriation	Endowments	Books		Periodicals					
				Total	Cops.						Total	Books	Periodicals	Library service	Janitor service					
			3,032	...	53	53	...	2,500	...	2,567	326	128	1,247	420	...	2,868				
			12,981	...	164	197	...	12,985	...	17,796	4,084	584	4,090	1,050	...	11,950				
276			4,683	13,676	...	...	175,983	...	192,697	34,826	←	75,690	...	...	...	148,141
			*100	*100	...	...	100	536	4,274	512	153	1,200	345	...	2,811			
			11,103	3	74	74	...	5,000	...	8,030	1,607	120	2,617	520	1,293	6,956				
			97	97	...	...	905	92	2,242	617	194	680	50	...	1,877			
34,138			469	469	...	...	7,375	...	3,499	2,027	8,840	...	...	250,000	...	7,270
			679	679	...	...	6,728	540	7,269	2,292	2,165	...	...	...	...	...
			83	83	...	...	...	...	...	...	...	...	...	...	...	...
738			4,716	...	78	78	...	4,000	849	5,859	787	175	2,009	624	383	5,280				
171			*8,900	24	124	124	39,269	4,000	2,694	7,800	694	304	3,408	800	...	7,689				
			4,304	...	191	191	...	...	...	...	...	...	...	...	...	...
			2,161	265	2,427	...	194	194	...	2,000	...	2,030	1,266	407	...	2,000				
258			108,300	...	69,752	5	265	265	108,300	37,702	...	37,702	11,000	...	18,848	1,527	37,702			
			100	100	28,328	...	2,955	...	3,112	930	←	1,747	120	...	3,066					
			*5,000	5	90	90	*57,957	3,250	166	4,093	1,121	120	1,190	360	...	3,603				
008			5,808	3	110	110	10,916	6,300	1,835	8,967	1,610	273	3,040	900	...	8,960				
			157	157	...	...	...	...	...	...	2,214	487	2,707	346	...	6,590
154			67,311	...	44,795	3	543	543	...	52,000	50,000	105,114	16,530	3,098	58,345	←	108,379			
			94,548	22,229	22,488	8,610	5,571	14,257	30,549			
			3,819	1,314	5,133	1	278	278	...	13,830	8,825	36,557	2,172	508	7,899	1,472	20,657			
			2,822	...	103	103	22,983	4,439	...	4,436	816	214	1,979	669	...	4,439				
592	704		1,868	1	52	52	...	93	...	2,697	337	109	710	180	...	1,728				
	2,851		13,010	2	353	646	...	27,084	...	38,545	6,547	928	15,626	1,852	...	32,419				
			...	...	...	...	...	...	79,020	...	...	...	...	...	...	...
299	3,506	47,104	17,920	4,924	22,844	3	131	131	63,111	14,200	...	15,118	3,453	479	6,378	720	13,979			
			29,986	5	455	696	144,674	1,532,954	...	2,125,537	6,144	735	9,645	736	...	20,597				
165			187	187	29,652	...	...	...	...	1,547	195	195	...	...	...	1,382
116			2,780	...	...	...	...	...	3,086	5,027	1,606	←	1,260	431	444	4,676
			3,663	7	52	52	...	1,000	132	3,017	397	51	1,120	10	...	2,340				
537			3,439	...	93	93	15,460	5,415	...	7,797	854	170	2,097	288	...	4,355				
			23	23	...	...	...	...	1,181	9,827	1,311	...	1,194	435	5,624	
			56,690	47,635	104,325	2	1,697	2,886	409,080	21,542	471,004	2,600	←	...	...	...	
			182	182	1,528	...	3,000	...	...	...	...	...	...	...	...	...
			840	840	...	...	15,248	...	15,873	6,337	1,270	6,389	...	...	...	15,143
			5,426	1,709	7,135	3	121	126	5,000	...	5,848	895	237	...	...	5,788		
			13,881	3	207	354	...	24,500	185	24,685	4,716	861	10,058	2,021	680	24,676				
			150	150	...	...	3,080	...	...	...	822	358	1,620	...	...	3,080
954	4,648	8,784	2,130	10,914	2	220	378	33,400	496	34,637	5,353	998	18,023	3,301	...	34,632				

LOUISVILLE CONFERENCE

An asterisk (*) indicates that the figures given are estimated or approximate.

A dagger (†) indicates that the amount expended for books includes the expenditures for binding.

STATISTICS OF

(According to form adopted by the Council)

City or town and name of library	Population served (expressed in thousands)	LOUISVILLE CONFERENCE										Total no. of vols. lent for home use	No. of vols. fiction for home use
		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)	Lending	Reading	Staff (not incl. janitors, etc.)	Library property value	No. of vols. at begin- ning of year	Total no. of vols. at end of year	Total no. of pamphlets at end of year	
Brooklyn, N. Y. Com. H. S. I.	.....	F.I.C.	193	39	39	2	.....	4,500	4,954	570	.....	5,256	.....
Brooklyn, N. Y. Pratt Inst. f. i.	.....	F.	307	75	75	22	.....	109,098	112,244	.....	.....	226,859	117,4
Brooklyn, N. Y. P. I.	1,928	F.	465	366	87½	91	385	.....	862,112	873,792	.....	5,349,382	3,603,0
Brunswick, Me. Bowdoin Coll. I.	.....	F.I.C.	347	69	75	5	532,698	113,418	115,789	.....	.....	.....	.....
Bryn Mawr, Pa. B. M. Coll. I.	.....	F.I.C.	341	92	92	9	.....	77,221	80,778	4,025	24,811	.....	.....
Buffalo, N. Y. Grosvenor I.	468	F.R.	356	.....	82	10	.....	101,091	105,711	19,500	.....	.....	.....
Buffalo, N. Y. P. I.	468	F.	505	366	72	82	97	1,565,000	342,144	355,021	40,824	1,720,494	918,5
Burlington, Ia. F. p. I.	24	F.	10	306	72	72	5	105,000	39,278	40,714	.....	112,116	64,5
Butte, Mont. F. p. I.	*90	F.	18	356	72	84	10	200,000	52,278	54,137	.....	164,584	115,4
Cairo, Ill. P. I.	17	F.	2	327	72	81	2	50,000	19,842	20,577	.....	58,582	36,6
Calumet, Mich. C. & H. Mfg. Co.	.....	F.	2	355	48	60	11	.....	42,120	44,319	.....	160,371	95,8
Cambridge, Mass. Epis. Th. Sch.	.....	F.I.C.	.....	.....	.....	2	35,000	17,980	18,754	.....	1,562	.....	.....
Cambridge, Mass. P. I.	.....	F.	6	355	72	79	34	.....	102,905	.....	.....	385,169	.....
Cambridge, Mass. Radcliffe Coll.	.....	F.I.C.	.....	55½	55½	.....	.....	35,323	37,859	.....	.....	36,580	.....
Cap Girardeau, Mo. State Nor.	.....	F.	288	60	60	3	.....	11,974	12,539	12,270	.....	34,600	.....
Carlisle, Ind. P. I.	3	F.	1	309	37	37	.....	.....	1,817	2,009	912	7,887	4,0
Carnegie, Pa. A. Carnegie f. I.	*15	F.	5	362	72	75	4	225,000	14,301	16,062	.....	39,761	.....
Carthage, Mo. P. I.	9	F.	1	....	72	72	3	.....	9,079	9,675	.....	45,974	33,2
Cedar Rapids, Ia. P. I.	*43	F.	44	364	72	84	9	110,000	35,252	37,103	.....	216,722	131,1
Charleston, S. C. L. Society	.....	S.	.....	312	10½	10½	4	.....	*46,000	47,207	*12,851	41,989	31,4
Charlotte, N. C. Carnegie I.	34	F.	1	309	54	58	3	80,000	8,216	9,087	.....	54,069	42,5
Chelsea, Mass. P. I.	43	F.	1	302	66	66	7	73,000	17,524	18,334	.....	101,893	98,521
Chester, Pa. Crozer Theol. Sem.	.....	F.	1	304	64	64	2	.....	.....	*28,000	.....	7,271	3,150
Cheyenne, Wyo. Carnegie p. I.	14	F.	1	344	60	64	3	50,000	14,000	14,842	.....	39,951	33,5
Chicago, Ill. John Crerar I.	.....	F.R.	1	313	.....	78	56	5,453,867	353,394	368,508	133,704	184,800	1,621
Chicago, Ill. Newberry I.	.....	F.R.	1	308	.....	78	29	.....	358,028	365,054	←	.....	.....
Chicago, Ill. P. I.	*2,500	F.	348	363	69	87	452	.....	627,619	701,059	.....	5,585,835	.....
Chicopee, Mass. P. I.	30	F.	4	306	48	48	8	75,000	35,805	38,821	.....	99,186	.....
Chillicothe, O. P. I.	*40	F.	10	309	72	72	4	61,000	*35,000	*36,400	.....	90,144	39,2
Cincinnati, O. Cin. Hosp. I.	.....	F.I.C.	.....	306	78	78	3	.....	20,101	24,658	7,127	1,416	.....
Cincinnati, O. P. I.	*500	F.	224	358	65	.....	155	1,600,000	487,088	510,138	106,404	1,713,134	986,3
Cleveland, O. P. I.	674	F.	294	365	81	89½	382	1,341,791	542,992	555,064	.....	3,244,908	1,392,71
Cleveland, O. West. Res. Un. I.	.....	F.I.C.	307	60	60	9	.....	83,951	87,137	.....	.....	11,908	.....
Clinton, Ia. F. p. I.	26	F.	.....	364	72	75	6	45,000	20,180	23,447	.....	106,062	64,6
Colo. Springs, Colo. Colo. Coll.	.....	F.I.C.	300	60	60	.....	50,000	69,912	72,495	*40,000	190,000	14,400	.....
Colo. Springs, Colo. P. I.	29	F.	3	355	.....	5	70,000	28,002	29,471	.....	106,135	68,3	
Columbia, Mo. Univ. of Mo. I.	.....	F.	350	79½	82½	15	.....	148,116	153,738	*20,500	.....	.....	37,0
Columbus, O. Ohio State I.	.....	F.	306	54	54	18	.....	179,285	187,867	.....	.....	102,755	.....
Concord, Mass. F. p. I.	.....	F.	2	304	72	72	3	.....	44,249	45,373	.....	49,992	33,5
Council Bluffs, Ia. F. p. I.	31	F.	12	305	75	79	8	100,000	29,914	32,608	.....	170,923	96,3
Dallas, Tex. P. I.	*120	F.	20	365	66	83	18	350,000	51,972	54,469	.....	161,058	111,20
The Dalles, Ore. Wasco Co. I.	16	F.	61	360	66	70	4	10,000	9,967	11,715	.....	58,423	.....

BRARIES

he American Library Association)

An arrow (\rightarrow or \leftarrow) in place of an item indicates that the omitted item is included in the next column toward which the arrow points.
 The superimposed small figures refer to notes appended to the table.

No. of prints, pictures, etc., lent for home use	Recorded reading room issues (total no. of vols. issued in building)	Registration			Regist'n period in years	No. of news- papers and peri- odicals currently received	No. of persons using library for reading or study	Receipts			Expenditures for maintenance			Extraordinary expenses (sites, new buildings, additions, etc.)					
		Adult		Total				Titles		Cops.	Taxation or appropriation	Endowments	Total						
		Adult	Juvenile	Total				Titles	Cops.				Books	Periodicals					
8,741				1,992	2	25	25	29,620					372	2,355					
				54,020	2	418	418	80,818					6,138	903	25,314				
				348,631	3	889			470,600	4,055	644,473	92,514	8,846	251,206	35,133	513,651			
									4,900	4,726	9,661	3,194	807	3,793	671	9,661			
						725	725		5,000	552	7,699	4,557	1,720						
						358	358		30,100	1,237	101,019	5,151	655	10,969	1,200	26,439			
						134,875	3		120,600	4,194	139,275	29,213	2,352	67,051	7,767	133,071			
46		3,918	2,917	6,835	4	127	131		9,759	180	10,245	2,629	220	4,106	744	9,810			
		8,178	4,520	12,698		286	286		27,502		43,374	4,358	964	12,593	3,692	28,347			
		13,948		2,803		90	90		4,275		6,136	587	158	1,919	514	5,909			
9,022				9,600		166	333	84,304											
						26	26		421	901	1,334	1,300							
						4			39,030		39,030	8,567	961	20,199		38,577			
									2,000		4,187	2,052	248						
		61,003		1,599		250	250												
				3	21	21		1,364		1,668	40	40	740	180	39	1,065			
				4,062	5	113	113	92,065		9,700	10,000	1,591	319	3,115	800		8,935		
						87	87		3,522		5,849	11,041	←	1,765		3,576			
18	764	9,591	3,306	12,897	4	210	210		16,308		20,724	4,141	374	7,485	1,089	16,878			
				755		89	89		2,454		5,386	12,270	←	2,100	300				
				7,495	5	72	72	27,037	4,333		4,890	975	158	2,130	500	4,835			
		3,556			5	125	125		8,009	471	9,515	1,059	211	5,061	←	9,010			
						204	154					533	270	2,979					
						76	76		5,500		6,539	1,570	179	2,165	840	60	5,749		
		183,179				1,882	3,914	158,834		233,291	234,644	13,860	5,008	63,408	4,540	18,000	195,412		
		112,111				777	777	63,189		118,048	118,048	16,874	1,662	42,437	←	6,291	109,441		
				289,504	3				570,412		577,394	93,987	9,652	312,319	←		552,658		
						7,500	5			8,500	200	8,700	2,276	455	3,501	374	8,700		
						10,128	95	95		2,966		4,160	944	154	2,332		4,030		
							243	243	5,525										
25	659,521	68,589	33,843	102,431	3	1,414	2,354		182,936	2,745	199,173	35,045	←	93,673	30,620	1,920	198,664		
680	8,626	109,849	70,225	180,104	3	2,994	3,056	2,059,853	413,807		2,642,709	45,076	7,533	195,959	60,090	37,151	459,124		
						477	477		12,581	876	14,039	15,388	←	6,531			12,310		
		11,434				10,122	154	154		9,993		16,381	3,442	240	3,967	787		12,258	
						1,000	230	230	148,550				1,484	870	3,400	600			
							225	225		9,200		9,200	1,354	546	3,943	950		8,645	
							1,400	1,400					8,000	2,500	12,705	840			
							17,615	330	330		33,838		33,838	9,000	←	19,700	1,300		33,838
							2,246	109	109		4,947	2,996	8,237	2,102	168	2,450	476	10,184	17,139
885						11,338	3	135	135		14,802		22,575	3,563	243	6,352	1,010		2,304
						25,609	5	250	250		19,500		21,574	2,490	469	6,729	947	6,132	21,552
						3,392	3	90	90		18,974	4,675	6,382	1,493	159	2,981	480		6,745

LOUISVILLE CONFERENCE

An asterisk (*) indicates that the figures given are estimated or approximate.
 A dagger (†) indicates that the amount expended for books includes the expenditures for binding.

STATISTICS OF

(According to form adopted by the Com-

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)	Pending	Reading	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 for home use
Encl.	Excl.														
Dalton, Mass. F. p. l.....	3	F.	306	36	36	3	11,203	11,608	31,163	24,1
Danbury, Conn. L.....	23	F.	306	72	75	4	161,226	23,778	23,906	.....	.....	.....	84,528	69,
Davenport, Ia. P. l.....	48	F.	18	363	72	76	11	150,000	42,669	46,991	225,008	142,
Dayton, O. P. l.....	150	F.	232	304	75	75	55	165,000	74,682	84,915	284,840	147,
Decatur, Ill. F. p. l. ²	*40	F.	281	72	76	9	100,000	35,650	37,168	.....	117,836	107,828	74,	
Denton, Tex. Col. of Ind. Arts.....	F.I.C.	53½	53½	1	3,363	5,149
Denver, Colo. P. l.....	266	F.	32	360	76	79	38	.....	177,370	186,748	4,767	1,111,357	720,621	397,
Derby, Conn. P. l.....	9	F.	2	303	72	75	18,510	19,285	56,034	36,
Des Moines, Ia. P. l.....	105	F.	55	363	72	76	29	.....	87,086	94,089	7,151	528,404	349,421	114,
Detroit, Mich. P. l.....	*740	F.	101	363	72	72	128	1,422,310	329,675	350,492	2,473	.....	1,504,000	801,
Dexter, Me. Town l.....	*4	F.	2	35	35	2	12,539	12,831	26,672	22,
Dubuque, Ia. Carnegie-Stout l.....	F.	17	307	72	75	7	.....	.....	37,786	36,691	.....	107,781	94,334	63,
Duluth, Minn. P. l.....	*100	F.	34	363	79	82	20	246,498	67,623	70,630	236,166	147,
Dunkirk, N. Y. F. l.....	18	F.	2	306	66	66	3	90,000	12,553	12,998	63,163	13,
Durham, N. H. State Coll. l.....	F.I.C.	.....	.....	65	78	.....	.....	.....	31,793	32,946	.....	28,145	14,675	.....
East Orange, N. J. F. p. l.....	F.	.....	309	72	72	21	206,133	46,836	48,411	2,778	.....	.....	223,847	146,
El Paso, Tex. P. l.....	70	F.	4	306	72	76	4	63,531	11,786	12,044	.....	74,154	52,743	10,
Elkhart, Ind. Carnegie p. l....	*23	F.	10	308	72	66	5	*60,000	24,401	25,977	3,573	.....	90,214	63,
Elmira, N. Y. Steele mem. l....	40	F.	21	306	66	66	3	35,000	21,834	22,947	447	.....	79,668	63,
Elwood, Ind. P. l.....	12	F.	16	296	69½	71½	2	34,000	12,794	13,007	43,455	32,
Emporia, Kas. F. l.....	15	F.	2	348	72	76	4	14,800	15,800	47,109
Endicott, N. Y. F. l.....	*8	F.	1	334	45½	48½	2	4,000	1,939	2,823	32,595	22,
Englewood, N. J. F. p. l.....	11	F.	2	303	57	57	4	45,000	15,200	16,074	*500	.....	43,285	26,
Erie, Pa. P. l.....	*90	F.	19	363	60	78	11	.....	54,463	59,176	.....	200,698	199,172	133,
Evanston, Ill. N. W. Univ. l.....	F.I.C.	.....	309	84	84	15	.....	102,874	107,565	73,700	.....	.....	10,164	.....
Evanston, Ill. P. l.....	28	F.	2	348	75	82	9	165,000	52,056	53,553	.....	115,716	109,198	68,
Evansville, Ind. P. l.....	*100	F.	.....	364	76	76	17	*85,000	24,480	34,327	117	.....	236,784	127,
Eugene, Ore. P. l.....	*13	F.	1	359	70	74	2	30,000	7,084	8,501	620	.....	41,667	.....
Eugene, Ore. Univ. of Ore. l.....	F.	.....	311	81½	81½	.....	.....	.....	58,589	67,969	.....	92,829	.....	30,
Exeter, N. H. P. l.....	34	F.	1	.....	36	36	3	21,500	18,910	19,563	.....	.....	34,061	18,
Fairhaven, Mass. Millicent l.....	6	F.	4	366	84	84	6	125,000	22,596	22,909	.....	.....	54,081	35,
Fall River, Mass. P. l.....	124	F.	4	305	72	72	21	94,289	96,880	231,189	105,
Fargo, N. D. N. D. Ag. Coll. l.....	F.	.....	256	.....	.....	3	25,000	25,280	26,842	1,969	.....	.....	67,859	48,
Fitchburg, Mass. P. l.....	39	F.	12	349	72	75½	5	188,436	58,565	59,835	.....	93,644	90,832	57,
Flagstaff, Ariz. No. Ariz. N. S.	F.I.C.	.....	278	43	43	2	4,000	3,673	3,969	711	.....	.....	.....	9,
Fond du Lac, Wis. P. l.....	*20	F.	3	293	72	75	.....	.....	23,090	20,769	2,245	.....	67,859	48,
Fort Collins, Colo. P. l.....	11	F.	1	354	66	69½	2	27,800	11,088	11,717	.....	46,017	39,217	29,
Fort Dodge, Ia. F. p. l.....	F.	8	307	75	78	4	50,000	16,334	17,504	.....	.....	62,559	43,	
Fort William, Ont.....	18	F.	1	358	72	81	6	.....	17,632	20,091	.....	.....	89,167	57,
Fox Lake, Wis. P. l.....	1	F.	1	178	18	18	1	2,545	2,706	.....	.....	10,205	6,0	

LIBRARIES

the American Library Association

An arrow (\rightarrow or \leftarrow) in place of an item indicates that the omitted item is included in the next column toward which the arrow points.
The superimposed small figures refer to notes appended to the table.

sent to agencies	No. of prints, pictures, etc., lent for home use	Recorded reading room use (total no. 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	Expenditures for maintenance				Extraordinary expenses (sites, new buildings, additions, etc.)		
			Adult	Juvenile	Total					Total	Books	Periodicals	Salaries			
1,794	285	3,945	973	4,918	4	115	115	788	1,972	11,111	1,374	150	2,609	701	10,151	
5,343	5,953	9,230	3,018	12,246	4	201	227	26,014	.....	46,100	5,223	500	8,068	1,819	24,924
8,173	81,055	18,639	9,397	28,036	2	441	679	48,688	.....	55,053	11,595	21,295	3,234	2,782	54,505
4,022	5,770	2,666	8,436	4	260	260	.....	11,200	.....	13,244	1,909	393	4,314	605	9,592
4,489	*390,736	.....	58,618	2	497	497	*200,365	70,250	.....	82,616	12,714	1,925	29,596	10,035	74,070
3,500	178,983	.....	18,360	4	568	568	88,069	32,868	.....	36,850	5,829	1,061	17,358	2,879	34,674
4,762	5,867	68,687	40,526	109,213	3	904	1,560	248,935	.....	486,271	40,341	3,746	130,638	16,295	138,092
3,447	.....	.....	1,760	.....	32	32	.....	1,420	225	1,787	320	49	540	225	1,787
4,018	.....	.....	8,565	5	161	161	.....	10,410	.....	11,465	1,214	347	5,633	2,419	10,613
13,470	.....	16,300	7,910	24,210	5	160	251	24,844	.....	26,242	4,946	681	11,416	2,419	26,149
.....	.....	.....	3,602	.....	.....	.....	3,100	.....	4,409	538	115	1,437	480	3,655	
.....	.....	.....	238	238	.....	.....	3,308	.....	3,414	11,517	21,295	3,234	114	3,039	
.....	.....	.....	3	296	296	28,281	22,500	.....	24,550	3,681	21,295	3,234	12,826	2,212	24,048
.....	.....	.....	6,531	1,611	8,142	89	89	7,200	.....	7,410	1,179	470	4,052	225	7,201
.....	.....	.....	8,432	.....	171	171	.....	8,311	.....	11,430	1,221	349	3,299	745	825
619	.....	7,810	2,921	10,731	3	72	72	4,600	3,096	9,313	1,349	153	2,555	350	8,797
.....	.....	.....	5,771	.....	104	104	.....	4,119	.....	5,523	604	203	1,475	420	4,271
500	.....	.....	4,047	1	114	114	.....	4,077	600	4,960	1,200	220	2,560	225	4,960
.....	.....	.....	2,673	.....	50	50	.....	600	.....	3,665	510	66	1,589	158	3,504
.....	.....	.....	3,111	.....	74	74	.....	4,200	174	7,197	810	160	2,600	625	5,225
.....	.....	.....	1,526	11,229	4,260	15,489	4	42,680	.....	.....	4,000	1,000	9,875	1,260	20,000
.....	.....	.....	10,932	5	205	205	42,240	17,789	700	26,739	1,111	246	7,164	1,167	13,142
401	7,007	10,659	17,666	3	130	351	27,731	25,787	36,528	7,862	919	1,426	2,358	25,310
.....	.....	.....	6,024	5	83	83	.....	1,859	.....	5,116	1,344	173	1,523	240	3,870
.....	.....	.....	7,611	.....	66	66	.....	2,350	461	3,700	682	168	1,172	256	3,251
513	.....	.....	2,511	3	118	156	.....	8,350	.....	11,903	1,532	373	4,059	810	10,619
.....	.....	.....	15,996	.....	.....	.....	34,999	.....	36,301	4,354	1,029	15,556	2,997	36,301	
.....	.....	.....	336	336	.....	.....	.....	.....	.....	1,140	553	3,180	250	.....	
.....	.....	.....	6,235	3	107	107	.....	8,914	699	11,992	1,790	381	4,546	945	9,582
.....	.....	.....	362	1	60	60	.....	2,000	.....	2,000	535	156	1,218	.....	1,974
.....	2,818	1,733	4,551	2	62	62	6,500	10,488	899	212	2,929	732	1,198
.....	540	4,200	3	114	120	25,072	3,101	3,537	613	273	1,450	153	3,407
.....	500	6,435	73	73	5,860	9,103	1,129	201	2,922	562	6,550
.....	4,781	165	165	10,447	12,527	1,837	417	4,031	1,321	2,448	12,332
.....	427	184	611	1	20	20	225	1,4751	228	50	122	498

LOUISVILLE CONFERENCE

An asterisk (*) indicates that the figures given are estimated or approximate.
 A dagger (†) indicates that the amount expended for books includes the expenditures for binding.

STATISTICS OF

(According to form adopted by the Council)

City or town and name of library	Population served (expressed in thousands)	Terms of use (Free land- ing, Free ref., Free lending, Free lent, Class, Subser.)	Total no. agencies	No. days open during (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	
Fresno, Cal. F. p. l.	45	F.	13	360	72	75	10	19,868	23,106	.....	.....	124,311	89,3
Galesburg, Ill. F. p. l.	22	F.	306	72	72	10	125,000	46,025	47,361	29,199	171,144	104,332	66,1	
Galveston, Tex. Rosenberg l.	*50	F.	10	303	72	75	11	895,922	56,564	59,327	35,500	80,375	41,8	
Gardner, Mass. Heywood mem.	16	F.	12	309	52	60	4	16,401	16,269	.....	.....	79,464	56,0
Gary, Ind. P. l.	*55	F.	42	363	85	85	19	126,000	53,566	64,043	.....	411,294	149,4
Germantown, Pa. Friends' f. l.	F.	309	69	69	.....	.....	.....	29,585	30,392	.....	.....	18,928	.....
Glencoe, Ill. P. l.	3	F.	3	247	24	24	1	.....	3,807	4,280	.....	11,825	8,9
Goshen, N. Y. L. & Hist. Soc.	F.	1	303	17½	17½	1	.....	.....	3,526	3,849	.....	15,564	11,1
Gouverneur, N. Y. Rdg. R. As.	*4	F.	1	304	36	36	1	10,000	5,951	6,217	.....	22,828	18,4
Grand Forks, N. D. Un. of N. D.	F.I.C. ....	.....	75	78	4	.....	.....	55,843	58,915	29,700	.....	.....	.....
Grand Rapids, Mich. P. l.	112	F.	107	363	75	79	63	541,417	160,308	171,259	4,933	500,414	457,737	222,3
Greene, N. Y. Moore mem. l.	F.	5	....	36	36	1	.....	127,500	6,205	6,403	.....	121,883	.....
Greenfield, Mass. P. l.	12	F.	9	358	72	76	4	40,000	32,800	33,703	.....	77,294	53,1
Gunnison, Colo. State Nor.	F.	245	47	47	1	.....	6,779	5,971	7,043	2,500	.....	9,924	.....
Guthrie, Okla. Carnegie l.	F.	1	360	72	76	2	.....	.....	8,219	8,421	.....	16,724	8,20
Hammond, Ind. P. l.	20	F.	13	359	.....	.....	5	50,000	17,295	19,667	.....	66,800	35,71
Hanover, N. H. Dart. Coll. l.	F.I.C.	362	84	87	9	.....	225,000	*134,000	*138,500	.....	.....	15,972	.....
Hanover, N. H. Howe l.	2	F.	6	299	48	48	3	6,173	7,317	68	26,338	20,13
Harrisburg, Pa. P. l.	*90	F.	7	308	62	62	9	172,738	15,380	18,505	.....	122,889	93,27
Haverhill, Mass. P. l.	*50	F.	332	76	76	14	.....	*105,000	109,362	.....	.....	202,059	142,83
Homestead, Pa. Carnegie l.	30	F.	339	90	90	6	.....	175,000	46,374	45,669	500	135,214	101,214
Honolulu, H. T. L. of Hawaii.	*237	F.	133	302	72	79	10	185,932	26,632	30,404	94,734	88,279	52,79
Honolulu, H. T. Oahu Coll. l.	F.	1	278	44½	47	2	17,180	17,984	10,986
Houston, Tex. Lyc. and Carn. l.	*148	F.	26	361	76	76	142,649	43,293	47,357	150,955	105,17
Hudson, Mass. P. l.	6	F.	1	359	37	40	2	20,500	11,419	11,861	46,694	37,30
Indianapolis, Ind. P. l.	*300	F.	39	365	54	70	58	195,143	202,798	701,049
Indianapolis, Ind. State L.	F.	54	54	54	54	61,162	73,158	75,000	11,959
Ionia, Mich. Hall-Fowler mem.	7	F.	1	358	72	75	6,789	7,473	30,231
Iowa City, Ia. P. l.	F.	4	360	72	75½	3	15,580	16,723	54,403
Irvington, N. J. F. p. l.	*20	F.	1	305	72	72	2	3,519	6,415	48,309	36,02
Ithaca, N. Y. Cornell Univ. l.	F.I.C.	309	88½	88½	20	.....	.....	460,265	474,382	.....	137,139	35,507	.....
Jackson, Mich. P. l.	*40	F.	11	307	72	76	11	*100,000	46,816	48,423	170,983
Jamestown, N. Y. Prendergast l.	*37	F.	1	5	24,707	25,500	85,217	63,25
Jamestown, N. D. P. l.	7	F.	2	5,515	6,038	17,002	13,96
Jersey City, N. J. F. p. l.	270	F.	77	364	69	85	65	476,310	169,951	179,225	1,038,200	911,264	549,94
Joliet, Ill. P. l.	35	F.	339	72	76	8	41,549	42,664	5,858	82,41
Juneau, Alaska. P. l.	4	F.	360	64	98	1	1,550	2,446	70,906	67,86
Kalamazoo, Mich. West. S. Nor.	F.I.C.	231	51	51	4	.....	.....	14,076	15,414	.....	.....	.....	.....
Kankakee, Ill. P. l.	16	F.	1	307	72	72	3	30,000	11,658	10,885	39,347	18,87
Kansas City, Kas. P. l.	91	F.	21	359	72	75	7	25,496	27,434	*500	151,446
Kansas City, Mo. P. l.	*300	F.	362	91	91	82	.....	187,020	211,471	.....	.....	720,375	438,42

LIBRARIES

the American Library Association

An arrow (\rightarrow or \leftarrow) in place of an item indicates that the omitted item is included in the next column toward which the arrow points.
 The superimposed small figures refer to notes appended to the table.

No. sent to agencies	No. of prints, pictures, etc., lent for home use	Recorded, reading room use (total no. of vols. used in building)	Registration			No. of newspapers and periodicals currently received	No. of persons using library for reading or study	Receipts		Expenditures for maintenance			Extraordinary expenses sites, new additions, etc.)			
			Adult		Total			Taxation or appropriation	Endowments	Books	Periodicals	Salaries				
			Titles	Cops.						Books	Periodicals	Janitor service				
1,000	66,812	6,483	10,563	3	167	167	166,966	14,134	16,939	2,839	410	5,040	1,133	14,394		
2,228	9,995	9,157	19,152	...	206	220	178,202	8,372	10,378	1,429	486	4,217	917	9,056		
22,339	4,377	5	99	132	...	...	...	29,159	...	2,916	710	11,249	2,940	26,440	
9,095	6,659	15,754	270	496	160,469	30,303	...	4,586	2,080	8,041	1,058	294	2,351	335	7,963	
3,121	...	...	110	110	...	...	...	...	40,941	7,182	1,104	13,647	1,911	2,520	32,199
463	316	779	2	41	41	4,876	1,697	...	2,488	5,669	1,149	318	1,860	99	4,422	
1,195	5	35	35	...	...	...	500	...	...	4,889	513	80	730	144	2,177
1,831	4	62	62	4,723	...	1,000	214	...	...	710	256	52	170	22	785
3,734	22,760	12,361	15,711	28,072	4	1,067	1,539	472,475	65,210	...	85,073	9,408	2,567	35,538	2,879	62,718
347	...	...	...	3	...	...	5,747	100	2,224	3,703	247	66	823	468	2,092
496	4,827	1,206	5,033	3	126	139	...	7,000	...	8,100	1,455	849	2,554	758	8,100	
2,312	...	...	110	110	...	...	...	...	...	2,489	910	136	1,250	...	2,489
2,259	1,474	3,382	4,856	3	149	149	33,129	8,289	...	11,525	2,551	324	2,561	774	351	7,859
1,307	...	...	618	618	...	...	...	...	...	23,728	5,216	2,279	10,325	332	21,193
10,014	3,880	13,894	5	114	114	39,315	4,999	5,268	14,218	3,077	\leftarrow	5,577	660	1,142	12,831	
27,725	...	26,948	9	274	378	...	15,599	6,759	24,262	4,130	878	9,728	1,110	...	23,875	
3,000	...	...	12,528	5	129	129	...	...	16,000	...	2,533	275	4,660	600	8,700
2,787	4,027	2,840	6,867	...	157	157	46,955	12,195	4,117	17,503	4,769	384	8,282	980	472	17,433
70	...	...	520	...	84	84	...	...	...	...	...	...	...	...	...
2,146	14,793	4,894	19,677	5	189	189	...	12,000	250	14,140	3,361	484	5,844	815	...	13,589
2,957	...	3,102	102	1,900	...	2,333	354	97	875	320	...	2,333
40,388	3	...	...	...	...	...	96,809	...	...	21,077	\leftarrow	33,911	\leftarrow	1,268	78,021
350	350	8,305	22,900	...	...	...	...	...	22,906	16,005	\leftarrow	15,000	\leftarrow	...	22,906
1,554	725	2,279	...	...	14,297	3,445	...	...	3,697	664	116	1,456	...	...	3,103
364	...	5,781	97	97	...	...	5,806	...	...	1,312	423	2,339	660	...	6,162
3,514	3	31	31	...	...	4,800	...	...	5,527	2,089	\leftarrow	1,183	\leftarrow	...	4,370
9,340	...	...	...	...	...	...	...	...	24,064	...	...	...	...	...	24,048
6,200	2,600	8,800	104	104	14,759	100	8,374	...	8,956	862	218	3,720	...	...	7,154
3,297	...	50	50	...	...	...	2,217	...	2,585	829	109	954	...	...	2,217
109,865	91,173	182	456	210,755	65,095	...	81,547	14,280	1,532	25,331	6,600	12,720	80,664	...	...
9,762	...	98	98	...	...	9,235	1,374	16,602	1,909	239	5,334	1,445	...	...	12,025
1,570	2	50	50	...	...	...	...	...	...	...	...	...	...	...	2,100
1,277	770	2,047	67	67	208	...	...	...	...	2,450	475	5,530	...	...	...
9,274	3	160	160	...	...	3,000	...	...	5,250	527	145	1,318	840	...	4,393
35,787	32,258	68,045	1,620	1,620	...	...	...	...	...	2,338	267	4,800	1,871	...	...
3,100	...	...	...	...	...	...	...	...	27,655	\leftarrow	51,985	...	...	39,830	150,052

LOUISVILLE CONFERENCE

An asterisk (*) indicates that the figures given are estimated or approximate.
 A dagger (†) indicates that the amount expended for books includes the expenditures for binding.

STATISTICS OF

(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)	Lending	Reading	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. in building)	Total no. of vols. lent for home use	No. of vols. fiction lent for home use
Kenosha, Wis. Simmons I.....	*33	F.	22	362	75	83	9	.....	30,144	31,775	915	.....	149,424	85,93
Keokuk, Ia. P. I.....	15	F.	11	356	69½	69½	3	.....	23,948	24,768	.....	.....	88,685	42,47
Kewanee, Ill. P. I.....	*15	F.	19	365	57	60	3	75,000	15,363	16,221	.....	74,987	41,58	
Kingston, N. Y. City I.....	26	F.	3	346	69	69	2	45,300	8,775	9,914	.....	51,085	.....	
Knoxville, Tenn. Univ. of Tenn.....	F.I.C.	.....	250	60	60	3	.....	33,990	35,584	*18,000	27,569	8,697	.....	
La Fayette, Ind. P. I.....	F.	1	306	66	72	3	15,000	27,781	29,015	.....	.....	59,966	35,73	
La Grande, Ore. P. I.....	*6	F.	1	358	42	46	1	16,700	2,763	3,026	.....	20,158	.....	
La Grange, Ill. F. p. I.....	*8	F.	1	293	32	32	1	.....	7,836	8,080	.....	.....	32,167	1,02
La Porte, Ind. P. I.....	*12	F.	1	326	76	76	2	.....	19,594	20,908	.....	.....	54,088	43,22
Laconia, N. H. P. I.....	*13	F.	3	303	72	72	6	*100,000	22,499	23,565	23,831	.....	40,775	32,78
Lancaster, Pa. Smith mem. I.....	*52	F.	2	303	72	72	4	.....	13,504	14,737	286	.....	75,385	41,75
Laramie, Wyo. Univ. of Wyo.....	F.	.....	277	44	44	3	100,000	36,300	39,268	.....	.....	.....	.....
Lawrence, Kas. F. p. I.....	12	F.	1	307	63	66	2	28,500	13,834	14,158	.....	.....	52,087	39,63
Leadville, Colo. P. I.....	*7	F.	1	362	45	49	2	.....	6,171	6,437	445	.....	25,667	12,97
Leavenworth, Kas. F. p. I.....	19	F.	13	362	72	76	3	60,000	24,549	25,619	.....	.....	74,539	.....
Lenox, Mass. L.....	F.	1	307	.....	.....	2	.....	24,442	24,683	.....	.....	23,558	.....	
Lexington, Ky. Univ. of Ky. I.....	F.I.C.	.....	84½	84½	2	24,327	13,530	15,018	*2,500	.....	.....	2,683	.....	
Lincoln, Neb. State I.....	.....	.....	48½	48½	4	500,000	71,490	72,991	.....	.....	.....	.....	.....
Lincoln, Neb. Univ. of Neb. I.....	F.I.C.	.....	309	83	83	19	320,000	119,489	126,687	*33,000	.....	.....	.....
Long Beach, Cal. P. I.....	32	F.	15	364	72	79	16	49,000	36,934	40,819	.....	.....	324,743	198,32
Los Angeles, Cal. Los A. Co. I.....	*150	F.	129	.....	46	46	107	90,739	65,477	98,766	1,942	.....	546,165	.....
Los Angeles, Cal. P. I.....	*555	F.	114	363	80	80	134	171,250	247,523	277,634	29,702	.....	2,027,673	1,164,90
Louisville, Ky. P. I.....	237	F.	116	363	82	82	59	.....	179,345	195,424	56,599	.....	1,074,360	608,54
Lyndonville, Vt. Cobleigh p. I.....	3	F.	6	305	38	38	1	.....	5,049	5,290	.....	.....	23,945	17,71
Lynn, Mass. P. I.....	*102	F.	23	304	72	76	18	.....	102,302	105,719	21,537	307,203	251,085	152,69
Macomb, Ill. West. Ill. S. Nor.	F.I.C.	.....	240	48	48	2	.....	15,013	16,202	.....	31,920	.....	.....
Madison, Wis. F. I.....	F.	.....	342	72	72	11	90,000	35,779	36,489	.....	.....	193,074	105,45	
Malden, Mass. P. I.....	48	F.	25	304	66	66	14	669,951	68,238	69,604	.....	.....	209,635	147,31
Manchester, Conn. So. Man. f. I.....	13	F.	5	305	30	33	4	.....	12,338	13,148	.....	.....	50,640	38,87
Manchester, N. H. City I.....	70	F.	4	304	72	76½	17	357,000	*77,000	*79,000	.....	.....	149,494	88,52
Manhattan, Kas. Carn. f. p. I.....	*10	F.	1	360	50	54	2	*15,000	7,676	8,170	.....	.....	25,580	20,15
Marlborough, Mass. P. I.....	15	F.	1	305	40	60	4	60,000	31,900	31,784	.....	.....	40,166	.....
Marshalltown, Ia. P. I.....	16	F.	.....	350	71	71	5	82,055	16,783	18,150	4,024	.....	78,393	41,37
Martinsville, Ind. P. I.....	*6	F.	13	307	72	72	2	16,500	6,102	6,925	.....	.....	34,583	26,86
Mason City, Ia. P. I.....	17	F.	9	360	72	78	5	80,150	14,670	16,316	.....	.....	75,112	41,59
Massillon, O. McClymonds p. I.....	F.	7	306	56½	56½	2	.....	20,627	21,005	.....	.....	73,075	.....	
Mauch Chunk, Pa. Dimmick I.....	8	F.	2	305	60	60	3	.....	12,961	12,855	.....	30,293	.....	.....
Mayville, N. D. State Nor. Sch.	F.I.C.	.....	252	43	43	1	.....	6,049	6,361	*550	.....	12,832	1,23	
Memphis, Tenn. Cossitt I.....	*150	F.	.....	365	75	85	26	.....	120,263	131,532	.....	.....	504,763	320,54
Memphis, Tenn. Goodwyn Inst.	*143	F.R.	1	313	....	75	4	.....	12,747	13,865	9,391	.....	.....	.....

LIBRARIES

of the American Library Association

An arrow (\rightarrow or \leftarrow) in place of an item indicates that the omitted item is included in the next column toward which the arrow points.
 The superimposed small figures refer to notes appended to the table.

No. of prints, pictures, etc., lent for home use Recorded reading room use (total no. of vols. used in building)	Registration			No. of news-papers and periodicals currently received	No. of persons using or studying library for reading or study	Receipts		Expenditures for maintenance			Extraordinary expenses (sites, new buildings, additions, etc.)		
	Regist'n period in years					Taxation or appropriation	Endowments	Salaries					
	Adult	Juvenile	Total			Titles	Cops.	Books	Periodicals	Library service	Janitor service		
1,264	6,836	2,725	9,561	5	46,292	32,330	46,873	2,211	308	5,983	\leftarrow	11,285	
	.....	.....	5,583	...	84	84	4,273	1,091	128	1,860	600	5,435
	3,645	2,164	5,809	5	80	80	8,721	1,398	154	2,405	934	1,136	
	.....	.....	21,788	5	98	98	3,100	4,370	1,349	2,329	\leftarrow	4,501
	.....	.....	1,132	4	295	295	2,000	2,302	6,337	1,235	289	2,840
	.....	.....	3,011	...	94	94	.....	1,948	251	2,300	600	.....
	.....	.....	3,437	4	54	56	29,016	2,507	3,353	504	140	920
	.....	.....	1,481	775	2,256	5	30	30	2,347	423	835	\leftarrow
	.....	.....	2,690	2	112	112	4,431	9,007	1,081	168	1,440	720
1,559	.....	.....	7,337	...	166	189	2,750	3,489	6,657	1,086	228	3,189
69	5,034	1,633	6,667	1%	56	56	14,762	3,000	50	4,634	593	44	
	.....	.....	.....	.....	.....	.....	.....	3,000	.....	2,500	.....	.....
	.....	.....	3,787	784	4,571	2	.....	3,950	60	4,379	395	236
	.....	.....	1,137	2	58	58	1,469	3,022	181	118	1,215	280
1,100	.....	.....	4,749	3	113	121	6,933	7,763	1,181	190	2,406	.....
	.....	.....	1,306	...	.....	.....	.....	.....	568	\leftarrow	1,900	\leftarrow
	.....	.....	253	253	.....	.....	2,774	2,774	593	592	1,340	100
	.....	.....	106	106	.....	.....	4,750	4,750	.....	.....	.....	.....
	.....	.....	900	900	.....	.....	.....	17,075	\leftarrow	11,921	.....	28,997
44,089	20,903	3,154	24,057	2	300	300	23,582	25,155	3,925	801	12,714	1,004	
3,611	.....	.....	31,348	3%	159	1,147	38,800	72,827	24,042	2,150	28,546	.....
35,383	.....	.....	110,388	3	2,139	2,139	168,016	197,680	32,389	4,196	99,073	\leftarrow
2,138	.....	.....	26,529	26,361	52,890	554	1,226	64,400	103,655	18,962	1,936	41,738
	.....	.....	1,396	...	60	60	983	222	1,747	325	59	430
1,719	.....	.....	20,667	...	343	363	27,964	29,064	4,243	776	12,781	4,558
	.....	.....	181	181	.....	.....	4,257	4,257	877	380	2,257	.....
9,929	11,547	4,074	15,621	4	221	221	14,408	150	22,235	1,935	425	.....
1,854	149	.....	12,089	3	245	245	10,500	12,495	.....	4,095	486	9,958
	2,048	1,100	3,148	3	80	80	.....	.....	.....	1,608	.....	23,207
3,915	3,157	.....	13,445	...	344	385	19,000	1,476	21,824	2,949	794	10,506
	.....	.....	4,950	4	95	95	20,303	2,364	3,048	487	126	1,049
	.....	.....	8,574	11	116	116	4,754	576	5,379	704	250	2,712
1,200	.....	.....	5,698	...	128	129	5,688	30	6,740	1,311	144	2,510
938	.....	.....	2,430	5	51	51	37,679	2,572	4,268	922	126	985
425	.....	.....	7,708	...	113	113	9,248	13,019	1,541	422	4,336	360
	.....	.....	4,708	...	104	104	1,608	1,400	7,486	1,168	225	1,560
	.....	.....	2,050	...	64	64	6,155	51	5,014	5,041	1836	\leftarrow
	.....	.....	.....	...	80	80	.....	.....	194	136	1,650	.....
	.....	.....	20,530	3	.....	.....	38,746	50,629	6,466	1,006	19,605	3,072
	45,690	.....	.....	.....	.....	.....	.....	12,778	\leftarrow	3,780	.....	42,608

LOUISVILLE CONFERENCE

An asterisk (*) indicates that the figures given are estimated or approximate.
 A dagger (†) indicates that the amount expended for books includes the expenditures for binding.

STATISTICS OF

(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)	Lending Reading	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. len for home use	No. of vola. fiction len for home use	
												Lending	Reading	Total no. of vols. at end of year	Total no. of pamphlets at end of year	
Menominee, Mich. Spies p. l...	10	F.	.....	338 72	75	3	.....	12,406	12,819	.....	.....	.....	.....	.....	46,891	28,50
Milford, N. H. F. l.....	4	F.	1	305 54	54	.....	.....	12,642	12,918	2,865	.....	.....	.....	.....	40,876	28,31
Milwaukee, Wis. P. l.....	*501	F.	163	354 80	80	.....	.....	302,651	322,334	20,453	.....	.....	.....	.....	1,300,324	843,82
Minneapolis, Minn. P. l.....	335	F.	169	364 81	89	.....	.....	302,389	319,233	.....	.....	.....	.....	.....	1,508,339	.....
Minneapolis, Minn. U. of Minn.....		F.	.....	307 84	84	30	.....	207,406	230,842	.....	168,774	.....	.....	.....	41,153	.....
Minot, N. D. F. p. l.....	10	F.	2	308 66	69	2	35,000	4,784	5,396	.....	.....	.....	.....	.....	24,279	16,05
Mitchell, S. D. Carnegie l.....	7	F.	1	308 72	72	2	20,000	6,788	7,634	.....	.....	.....	.....	.....	26,958	17,32
Montclair, N. J. F. p. l.....	25	F.	17	362 72	76	11	85,673	38,801	40,937	.....	.....	.....	.....	.....	176,025	127,41
Muscatine, Ia. Musser p. l.....	16	F.	1	362 63½	75	4	65,000	14,763	15,418	.....	.....	.....	.....	.....	55,682	.....
Muskegon, Mich. Hackley p. l.....	*45	F.	.....	363 77	87½	9	200,000	54,174	55,784	20,848	.....	.....	.....	.....	109,086	39,01
Napa, Cal. Goodman l.....	*37	F.	1	350 72	75	3	.....	13,969	14,829	.....	.....	.....	.....	.....	47,297	24,93
New Bedford, Mass. F. p. l....	109	F.	56	366 72	79	22	551,400	154,511	157,805	*31,596	.....	.....	.....	.....	407,830	162,70
New Britain, Conn. Institute.....	52	F.	19	340 72	75	11	150,000	59,000	62,514	.....	.....	.....	.....	.....	206,237	.....
New Brunswick, N. J. F. p. l....		F.	1	333 72	76	4	.....	34,700	35,731	.....	.....	.....	.....	.....	75,021	54,24
New Haven, Conn. F. p. l....	*160	F.	44	307 72	72	35	575,000	125,000	131,357	.....	.....	.....	.....	.....	190,384	126,13
New Haven, Conn. Yale Univ.....		F.I.C.	.....	336 81	85	65	2,334,500	.....	*1,000,000	.....	.....	.....	.....	.....	43,445	.....
New London, Conn. P. l.....	*20	F.	1	303 66	66	7	.....	30,137	31,318	.....	98,557	.....	.....	.....	.....	.....
New Rochelle, N. Y. P. l.....	31	F.	3	361 72	76	10	100,000	36,894	38,929	2,481	*120,898	118,162	70,33	.....	.....	.....
New York. Acad. of Medicine.....		F.R.	1	363 87	87	7	.....	101,593	105,504	63,767	.....	.....	.....	.....	3,921	.....
New York. Assn. of the Bar.....		S.	.....	366	112	19	.....	114,437	118,344	.....	.....	.....	.....	.....	.....	.....
New York. Bible T. Tr. Sch.....		F.I.C.	.....	268 58	58	56	.....	8,409	10,556	1,808	.....	.....	.....	.....	5,328	.....
New York. Mercantile l. ass'n.....		S.	1	303	.....	8	.....	249,083	253,651	.....	81,603	77,105	60,35	.....	.....	.....
New York. Metropolitan Mus.....		F.R.	1	303	42	.....	.....	29,891	31,568	.....	.....	.....	.....	.....	.....	.....
New York. P. L.....	3,497	F.	906	365 82	82	676	.....	1,100,952	1,109,547	.....	13,302,183	10,128,682	5,563,09	.....	.....	.....
New York. Queens Bor. p. l....	396	F.	91	310 72	72	112	256,763	214,916	229,335	.....	.....	.....	.....	.....	1,444,264	872,03
New York. Russell Sage F'n. l....		F.	1	306 40	40	6	.....	13,570	14,763	28,802	.....	.....	.....	.....	8,958	.....
Newark, N. J. F. p. l.....	*400	F.	11	363 75	82	90	940,000	226,897	245,607	.....	.....	.....	.....	.....	1,123,926	.....
Newburgh, N. Y. F. l.....	27	F.	1	350 72	72	3	.....	44,486	39,859	.....	.....	.....	.....	.....	79,748	.....
Newport, R. I. Redwood l....	30	S.	1	304 48	48	4	.....	61,556	63,192	.....	.....	.....	.....	.....	17,325	10,525
Newport, R. I. Nav. War Coll.....		F.I.C.	1	305 45	98	.....	.....	10,879	12,579	2,476	.....	.....	.....	.....	1,878	.....
Newton, Mass. F. l.....	43	F.	135	351 82	82	22	.....	93,825	96,302	.....	.....	.....	.....	.....	347,102	189,25
Niagara Falls, N. Y. P. l....	42	F.	13	308 72	76	6	63,700	24,886	24,929	.....	.....	.....	.....	.....	99,469	65,33
Niles, O. P. l.....	*10	F.	274	69	69	2	.....	5,294	5,720	.....	.....	.....	.....	.....	26,152	16,847
Norfolk, Va. P. l.....	89	F.	2	302 72	72	.....	.....	24,163	24,759	.....	81,716	75,148	71,135	.....	.....	.....
North Adams, Mass. F. l....	22	F.	12	70	70	4	.....	37,382	38,219	.....	87,886	73,514	33,480	.....	.....	.....
Oak Park, Ill. Tp. High Sch.....		F.I.C.	.....	37	37	1	.....	3,945	4,321	.....	.....	.....	.....	.....	389,174	181,914
Oakland, Cal. F. l.....	*525	F.	65	303 72	75	117	351,647	125,985	139,570	12,553	.....	.....	.....	.....	896,188	550,635
Oberlin, O. Oberlin Coll l....	4	.....	.....	305 79½	79½	21	247,800	154,538	164,628	121,508	.....	.....	.....	.....	63,184	.....
Ogden, Utah. Carnegie f. l....	25	F.	12	357 66	76	4	*60,000	13,272	16,226	.....	.....	.....	.....	.....	77,798	55,415
Omaha, Neb. P. l.....	*166	F.	52	362 69	82	24	460,000	117,873	123,573	.....	.....	.....	.....	.....	389,174	181,914

LIBRARIES

of the American Library Association)

An arrow (\rightarrow or \leftarrow) in place of an item indicates that the omitted item is included in the next column toward which the arrow points.
The superimposed small figures refer to notes appended to the table.

No. of vols. sent to agencies	No. of prints, pictures, etc., sent for home use	Recorded reading room use (total no. of vols. used in building)	Registration			Regist'n period in years	No. of news- papers and peri- odicals currently received	No. of persons using library for reading or study	Receipts		Expenditures for maintenance							
			Adult	Juvenile	Total				Titles	Cops.	Taxation or appropriation	Endowments	Books	Periodicals	Salaries			
											Total			Extraordinary expenses (sites, new buildings, additions, etc.)				
			3,863		3	107	107	.....	5,634	.....	7,397	1,063	134	1,965	366	4,804
			2,503		3	65	65	9,544	1,500	233	1,930	444	127	950	66	1,938		
			72,395		3	666	666	.....	141,025	.....	147,709	27,113	←	61,740	15,410	3,782 133,865
59,153			94,429		5	747	747	.....	171,012	.....	197,117	24,605	5,075	98,959	15,104	209,506
				1,191	1,191	1,191	.....	.....	.....	40,076	←	33,330	.....	.....	.....
			1,610	1,089	2,699	3	84	84	20,025	4,628	8,739	824	144	1,860	533	4,857	
			*3,570	3	69	69	.....	3,000	.....	4,211	312	99	1,285	.....	1,229 3,472	
3,404			12,279		5	152	214	.....	16,000	.....	25,509	2,531	544	9,418	←	16,488
			4,473		4	86	86	.....	6,647	.....	7,346	1,079	158	2,584	660	6,494
1,092			6,079		3	223	223	43,376	338	13,134	14,235	1,674	425	4,816	1,276	9,939		
			2,278		4	78	78	.....	4,228	.....	8,156	1,096	←	2,250	438	4,404
105,078			15,307	6,582	21,889	5	422	634	29,731	13,781	47,664	6,659	1,801	17,808	9,940	44,192	
11,631			178	203	.....	13,000	4,882	19,027	5,052	476	6,383	1,109	1,400 19,027		
			8,290		6	114	114	.....	6,000	50	7,504	989	291	2,701	860	6,774	
			26,422		2	341	341	.....	40,100	3,850	50,396	8,708	1,193	20,896	2,594	5,000 47,546	
			3,893	1	9,000	9,000	.....	.....	49,800	95,558	34,391	←	42,578	2,892	.....	92,416
			4,754	4,920	9,674	3	90	90	.....	.....	.....	.....	.....	.....	.....	.....
90			10,425	4,256	14,681	5	160	160	15,600	10,509	12,980	1,227	315	5,971	1,056	1,378 12,349	
			27,203	.....	6,669	9,185	1,955	2,059	13,853	←	.....	14,350		
			202	202	.....	.....	240	.....	10,715	←	.....	.....	.....
			3,339		151	151	151	151	.....	.....	25,801	5,331	460	10,380	.....	22,320
			210	210	15,802	15,802	.....	.....	.....	.....	.....	.....	.....	.....
73,325			3	515	4,033	4,121,436	749,108	40,072	845,060	161,859	10,411	466,929	41,988	845,060		
			146,541	112,977	259,518	5	177	1,199	158,966	175,872	29,842	2,392	66,263	20,339	159,815	
			1,368	.....	250	250	16,170	.....	.....	.....	.....	.....	.....	.....
			41,246	23,293	64,539	.....	.....	.....	130,957	.....	150,539	23,580	3,450	67,836	13,937	150,538
			93	93	93	93	3,540	5,771	890	227	2,776	300	5,493	
			444	188	188	19,253	19,253	5,760	12,660	2,544	←	3,898	←	648 8,685	
			104	106	106	106	4,410	1,110	360	2,750	4,410	
			15,555	3	551	551	551	551	33,158	1,700	35,775	7,768	1,187	14,595	2,286	34,838	
			22,403	13	105	105	105	105	9,108	10,136	1,508	245	3,590	890	8,783	
			3,159	.....	.....	9,306	9,306	2,734	.....	2,963	382	122	1,282	144	2,566	
19,324			14,400	3	94	94	94	94	7,000	60	8,043	1,204	238	7,787	
			7,525	5	164	164	164	7,000	143	7,703	1,821	336	2,872	648	7,703	
			41	65	65	65	.....	.....	.....	500	78	1,100	.....	1,675		
19,396			49,661	2	1,631	1,769	1,090,167	119,339	.....	122,315	19,316	4,100	60,479	11,151	35,000	157,150	
			201,130	.....	.....	.....	.....	18,565	9,437	28,626	4,969	←	13,023	1,203	.....	27,484
1,199			10,583	3	167	167	167	167	7,345	8,903	2,242	433	2,550	630	7,218	
			27,580	3	324	436	436	436	40,000	452	42,173	9,022	←	18,542	3,467	42,173	

LOUISVILLE CONFERENCE

An asterisk (*) indicates that the figures given are estimated or approximate.
 A dagger (†) indicates that the amount expended for books includes the expenditures for binding.

STATISTICS OF

(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, Subject.)	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 binding)	Total no. of vols. lent for home use	No. of vols. fiction lent for home use	
Oradell, N. J. Delford L. ass'n.	5/2	F.	1	151	7½	7½	.....	2,316	2,656	.....	8,345	.....	.....
Oshkosh, Wis. P. l.	*39	F.	18	309	72	76	7	78,000	30,135	31,794	170,651	58,335	.....
Oskaloosa, Ia. F. p. l.	10	F.	3	307	66	66	4	.....	11,336	12,476	1,150	68,315	41,303	.....
Ottawa, Ill. Reddick's L.	*12	F.	1	....	72	72	3	.....	16,445	17,358	.....	38,872	31,586	.....
Paducah, Ky. Carnegie p. l.	*28	F.	4	306	72	72	3	80,000	17,885	18,542	1,125	76,741	13,100	.....
Painesdale, Mich. Paine mem. L.	*3	F.	5	362	54	77	5	.....	6,965	7,158	.....	28,704	.....	.....
Parsons, Kas. P. l.	12	F.	1	357	66	69	2	.....	8,818	9,020	.....	47,275	.....	.....
Pasadena, Cal. P. L.	45	F.	6	356	72	75	23	*50,000	49,051	54,841	.....	232,013	142,678	.....
Passaic, N. J. P. l.	61	F.	11	307	72	76	12	260,000	37,841	40,095	.....	281,976	150,015	.....
Paterson, N. J. F. p. l.	124	F.	5	302	67	79	.....	325,000	60,765	63,925	.....	276,872	266,014	179,152
Pawtucket, R. I. Sayles p. l.	55	F.	16	308	72	72	9	225,746	38,543	38,904	.....	170,761	116,109	.....
Peace Dale, R. I. Narr. L. ass'n.	5	F.	6	307	36	72	2	.....	15,024	15,292	354	26,986	20,776	.....
Pendleton, Ore. Umatilla Co. L.	*27	F.	56	361	57	60	.....	.....	9,694	12,096	.....	60,114	.....	.....
Peterborough, Ont. P. l.	*21	F.	1	....	72	78	3	47,802	13,615	14,200	.....	53,430	8,894	.....
Philadelphia, Pa. Franklin Inst.	F.I.C.		1	300	57	57	4	.....	67,436	69,151	28,250	.....	.....	2,060
Philadelphia, Pa. F. I.	1,549	F.	133	304	72	72	309	2,103,522	494,992	515,925	244,328	2,767,310	1,920,029	.....
Pierre, S. D. Carnegie L.	3	F.	1	305	45½	45½	.....	.....	5,185	5,635	.....	13,608	10,051	.....
Pittsfield, Mass. Berk. Athen.	*39	F.	1	336	67	81	12	.....	63,724	65,657	.....	100,896	.....	.....
Plainfield, N. J. P. l.	24	F.	9	363	76	76	8	*69,000	52,580	54,924	.....	100,320	64,620	.....
Pocatello, Id. Id. Tech. Inst.	*15	F.	1	262	46½	46½	2	.....	6,536	7,408	14,802	.....	3,468	.....
Pomona, Cal. P. l.	14	F.	13	355	72	75	8	*55,000	27,780	30,661	*5,600	104,502	72,173	.....
Portland, Ore. L. ass'n.	*275	F.	212	364	75	82½	131	876,743	225,560	245,370	20,499	1,468,793	584,914	.....
Pottsville, Pa. F. p. l.	22	F.	.....	311	72	72	4	.....	10,531	11,186	.....	90,365	58,777	.....
Princeton, N. J. Prince. Univ.	F.I.C.	.....	347	84	89	46	1,000,000	373,224	383,674	.....	79,316	52,861	6,307	
Providence, R. I. Brown Univ.	F.I.C.	.....	348	89	89	14	.....	230,000	236,513	.....	.....	11,518	.....	.....
Providence, R. I. P. l.	274	F.	53	361	72	86	38	666,000	180,030	170,825	.....	293,065	158,580	.....
Pueblo, Colo. McClelland p. l.	*50	F.	9	305	72	78	4	.....	28,417	29,215	.....	100,098	.....	.....
Raton, N. M. P. l.	*5	F.	1	361	30	33	2	*2,500	4,605	5,290	.....	20,117	12,864	.....
Reading, Mass. P. l.	6	F.	1	260	16	16	2	.....	9,122	9,364	.....	26,423	.....	.....
Redlands, Cal. Smiley p. l.	10	F.	5	363	84	84	.....	.....	27,759	29,388	10,249	115,591	75,706	.....
Reno, Nev. Univ. of Nev. l.	F.I.C.	.....	307	60	60	2	55,000	28,266	29,400	.....	13,695	.....	.....
Richmond, Cal. P. l.	22	F.	3	356	77	77	8	41,500	10,998	13,765	845	101,827	67,998	.....
River Falls, Wis. State Normal	F.I.C.	.....	247	.....	45	2	.....	9,115	9,773	3,000	.....	26,828	.....	.....
Rochester, N. Y. P. l.	248	F.	.....	.....	.....	.....	.....	52,706	68,519	.....	741,865	.....	.....
Rochester, N. Y. Reynolds L.	248	F.	1	344	72	76	7	.....	78,021	80,005	6,321	63,761	46,597	27,779
Rochester, N. Y. Univ. of Roch.	F.I.C.	.....	309	84	84	6	228,513	66,157	69,675	.....	12,632	3,008	.....
Rock Hill, S. C. Winthrop Nor.	F.I.C.	.....	59½	59½	3	7	*75,000	16,640	16,792	.....	16,950	.....	.....
Rutherford, N. J. F. p. l.	8	F.	1	303	30	30	3	28,153	8,274	8,851	.....	44,336	24,769	.....
Saginaw, Mich. East Side p. l.	30	F.	4	307	60	.....	.....	20,018	19,660	.....	82,530	.....	.....
St. Joseph, Mo. P. l.	*80	F.	35	358	72	76	24	.....	71,778	77,022	.....	285,290	196,386	.....

LIBRARIES

the American Library Association)

An arrow (\rightarrow or \leftarrow) in place of an item indicates that the omitted item is included in the next column toward which the arrow points.
 The superimposed small figures refer to notes appended to the table.

sent to agencies No. of prints, pictures, etc., lent for home use	Recorded reading room use (total no. of vols. used in building)	Registration	Regist'n period in years	No. of news- papers and peri- odicals currently received	No. of persons using library for reading or study	Receipts	Expenditures for maintenance				Extraordinary expenses (sites, new buildings, additions, etc.)	Total									
							Adult		Taxation or appropriation	Endowments	Salaries										
							Titles	Cops.	Total	Books	Periodicals	Library service	Janitor service								
									569	180	204	19	537								
									12,099	2,150	269	4,196	1,520	287	10,337						
									5,131	1,208	183	2,250	420		5,478						
									2,000	5,885	8,965	1,268	137	2,687	562	6,208					
									41,331	5,000	5,790	1,630	173	1,895	720	5,243					
										507	115	2,007			3,606						
										34,587	8,648	1,060	16,109	1,269		33,056					
										16,700	911	19,907	3,073	386	7,268	1,023	19,262				
										32,000	34,117	5,428	1,189	16,716	3,528		34,117				
										9,768	3	218	17,672		17,672	3,130	500	7,678	2,158	17,671	
										74	74	200	1,537	1,801	277	140	1,025		1,840		
										6,863	11,318	2,092	163	3,497	168	35,000	42,802				
										6,169	6	84	4,560	313	5,788	885	273	2,200	193	5,436	
										783	783	4,479									
										1,292	1,695	285,550	13,171	354,747	48,496	189,711	189,711		306,838		
										5,900	1,450	2,142	314	88	600	240			1,842		
										115	138	6,000	21,506	1,387	296	8,324	8,324		12,956		
										253	4,480	11,756	1,730	23,044	2,740	1,014	4,631	1,089		13,186	
										93	93	2,000		2,019	80	130	1,625			2,005	
										3	140	161	11,949	17,935	2,168	329	6,132	720		12,118	
										1,001	1,875	410,190	95,795	7,267	157,864	19,662	3,323	87,465	14,174		156,308
										54	54	3,000		6,922	985	126	2,665	216		6,199	
										48	48	40,792	13,226	88,027	34,631	32,664					83,723
										215	215	11,715	5,850	17,929	4,229	1,437					17,492
										1,190	1,250	33,200	30,360	77,772	11,191	1,864	35,726	8,220	3,659	77,211	
										100	100	7,000		7,652	1,683	316	3,305	840		7,613	
										48	48	2,500		4,246	561	81	1,385	120		2,620	
										215	215	2,322		2,427	382	77	534	534		1,978	
										13,158	2,103	9,997		16,555	1,458	544	4,545	900		10,464	
										745		5,709		5,476	1,323	329	3,085			5,475	
										233	233	103,643		12,000	2,471	693	5,577	950		11,121	
										233	233	60,400		63,263	16,328	922	23,518	2,350	2,658	63,128	
										257	257	2,600		10,816	3,823	1,043	3,699			10,124	
										131	131	5,028		6,200	1,344	324	1,010	4,300		5,381	
										86	86	9,036	2,983	71	693	693	1,344	324	1,010	4,300	
										3		4,999		5,383	549		2,106	432	1,074	5,381	
										18,656	3	26,358		27,805	4,444	1,096	13,933	2,496	1,054	27,805	

LOUISVILLE CONFERENCE

An asterisk (*) indicates that the figures given are estimated or approximate.
 A dagger (†) indicates that the amount expended for books includes the expenditures for binding.

STATISTICS OF

(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. len for home use	No. of vols. fiction lent for home use		
St. Louis, Mo. P. L.....	*750	F.	204	365	72	85	.....	414,623	443,181	133,434	.....	1,832,272	1,043,	
St. Paul, Minn. P. L.....	*247	F.	55	....	.....	80	1,710,000	31,689	90,304	.....	.....	600,324	.....	
Salem, Mass. P. L.....	37	F.	4	304	72	78	.....	63,545	64,987	.....	.....	150,955	102,	
Salem, Ore. P. L.....	*17	F.	11	360	72	74	3	.....	11,292	11,879	193	.....	53,202	36,
Salt Lake City, Utah. P. L.....	*117	F.	27	364	66	79	18	120,000	62,331	69,658	6,664	537,439	328,947	175,	
Salt Lake City, Utah. U. of Utah.....	F.L.C.	.....	272	77	77	5	.....	.....	48,712	19,225	.....	.....	30,000	.....
San Antonio, Tex. Carnegie L.....	F.	2	358	72	76	10	200,000	40,829	43,905	*7,141	.....	125,713	71,	
San Bernardino, Cal. County L.....	56	F.	58	....	42	.....	.....	*9,500	7,072	13,094	189	.....	70,285	.....
San Diego, Cal. P. L.....	92	F.	34	363	72	78	26	250,000	*54,000	62,325	11,478	.....	403,517	200,
San Francisco, Cal. P. L.....	452	F.	22	357	75½	75½	57	.....	159,763	176,167	.....	.....	1,157,523	880,
San Jose, Cal. Santa Clara Co.	40	F.	40	....	48	48	20	.....	4,717	9,964	.....	.....	86,989	.....
Sandusky, O. L. ass'n.....	38	F.	36	304	69	69	4	.....	20,995	23,116	.....	.....	97,014	51,
Santa Paula, Cal. Blanchard L.....	*3	F.	1	363	48	51	2	.....	5,860	6,580	.....	.....	20,941	.....
Sault Ste. Marie, Mich. Carn. L.....	12	F.	1	305	63	66	4	*40,000	11,431	12,213	29,817	49,167	29,
Scranton, Pa. P. L.....	*147	F.	9	302	72	72	11	78,506	80,289	166,434	160,408	87,
Seattle, Wash. P. L.....	348	F.	138	366	78	86	133	1,597,000	254,636	268,320	.....	.....	1,405,655	841,
Sedalia, Mo. F. p. l.....	*27	F.	8	308	69	76	5	62,500	17,897	18,961	.....	.....	80,641	59,
Sewickley, Pa. P. L.....	4	F.	2	299	66	66	2	12,438	13,132	66,572	35,729	22,
Sherman, Tex. P. L.....	*18	F.	1	358	54	64	1	21,500	4,006	5,063	.....	.....	27,317	22,
Shrewsbury, Mass. F. p. l.....	*1	F.	7	306	24	24	3	31,100	10,932	11,657	.....	.....	16,618	9,
Spokane, Wash. Lew. & C. H. S.....	F.L.C.	.....	200	....	40	1	.....	.....	3,881	4,290	2,247	.....	.....	.....
Spokane, Wash. N. Cent. H. S.....	F.L.C.	.....	175	40	40	1	.....	.....	3,871	4,058	1,393	.....	9,152	.....
Spokane, Wash. P. L.....	*120	F.	48	359	72	79	30	329,768	68,118	73,668	.....	.....	382,336	221,
Springfield, Mass. Int.Y.M.C.A.....	F.L.C.	.....	365	97½	97½	3	104,825	11,907	12,685	*26,000	.....	.....	.....
Stockton, Cal. F. p. l.....	*70	F.	34	357	72	76	14	330,000	69,510	70,380	37,861	.....	177,368	.....
Stockton, N. Y. Seymour mem.....	F.	.....	104	11	11	2	4,000	4,986	5,153	.....	.....	2,976	2,	
Summit, N. J. F. p. l.....	*9	F.	1	308	63	63	3	51,000	12,446	13,191	.....	.....	40,459	32,
Syracuse, N. Y. P. L.....	*150	F.	24	350	76	76	28	387,000	121,166	120,693	3,823	.....	429,700	318,
Tacoma, Wash. P. L.....	*112	F.	83	358	76½	83½	35	198,000	75,508	75,733	.....	.....	403,981	.....
Terre Haute, Ind. Fairbanks L.....	58	F.	11	365	47	51	12	.....	46,272	48,762	.....	.....	331,029	202,
Terre Haute, Ind. State Normal.....	F.L.C.	.....	282	56	56	.....	.....	67,892	70,926	11,163	89,911	.....	.....
Toledo, O. P. L.....	F.	10	....	75	81	17	.....	98,345	102,613	.....	.....	379,362	170,	
Toronto, Ont. P. L.....	*500	F.	16	....	84	80½	136	904,000	257,411	285,215	21,868	1,407,048	936,844	457,
Traverse City, Mich. P. L.....	12	F.	2	357	72	72	2	20,212	14,853	15,963	3,471	.....	44,184	35,
Trenton, N. J. F. p. l.....	F.	9	307	72	72	22	.....	.....	69,972	75,688	.....	.....	296,067	205,
Troy, N. Y. P. L.....	75	F.	.....	351	72	76	8	.....	49,486	50,328	.....	104,201	98,779	70.8
Troy, N. Y. Renss. Poly. Inst.....	F.L.C.	.....	307	53	53	2	.....	11,341	11,903	12,892	7,004	2,585	.....	
Tyler, Tex. P. L.....	12	F.	1	306	61½	65½	3	20,000	8,193	9,030	975	.....	31,552	23,
Union Springs, Ala. L.....	*5	F.	15	310	42	42	1	14,340	2,285	2,460	.....	6,800	4,	

LIBRARIES

of the American Library Association)

An arrow (\rightarrow or \leftarrow) in place of an item indicates that the omitted item is included in the next column toward which the arrow points.
 The superimposed small figures refer to notes appended to the table.

No. of vols. sent to agents, etc., lent for home use use (total no. of vols. used in building)	No. of prints, pictures, etc., lent for home use Recorded reading room use (total no. of vols. used in building)	Registration			Regist'n period in years	No. of news- papers and peri- odicals currently received	No. of persons using library for reading or study	Receipts		Expenditures for maintenance					Extraordinary expenses, etc., if new additions, etc.)		
		Adult		Juvenile				Titles	Copys.	Taxation or appropriation	Endowments	Total	Books	Periodicals	Library service	Janitor service	
6,408	7,482	56,330	48,483	104,813	2	965	2,876	281,900	.....	463,76	49,098	4,221	121,356	28,728	.....	265,964
		.....	.....	41,209		740	954	.....	.....	.....	36,899	6,071	43,511	.....	46,748	156,694
		.....	.....	.....	3	163	163	16,700	1,736	22,66	2,814	483	8,897	2,064	.....	18,326
		.....	.....	5,818	4	134	134	22,019	5,500	5,77	1,336	163	2,146	600	.....	5,772
3,428	1,806	.....	.....	26,883	5	378	501	57,347	.....	63,133	7,074	1,022	15,174	2,453	21,053	60,680
		.....	.....	.....		344	344	.....	13,212	.....	3,002	1,535	3,825	.....	.....	8,954
		.....	.....	13,167	3	.....	.....	15,881	800	22,062	6,540	578	6,190	1,249	.....	19,099
1,624	.....	.....	.....	6,494	2	29	103	7,576	.....	12,258	3,215	129	4,732	.....	.....	9,833
2,141	1,702	.....	.....	18,913	2	303	517	33,673	.....	37,434	6,966	1,106	17,886	3,582	2,414	37,434
		.....	.....	53,513	2	375	676	96,990	.....	136,918	27,012	2,363	55,299	.....	107,038	
		.....	.....	5,610	.....	26	33	10,418	.....	12,221	3,741	70	3,997	.....	9,046	
6,956	.....	5,530	1,630	7,160	3	114	114	35,828	8,522	182	11,289	2,591	269	3,990	421	9,532
		1,368	510	1,878	2	75	75	3,321	4,408	526	158	1,245	715	3,346
		29,251	4,403	4	84	84	4,153	5,038	1,108	192	1,745	360	631	4,865
		.....	.....	14,786	2	108	129	20,880	50	23,422	2,597	316	9,740	1,325	396	22,025
25,106	.....	51,020	16,077	67,097	2	954	1,604	176,108	.....	178,440	20,990	3,268	85,307	19,673	7,450	166,573
		.....	.....	4,376	3	141	141	6,128	.....	8,677	1,069	253	2,446	540	.....	5,761
3,630	.....	25,843	.....	2,651	3	56	56	26,626	3,210	.....	3,373	903	135	2,160	.....	3,373
		.....	.....	2,634	3	55	55	5,959	2,084	.....	2,343	919	81	914	.....	2,336
413	3,392	44	69	69	4,119	942	1,292	2,878	450	150	816	325	565	2,878
		.....	.....	46	46	.....	.....	500	.....	516	402	99	.....	.....	.....	502
		.....	.....	43	43	.....	.....	175	.....	204	129	75	1,400	.....	.....	.....
49,754	.....	.....	37,431	5	891	1,169	45,226	.....	50,152	10,024	1,827	21,462	3,760	1,840	48,179	
		.....	.....	147	147	.....	.....	4,224	.....	5,951	1,639	.....	3,160	460	.....	5,951
		72,706	5,389	1	352	352	72,706	15,926	28,507	2,091	813	14,481	1,706	2,031	25,765
		364	15	39	39	150	122	359	80	75	100	30	359
		2,950	852	3,802	...	115	115	*32,000	4,540	6,050	527	134	2,140	360	5,162
		23,981	2	544	544	50,200	51,952	9,553	1,170	23,220	4,922	1,588	50,187
1,602	.....	.....	18,184	4	363	476	.....	35,860	.....	38,878	5,029	717	20,686	2,893	.....	36,765
4,000	.....	.....	24,996	2	250	250	.....	17,871	.....	25,398	2,877	659	9,007	1,930	490	19,264
		.....	.....	317	317	.....	.....	8,730	.....	27,994	6,029	792	7,950	780	250	17,433
		18,339	9,964	28,363	3	279	349	15,127	.....	33,447	3,044	640	16,088	3,398	.....	30,416
		81,393	3	378	778	*100,300	148,697	187,428	30,075	2,684	75,486	9,682	46,839	204,829
		4,171	1	109	109	18,620	3,500	5,830	1,132	169	1,483	612	4,412
		16,806	6,623	23,429	3	238	238	.....	27,218	2,206	35,305	8,070	619	13,973	.....	30,873
4,667	5,422	5,928	4,152	10,080	...	139	141	.....	8,600	2,439	12,682	1,147	391	7,293	.....	12,418
		.....	.....	851	5	127	127	18,724	.....	.....	.....	.....	.....	.....	.....	.....
		4,270	5	51	51	*12,745	2,426	2,922	790	93	1,055	273	98	2,966
		1,193	4	18	18	10,621	1,030	1,211	61	29	506	93	149	1,073

LOUISVILLE CONFERENCE

An asterisk (*) indicates that the figures given are estimated or approximate.
 A dagger (†) indicates that the amount expended for books includes the expenditures for binding.

STATISTICS OF

(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- erence, 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		
											Lending	Reading			
Upland, Cal. P. L.....	*4	F.	1....	36	40	1	20,000	2,072	2,501	.....			18,554	15
Urbana, Ill. Univ. of Ill. I.....		F.I.C.	347	88	88	51		330,895	361,682	47,289	189,097		42,285	7	
Utica, N. Y. P. L.....	*87	F.	20	305	72	72	38	*370,000	83,644	88,573	13,135	.....	274,430	186
Uxbridge, Mass. F. p. l.....	5	F.	10	285	43	46	2	30,000	12,871	13,199	.....	18,515	18,000	14
Valley City, N. D. State Nor.....		F.I.C.	313	50	50	3		11,026	12,005	652	.....		14,139	3
Valparaiso, Ind. P. L.....	8	F.	4	330	51	51	2	30,000	7,606	7,856	.....		27,753	18
Van Wert, O. Brumback I.....	29	F.	115	306	66	72	5	100,000	23,808	24,981	.....		102,172	.....
Vermilion, S. D. Univ. of S. D.....		F.I.C.	.....	80	80	3	150,000	28,000	30,200	.....				
Visalia, Cal. Tulare County F. L.....	35	F.	90	307	42	.....	32	28,000	19,276	25,003	.....		146,062*	.....
Waco, Tex. Baylor Univ. I.....		F.I.C.	303	76½	76½	6	100,000	23,877	26,493	3,026	.....		10,185	.....
Wakefield, Mass. Beebe Town I.....	12	F.	2	304	39½	39½	4		18,132	18,581	.....		79,134	26
Walla Walla, Wash. F. p. l.....	*24	F.	1	366	72	76	3		11,017	12,060	700	.....	59,580	39
Waltham, Mass. P. L.....	30	F.	43	304	72	76	7		44,064	45,189	.....		125,396	70
Washington, D. C. P. l. of D. C.....	363	F.	181	362	72	79	.....	600,000	179,183	185,136	.....	1,024,844	880,043	474
Washington, D. C. Dept. of Ag.....		F.I.C.	.....	307	45	45	.....		137,703	←	127,885	.....		
Washington, Pa. Citizen f. l.....		F.	1	305	66	66	4		16,888	17,299		37,690	35,040	26
Waterloo, Ia. P. L.....	35		.....	363	72	75	12	130,000	23,912	25,115	1,308	.....	150,665	.....
Wausau, Wis. P. L.....	*18	F.	1	307	66	66	4		9,846	10,563	.....		75,896	42
Waverley, Mass. McLean Hosp.....		F.I.C.	.....	.....	.....	1			14,130	14,477	.....		10,053	.....
Wellesley, Mass. F. l.....	*6	F.	2	303	51	51	4		19,271	19,682	.....		34,951	23
Wellesley, Mass. Well. Coll. I.....		F.I.C.	.....	322	72	75	12		74,905	79,556	.....		30,938	.....
Westfield, N. Y. Patterson I.....	4	F.	2	303	52	52	2	*200,000	18,374	18,914	930	.....	23,668	17
Weymouth, Mass. Tufts I.....	13	F.	15	303	34	34	3		29,755	30,179	.....		58,693	40
Whitewater, Wis. State Nor.....		F.I.C.	290	43	43	2			12,628	13,295	*5,500	.....	21,505	.....
Whiting, Ind. P. L.....		F.	3	348	42	46	.....		11,260	12,280	.....		39,372	.....
Wichita, Kas. City I.....	*65	F.	.....	365	72	76	5	150,000	10,552	10,775	.....		67,976	48
Wilkes-Barre, Pa. Osterhout I.....		F.	1	.....	.....	9			47,909	49,231	1,292	.....	168,145	103
Williamsport, Pa. J. V. Brown I.....		F.	7	306	72	72	7	461,562	25,448	27,161	.....		111,314	81
Williamstown, Mass. Will'ms C.....		F.	.....	340	70½	70½	6		83,909	87,675	.....		10,659	.....
Williston, N. D. James mem. I.....	5	F.	1	363	36	40	1	32,000	4,192	4,478	.....		16,292	12
Willows, Cal. Glenn Co. f. l.....	7	F.	22	312	.....	.....			1,402	5,168	1,025	.....	16,895	.....
Wilmington, Del. Wilm. Inst.....	*106	F.	42	306	75	86	20		83,908	86,526	.....		266,787	157
Winchester, Va. Handley I.....	5	F.	1	304	66	66	3	140,000	5,669	6,832	.....		32,747	23
Winsted, Conn. Gilbert Sch. I.....		F.I.C.	241	39	39	1			10,555	10,689	.....		14,105	9
Winthrop, Mass. P. L.....	12	F.	3	304	45	45	4	41,500	12,743	13,147	.....		47,778	36
Woburn, Mass. P. L.....	16	F.	9	303	61	61	5	175,000	47,871	48,616	.....		74,702	53
Woodstock, Vt. N. Williams I.....	2	F.	1	302	45½	63½	2		19,360	19,968	.....		24,136	20
Worcester, Mass. F. p. l.....	162	F.	10	365	72	82	53	436,935	227,843	235,868	769,314	664,649	.....	

LIBRARIES

the American Library Association)

An arrow (\rightarrow , or \leftarrow) in place of an item indicates that the omitted item is included in the next column toward which the arrow points.
The superimposed small figures refer to notes appended to the table.

sent to agencies	No. of prints, pictures, etc., lent for home use	Recorded reading room use (total no. of vols. used in building)	Registration			Regist. period in years: No. of news- papers and peri- odicals currently received	No. of persons using library for reading or study	Receipts	Expenditures for maintenance			Extraordinary expenses (sites, new buildings, additions, etc.)							
			Adult		Total				Books	Periodicals	Salaries								
			Juvenile	Total					Total	Library service	Janitor service								
			1,344	3	32	32	19,168	1,600	1,636	199	45	150	1,636						
	15,786		4,503	4,503					154,603	←	61,093		115,696						
100		17,997	3	255	255	59,178	37,379	1,735	41,144	6,399	667	19,072	3,161	37,052					
		1,364		52	52	5,520	2,313	654	6,439	205	80	800	800	2,977					
		160	160							564	172	2,580							
180	20,648		89	89			2,950		4,935	64	170	970	158	1,224	3,801				
290	91	13,258	121	121			12,702		12,864	1,357	241	2,952	1,535	5,337	12,864				
							6,500		6,500			2,570							
759		10,253	41	562			12,911		14,737	3,930	644	5,763			13,050				
		4,803	5	65	65		3,026	280	3,306	821	156	1,504	26		3,306				
		4,962	2	111	111		4,900		5,573	752	259	2,759	424		5,410				
		8,263	2,747	11,010	3	165	165		13,659	271	14,372	3,126	←	5,757	1,158	13,881			
766	110,930	33,871	32,914	16,534	49,488	3	449	683	72,100	90	78,387	11,918	1,151	43,769	6,480	77,335			
					2,280	3,015			55,682		55,687	7,017	4,154	31,278		55,488			
204		17,344		4,596		137	137		1,900	120	3,397	639	211	1,680		2,928			
						7,825	3	253	253	16,879		16,877	1,664	525	8,483	1,189	15,263		
						8,589	4			3,900		4,597	1,208	172	1,842	202	4,576		
									745		79	404		388		1,629			
									2,500	860	4,619	604	←	1,576	413	600	4,0197		
						320	320												
77			2,325	3	73	73			100	5,535	7,437	688	140	1,440	720		3,810		
399			4,072		108	108			3,255	655	5,137	1,045	226	1,581	441		5,127		
									2,760		2,774	500	225	1,800			2,760		
1,121						151	151			5,966		12,243	1,126	149	2,097	1,017	144	12,243	
094										7,500		8,354	2,225	287	3,371	889		8,348	
						7,825	3	167	173										
			14,223	6,058	20,281	150	150	51,089											
108			4,973	1,853	6,826	3	103	103	17,688		8,424	9,807	1,682	257	4,729	941		9,718	
										12,934		12,934	6,363	6,363	5,134			12,934	
			826	445	1,271	3	46	46		3,600		4,242	288	83	1,096	780		3,798	
										3,939		5,691	2,295	94	2,124	123		5,216	
						2,207		38	38										
538	5,414	10,430	7,606	18,036	3	288	350		15,895		30,832	5,211	932	13,924	555	19,309	48,945		
						2,000	3	81	81	58,148									
						2,210		49	49										
										4,892		4,892	778	191	1,709	600		4,852	
338			2,458	1,346	3,804	...	107	108		5,700	2,735	8,615	1,421	261	3,446	685		8,540	
						9,848	32												
						33,174	3	594	594		66,850	4,034	79,903	14,907	2,434	41,502	←		75,802

disregarded. The entries of total valuation of library property usually refer to real estate values or values of buildings alone.

The statistics furnished by certain libraries have been omitted from these tables for the reason that only very meager reports could be recorded in conformity with the specific headings; also, in the case of some libraries included in the tables, certain items have been omitted if the same appeared unconformable or obscure. The complete file of statistical sheets received will be preserved at headquarters for reference during the year.

NOTES

1. Albany, N. Y. New York State Library. The agencies include 576 libraries, 400 study clubs, 749 high schools, 207 academies, 39 colleges, over 8,000 district schools and many other institutions, all registered with the university of the state of New York, and in effect borrowing branches of the state library. The number of volumes recorded as having been sent to agencies is the number in traveling libraries.

2. Decatur, Ill. Free public library. Report is for eleven months only.

3. New York City. Bible Teachers' Training School. Staff consists of four students and one paid assistant.

4. New York City. Public library. Report is for circulation department only, the reference department forming a separate library in itself.

5. Ottawa, Ill. Report is for eleven months only.

6. Visalia, Cal. Tulare County free library. The record of volumes lent for home use covers merely sixty-nine stations reporting.

7. Wellesley, Mass. Free library. Expenses of branch (\$1,299) not included in financial report.

REPORT OF COMMITTEE ON FEDERAL AND STATE RELATIONS

Your Committee has to report that the St. Louis Post Office is advertising that it will transmit books to and from the library of that city by parcel post. The

Post Office took the initiative in the matter.

The important work of the year for the Committee occurred in connection with the proposed War Taxation Bill, two of the provisions of which were such as materially to affect public libraries. The first of these provided that periodical publications should pay a rate of postage based upon the distance from the point of publication to the destination. Believing that this would be detrimental to public libraries, especially those in parts of the country distant from the points of publication, inasmuch as it would render the price of magazines greater to them and would have a tendency to diminish the circulation of periodicals whose subscription list was nation wide, a formal protest was filed with the chairman of the appropriate Committees.

Another proposed provision placed a 10 per cent import duty upon all articles now upon the free list, in which free list books for public libraries are included. Inasmuch as state and municipal libraries are among the agencies of such governments, it seems that a tax upon books imported for such libraries is indirectly in contravention of the right of such state and local governments, to be free from federal taxation, and while the tax may not be contrary to the letter of the constitution, it is clearly against its spirit. A more important argument, however, is that such a tax, by diminishing the amount available for the purchase of books printed without the boundaries of the United States renders the libraries of the country less able to do their part in preparing the people to meet the educational emergencies of present and future years. The libraries cannot do their part toward that preparedness which is so much urged upon every one at present, if they have their income cut in any avoidable way.

At the present time, and in connection with the present war, books are printed, for example, in Canada, Great Britain, and France, which should be on the shelves of many libraries. Surely an educational in-

stitution, such as a library, ought to be able to provide for the people books printed in every land, so as to give Americans the benefit of advances in knowledge made and published in any language.

In a vigorous protest against this provision, your Committee had the co-operation of the Bookbuying Committee. It is pleasant to be able to add that, at the present writing, the Senate Committee upon Finance has voted to remove from the bill both of the provisions to which objection was made. Our share in this action may not have been a large one, but we may felicitate ourselves that our efforts contributed in some measure to this result.

BERNARD C. STEINER, Chairman.

REPORT OF COMMITTEE ON LIBRARY ADMINISTRATION

The report of the Committee is simply one of progress.

The Committee has co-operated with the secretary in making an arrangement with the United States Commissioner of Education by which the Bureau of Education will hereafter publish the long hoped for Library Yearbook. The backbone of such an annual will be the statistics, according to the form prepared by this Committee, that have for the last two years been published in the A. L. A. Conference proceedings. The annual to be published by the Government will naturally cover a larger number of libraries than have been represented in the tables published in our proceedings. As announced in the May number of the Bulletin (p. 86) suggestions are now being invited as to which particular items of statistics are generally considered most important for comparative purposes and what other features are most desired to form regular or recurring parts of such a library annual. While awaiting such suggestions, the plans for the yearbook are incomplete, and the tables of statistics will again this year be published in the proceedings.

As reported to the Council last winter (January Bulletin, p. 29-30) the Commit-

tee has followed a policy of watchful waiting with respect to the statistical forms, contenting itself with receiving and attempting to answer criticisms. In view of the comparatively small number of such criticisms received, the Committee is led to conclude that the forms are proving reasonably satisfactory.

On the subject of labor-saving devices the following statement has been furnished by Mr. C. Seymour Thompson, who has the work in hand:

"The committee hopes that it will be possible in the near future to commence the preparation of the manuscript of the work on labor-saving devices and equipment, the publication of which, subject to the approval of the Publishing Board, was authorized by the Council in December, 1915. The preparation of this work will require considerable time, for not only will great care have to be taken to verify from the manufacturers all information concerning their articles, but it is planned to submit different sections to various librarians who may have made special investigation of certain devices, for their criticisms and suggestions."

In fairness to Mr. Thompson it should be explained that the task of reorganizing a library and of occupying a new building have interfered with the progress of this work.

For the Committee,

GEORGE F. BOWERMAN,
Chairman.

CODE OF PRACTICE FOR INTER-LIBRARY LOANS

(Constituting Report for 1917 of the Committee on Co-ordination, C. H. Gould, Chairman)

PRELIMINARY REMARKS: This Code may be taken to embody the more essential points in the actual practice of those libraries in North America which are now the chief lenders to other libraries. Accordingly, compliance with its recommendations will entail no departure from well recognized procedure, while it will as a rule prove convenient to both applicant and lender. Although it is not to be expected that any Code of Practice could be devised which would meet, without modi-

fication, the requirements of every library, nevertheless, it remains true that greater and very helpful uniformity might easily be attained in certain directions where mere confusion now reigns. The present Code of Practice has been compiled in the hope of conducing to such uniformity, and, at the same time, of offering suggestions and recommendations on points which every library must consider when drawing up or revising its own Code of Rules.

A word of explanation is perhaps due in regard to Section 11. The stipulation that a book, if lent, shall be used only in the building of the borrowing library is often demanded less "in the interest of safety" than to enable the borrowing library to make sure of its ability to return the book punctually. By college libraries, for instance, when borrowing books for professors, the stipulation might be welcomed as tending to produce this result.

Finally, before applying to a library for a loan, one should consider what that library is, and what it is doing. To quote one of the contributors to the Code: "The nature and purpose of the loan system will vary with the character of the *lending* institution. No library can be expected to send its books a thousand miles for a reader whom it would not feel called upon to serve at its own door." Now, the nature and scope of public libraries, state libraries, university libraries, libraries which exist solely for research, and so on, differ from each other in important respects; and there is a corresponding difference in the nature and purpose of the loans each class of library may be expected to make. For example, public libraries can hardly ever spare, and research libraries would hardly feel it their duty to lend, current publications that can readily be purchased and for which there

*The graduate student who has a thesis to prepare stands midway between these two extremes. It is often taken for granted that the needs of the graduate student should be met as a matter of course. But it would seem at least equally reasonable that the graduate student should choose his subject

is a natural demand in a public library. State libraries would, on the other hand, usually be prepared to lend such material.

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 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; and it may be assumed that all libraries are prepared to go as far as they reasonably can, or as their regulations permit, in lending to others. Still, the lender alone must decide, in each case, whether a particular loan should, or should not, be made.

When applying for a loan, if a photographic reproduction would be a satisfactory substitute, librarians should always state the fact. Reproductions can frequently be obtained at small cost, and have an advantage over an actual loan, in that they become the property of the borrower.

3. Material Which Should Not Be Applied for

Current fiction; any book requested for a trivial purpose, or which is available in other libraries more readily accessible to the applicant; also, if applying to a public library, current publications that can readily be purchased and for which there is a natural demand in a public library.

of study largely according to the means he has at hand. Not that he should be prevented from making use of an occasional inter-library loan, but that his choice of a subject ought not to be such as to involve securing a large part of his material from a distant library.

4. Material Which Should Be Lent Only .. Under Exceptional Circumstances

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; 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, if copyrighted, must not be used for public performances, except as permission for such use be secured from the copyright proprietor.

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; the nearest library, whether in respect of distance, or of duty, to be approached first.

Applications for loans should give the author's full name, or at least, surname *correctly spelled*, with initials; title, accurately stated; date; publisher, or place of publication; edition, if a particular edition is needed. Applications should be typed or written *legibly*, preferably on a card of standard library size.

7. Limit of Number of Volumes

Each library must fix a limit for itself.

8. Duration of Loan

This will vary with the nature and purpose of the loan. The time allowed will be stated in each case 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 time may usually be obtained for good reasons. Application for such extension must be

made early enough to permit an answer from the lending library to be received before the book's return is due. The lender always reserves the right of summary recall.

9. Notice of Receipt and Return

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 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 borrowing library will safeguard borrowed material as carefully as it would its own; and its librarian will require to be used within its own building whatever material would be so treated, in the interest of safety, 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.

It should be remembered, too, that while if a single volume of a set be lost, it is usually necessary to buy the whole set or a large part of it in order to obtain the

missing volume, the Post Office or express company is seldom willing to refund the full cost of such replacement. In two recent cases it was possible to collect only the proportional cost of the volumes actually lost as compared with the original cost of the full set—a sum by no means sufficient to make good the loss.

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.

REPORT OF THE BOOKBINDING COMMITTEE

Owing to the resignation of Mr. Bailey as chairman of the Bookbinding Committee, the present chairman has thought it best not to attempt the development of the bookbinding work along the lines of technical discovery and experiments, but to spend the next year or two in popularizing the knowledge already at hand, so that both large and small libraries throughout the country may be induced to take a larger interest in the subject of bookbinding in its more elementary phases. The interest shown by small libraries in the subject of bookbinding has been disappointing at all times. Accordingly the Committee has planned to prepare an exhibit of library bookbinding and its principles, with examples of good and bad practice, and to show this at the Louisville conference of the Association. The plans will include a demonstration of book repairing and mending, something of direct value to every library. It is hoped to prepare the exhibit in such a manner that it may be transported from Louisville to various state library meetings during the next year.

A number of bookbinding inquiries from libraries in various parts of the country have been answered by the chairman of

the Committee, and specifications have been submitted for the forthcoming new edition of the Encyclopedia Americana. Likewise considerable correspondence has been carried on with one of the large manufacturing companies which publishes a heavy catalog volume which it desired to have bound in the most approved form.

It is felt by the Committee that too much emphasis cannot be placed at this time on presenting very forcibly to small libraries the necessity of having bookbinding done in approved manner, without reference to the location of the bindery. It has been found that in hundreds of cases libraries are having their work done by so-called library binderies, which are turning out very unsatisfactory work. Every book so bound means a financial loss to the library, and the efforts of the Committee may well be directed to remedying this wide-spread condition, either by exhibits or other methods.

JOSEPH L. WHEELER, Chairman.

REPORT OF COMMITTEE ON PUBLIC DOCUMENTS

The statement which Mr. George H. Carter, clerk of the Joint Congressional Committee on Printing, made at the Asbury Park meeting fully sets forth the status of the printing bill which the House of Representatives had under consideration at that time. Mr. Barnhart of Indiana, chairman of the House Committee on Printing, was unable to get that bill before the House again during the remainder of the Sixty-fourth Congress, and it consequently died with the Congress. The Committee was much encouraged, however, over the fact that the House had approved of substantially one-half of the Barnhart bill during the two days it was under consideration. The similar bill in the Senate advanced no farther than a favorable report from the Senate Committee on Printing, the calendar of the Senate, like that of the House, being filled with more important legislation which crowded out everything else from consideration by

either body during the Sixty-fourth Congress.

Toward the close of the last session of Congress, the Senate Committee on Printing made another effort to have some printing legislation enacted by Congress so as to insure the immediate adoption of certain economies proposed in the original printing bill. An abridgment was made of the old bill by taking from it those sections which related particularly to printing and binding and the distribution of publications for Congress, leaving out those provisions which related more especially to the Government Printing Office and the various departments. This abridged bill made only 28 pages while the original bill consisted of 129 pages. The new bill was generally called the "congressional" printing bill. It was reported from the Senate Committee on Printing by Senator Chilton, the new chairman of that Committee, on January 11, 1917, as "Bill No. 7795." It met with no opposition whatever and was passed unanimously by the Senate without amendment on February 6, 1917. This new bill also met with the approval of the House Committee on Printing and Mr. Barnhart, chairman of that Committee, made several efforts to have it considered by the House before the adjournment of Congress, but in this he was unsuccessful, and the congressional printing bill, like many of its illustrious predecessors, died with the Congress.

Even in this new and abridged bill the Committee did not, however, lose interest in the depository libraries, for it contained substantially all of the provisions of the old bill that are of especial interest to those libraries.

In its report (S. Report No. 910, Sixty-fourth Congress) on the new printing bill, the Committee thus explained the intent and purposes of the provisions relating to depository libraries:

"It is intended to make available for depository libraries every publication of the Government that is printed for the information of the public or the use of Government officials in the transaction of the

public business, especially committee hearings, and publications that are not ordered withheld by the committee itself as confidential."

It will thus be seen that it is now the intention of the Committee to have the selective plan for distribution of publications to depository libraries controlled by regulations rather than the more rigid provisions of the old bill.

No new printing bill has been introduced at the present session of Congress and it does not seem likely that one will be unless Congress enters the field of general legislation, which seems improbable at this time. Nothing will be gained by reintroducing the bill until there seems to be an opportunity for its consideration in either House.

The bill will probably be amplified somewhat along that line so as to make it more complete than was the bill which passed the Senate at the last session of Congress.

GEO. S. GODARD, Chairman.

REPORT OF THE COMMITTEE ON LIBRARY TRAINING

The Committee has held one formal meeting during the year, in connection with the meeting of the A. L. A. Council in Chicago, in December. This meeting was devoted to reports from the various sub-committees as to the progress of their work and to a general discussion of the whole situation. There has been, in addition, much correspondence throughout the entire year on particular questions. The main work of the year, however, has been in investigations carried on by the sub-committees. These sub-committees are as follows: Summer schools, Mr. Chalmers Hadley; Apprentice classes and training classes, Miss Alice S. Tyler; Library instruction in colleges and universities, Miss Charlotte Templeton; Instruction in normal schools, Mr. W. Dawson Johnston.

Summer Schools

Mr. Hadley has submitted an extremely interesting report upon the subject of summer library schools, containing the results

obtained by a questionnaire sent out by him and also embodying in part the results of an investigation made by a Committee of the League of Library Commissions. The report will be printed in the Proceedings as an appendix to this report, but is too long to be included in this preliminary report. In the main Mr. Hadley's investigations establish the fact that the standards laid down by the Committee in 1905 and 1908 for summer library schools are adhered to by all schools, the tendency being to overemphasize rather than underemphasize the subjects suggested by the Committee. Demands for assistance to workers in school libraries, which is of quite recent origin, have caused some variations in the subjects of instruction in order to provide for this type of work. Among other interesting points brought out by Mr. Hadley's report is the development which has taken place in recent years as to offering of summer school courses in alternate series, thereby enabling a student in two successive years to cover a more extensive field. A very good example of this is the work which has been done by the library school of the New York State Library in its summer courses. In other schools the plan has been adopted of offering alternate courses for shorter periods of two or three weeks, one course following the other, so that the student might have three, six, or even nine weeks of study and yet be constantly working over new ground. Both these developments raise the question as to whether this policy might not be still more widely extended; whether, for example, adjoining states might not co-operate by arranging a three or four summer cycle, each state offering either one particular subject through the entire cycle or taking up in succession the various groups of topics covered by the entire cycle. This would make it possible for the student to find in some one of the three or four co-operating states a course suited to his stage of library experience. A librarian who had taken the elementary course could on the following year and for one or two other years cover new ground,

eventually receiving what would be the equivalent of the one-year library school course, without the necessity of losing her position or the consequent loss of income for the entire year. There are difficulties in the way of working out any such scheme, but they do not seem insurmountable. Such a proposition would go counter to the tendency which has developed in some states to limit attendance to those pupils who are from the state and would require a somewhat generous attitude in accepting work done under the direction of other commissions, but it would make possible the advantages of library training to many who otherwise could never hope to attain it and whose limited salaries and unstinted service deserve some such opportunity.

There is also the possibility that some one of the existing summer schools might be able to offer more than one course each summer. If some school could be found with resources and equipment sufficient to enable it to offer two, three or four parallel courses which might be taken in successive years until the equivalent of a year's library school training was secured, this too would aid in the solution of the problem of training those already in the profession who could not in any other way than through the use of vacations take the time or spend the money necessary for a full year of training. It would seem that for either of these ways it ought to be possible to obtain legislation which would authorize commissions and boards of trustees to give financial aid to such worthy applicants.

Another interesting development is the growing number of supplementary courses intended to provide additional work for those who have had the customary summer school instruction. The very existence of these courses in such numbers as is shown by Mr. Hadley's report, is evidence that there is a demand for further summer work, and it is the sincere hope of the Committee that either in the ways above suggested or by the further development of these supplementary courses, additional

facilities may be furnished to those already ready in the profession who desire more training.

Question was raised in the discussion at the meeting of library commissions in Chicago last December as to the wisdom of the policy recommended by the Committee and heretofore generally followed by the summer schools limiting attendance at these schools to those already in library work or under appointment to some particular position. This policy was originally recommended by the Committee in order to prevent the summer schools from being made a short cut into library service by would-be librarians. Obviously, if anybody who wished could take a summer course and then pose as a library trained person, an opening into the profession would be made which would seriously lower the standards which have hitherto been maintained. I think the Committee is entirely agreed in feeling that this policy must be maintained and that there is still a very considerable desire by would-be librarians to utilize these summer schools as a means of entrance into the profession. If such a policy is not maintained, the schools which do not insist upon this requirement should place the standard of entrance so high as practically to eliminate the unfit. This is likely to be the case in schools connected with our great state universities which, as a rule, insist upon the equivalent of college entrance requirements for admission to summer school. Where such a policy is maintained, the danger is greatly reduced, but not entirely eliminated. It is the judgment of the Committee that it would be better to maintain the rule hitherto followed, but if the exigencies of university requirements seem to make this inadvisable, there should be rigid scrutiny and selection among applicants not having previous library experience.

Normal Schools

Mr. W. Dawson Johnston, sub-committee on library instruction given in normal schools, has found it impossible to get the

results of his investigation in form for the present conference, but suggests the desirability of the following action: That the American Library Association recommend to the Carnegie Foundation Commission on standardization of courses in state normal schools, the consideration of the importance of instruction in library methods in normal schools, and particularly the desirability of (1) correlation of the results of inquiries of the Committees on library courses in normal schools of the N. E. A. and the A. L. A. published in 1915; (2) recommendations regarding the minimum of instruction desirable in the different classes of normal schools; and (3) recommendations regarding the weight to be attached to questions on library methods and state examinations for teachers' certificates. This recommendation is referred by the Committee to the A. L. A. Council for consideration.

Training Classes

Miss Alice S. Tyler, sub-committee on apprentice classes and training classes, has submitted a very full report on this subject. This report will also be printed in full in the Proceedings, but can only be summarized here. The report is based on the answers received in reply to a questionnaire in regard to apprentice and staff training sent out to fifty large and medium-sized public libraries. The questions and summarized replies are as follows:

(1) *Name of library.* Of the 50 libraries to whom questions were sent, 44 replied and 6 gave no answer.

(2) *Is an entrance examination required for admission to your library service?* 39 libraries replied yes; 5, no.

(2a) *If so, in what subjects?* Literature, 27; history, 25; general information, 23; current events, 8; library work, 7; foreign languages, 6; civics, 2; bibliography, 1; science, 1; a general examination, 2.

(3) *Is this examination a distinctly library service examination or are you under municipal civil service?* Distinctly library service, 28; municipal civil service examination, 10; in several cases, however, the

libraries cooperate with the civil service commission in preparing the examination questions.

(4) *If you do not require an entrance examination, how are appointments made and what are the standards by which applicants are measured?* 2 require graduation from library schools; 3 require a high school diploma.

(5) *Do you provide formal class instruction for those admitted to the service?* 27 reply yes; 12, no; 2, somewhat informal instruction.

(5a) It is hardly practical to summarize the answers to 5a—*How frequently and in what subjects?*—The answers, however, will be printed in full in the Proceedings.

(6) *Are those who take this training graded and placed in regular salaried positions at the end of a definite period?* 8 reply yes; 2, no; 7, place on the eligible list; 5, place on the substitute list; 6, require a further examination; 5, reply yes, "if needed"; and 4, place in regular salaried positions after a probationary period of six months.

(7) *Is there a distinction in your library service between clerical assistants and assistants who have had this staff training?* 20 reply yes; 15, no.

(8) *Do those who have had this staff training fill positions that would otherwise be filled by library school graduates?* 12 reply yes; 8, no; 15, "possibly."

(9) *Do you recommend such assistants to other libraries as trained helpers?* 8 reply yes; 18, no; 10, "possibly."

(10) *Are specific designations used for groups of service such as page, cadet, apprentice or assistant, to specify the positions? If so, please characterize each.* The replies to this question are too various to make possibly a summary, but will be printed in full in the Proceedings, as the subject is one which head librarians will find of special interest.

Questions 2 and 5 seem fundamental in connection with this investigation as they have to do with the character of the examination for entrance to the service and the kind of instruction given after appli-

cants have satisfied the examination required. The subjects in which examinations are given are indicated in the answer to the questions. Several libraries state that the examination presupposes a high school education. A personality grading is required by a number of those replying and in a few libraries a physical examination is required. In the Grand Rapids Library a service analysis of personal qualities has been instituted that is full of interest and possibilities. The question as to the nature of the entrance examination for local library service has such an important bearing upon the question of examinations for entrance to library schools that it seems to the Committee highly desirable that the question should be discussed in the Professional Training Section of the A. L. A. The Committee suggests that it is timely to consider whether there should not be more radical differences than now exist between the examinations required of candidates for general staff service in a local library and those examinations which are to be given for candidates to be admitted to a library school. A glance at the subjects now named for the local service examinations would seem to suggest that these examinations have been modelled too largely upon library school examinations and that probably such examinations might be more wisely based upon the standards of the local high school and cover only the general subjects of history, literature and general information. The library schools may reasonably expect more from their applicants. Their questions may assume that more extended reading has been the privilege of the candidate, that modern languages have been mastered, that educational work has been carried sufficiently beyond the high school period to develop an appreciation of literature, an understanding of the different types of literature, and more independent and critical evaluation of literature. The subject is an important one in library training and the Committee believes that a very full discussion which shall distinguish between the local library service examination

and the library school examination would tend to simplify materially the problem of the training and apprentice classes and make still more definite the task set before the library schools. They, therefore, venture to suggest, so far as they may have any right to do so, that this subject be considered next year by the Professional Training Section.

A study of the data brought together by this questionnaire also raises the question whether it would not be profitable to have in connection with the A. L. A. meeting a round table meeting of the heads and the instructors of apprentice and training classes for discussion of the problems common to such classes. The Committee invites correspondence from the heads of such classes indicating their feeling in this matter and if a sufficiently favorable response is indicated, the Committee will endeavor to arrange such a round table.

Another interesting question raised by the data gathered by Miss Tyler is the possibility of more closely relating the work of training classes to the entrance requirements of the library schools. An important question in connection with large city systems is the problem of securing from the training classes assistants who will develop beyond comparatively unimportant service to positions of departmental responsibility. A large percentage of those who take apprentice or training class work find themselves after a few years of service in a blind alley with no prospect for advancement or for increase of salary. If the apprentice class work could be so related to the entrance requirements of the library schools as to prepare students to pass those examinations and if the libraries could then devise some method by which the financially limited could be given part time work or direct financial assistance to cover their necessities while taking the library school course, the opportunities for development would be greatly extended. This also is a subject which might well be considered either by the Professional Training Sec-

tion or in a general session of the American Library Association.

AZABIAH S. ROOT, Chairman.

Appendix A

Report of Sub-Committee on Summer Schools

The importance of summer library schools has been recognized from the start by the committee on library training. Attention to this field of training was given particular consideration in 1905 when the standards of entrance requirements, subjects for instruction, tests and credentials were established.

Inquiries as to the success of these standards and their observance by the summer schools have followed, and in this the committee has had the co-operation of the league of library commissions. A special round table was held on summer library schools by the league in 1907 and there have been repeated conferences at annual and mid-winter meetings. At its last meeting, held in Chicago, December, 1916, a report on summer library school training was submitted by Clara F. Baldwin, secretary of the Minnesota public library commission and much information here given is from this report.

At present seven summer schools are conducted by library commissions, including the summer schools of the New York State and Wisconsin library schools. Two other regular library schools, Simmons College and the University of Illinois, offer summer courses, and library courses are provided by seven universities, two of which, Iowa and Missouri, are conducted in close co-operation with the state's library officers. The schools at Chautauqua and Riverside are independent of any state supervision.

The varied authority in which the conduct of the summer schools is vested, and the different phases of work emphasized by the library commissions and universities have affected somewhat the unity of purpose in the various courses which formerly prevailed. A deviation also exists

in the courses themselves, particularly in summer schools conducted in the universities, where entrance requirements and credentials conform to the usual regulations of the institution.

An examination of summer library schools seems to show, however, that the spirit of the standards set by the committee on library training in 1905 is maintained. When deviation exists it is usually to be found in over rather than under emphasis, with the result that many summer schools now feel the need of some elimination in courses of work. The other deviation results in the emphasis on certain work made necessary by local needs. The demand for assistance to school workers in school library problems seems most insistent and library commissions as well as the university courses show increasing attention to this phase of library work.

The Minnesota public library commission reports, "Since the State department of education has established a standard for school library service, the training of teacher-librarians is the largest problem. This is raising the standard of preparation, and consequently the grade of work done. Differentiation is made in courses in book selection, reference work and administration for school librarians."

In making this investigation of summer library schools, the basis of requirements was the report of the committee on library training printed in the A. L. A. Papers and proceedings, 1905, pages 122-23.

It is difficult to make an exact comparison of subjects offered and hours devoted to each, owing to differences in classification of subjects and arrangements of courses and indefinite answers, but it is apparent that the usual standard is three hours a day devoted to lectures, with an average of two hours preparation or practice work in each subject.

The number of hours devoted to cataloging and classification in the six-weeks courses varies from 25 to 40, the usual course being 30 to 32 hours, while

the seven-weeks course at Riverside gives 50 hours.

The number of hours devoted to book selection and reference varies from 20 to 31. Apparently the recommendation of one hour per day for book selection, including bibliography, periodicals and binding is too high a standard to be reached, as no school reports so much time given to this subject, even including children's work, of which so large a part is book selection.

The lectures on library economy and general subjects vary so greatly that it seems practically impossible to make comparisons.

The reports and announcements of schools indicate an increase in the amount of work done, and the danger seems to lie in the direction of overcrowding the courses rather than otherwise.

Some special features of work which may be noted are the following: In the New York state library school summer session the courses vary in alternative years; e. g., in 1916, two elementary courses of three weeks each were offered, one in reference work, including trade and subject bibliography, and government documents, and the other dealing with the technical subjects of classification and cataloging. In 1917, as in 1915, a general six-weeks' course will be given, including reference, book-selection and book buying, cataloging and classification and miscellaneous features of library organization. At Simmons College, classes are so arranged that different courses may be taken in two three-weeks periods. There are three distinct courses of thirty periods each: (1) Cataloging and classification, (2) Reference and library economy and (3) Children's work. Students are expected to devote their entire time to the latter course, which is also open to kindergarten and primary teachers.

In Columbia five separate courses are offered, each consisting of five hours a week lecture work, with problems to be done outside of the class. A student may take six points or two courses in any department. The cataloguing is restricted to

librarians, library assistants or librarians under appointment. The courses are as follows: Bibliography, including reference books; school library administration; government documents; indexing and filing the business library; cataloging and classification.

At Illinois there are round table discussions of students' problems, led by instructors. In 1916 a three days series of round tables was combined with a district meeting for Eastern Illinois.

Pennsylvania reports five hours each devoted to fiction reviewing, magazine reviewing, and current topics as a profitable feature.

Supplementary courses have been given as follows:

Indiana. A two-weeks' course in cataloging for those who have already taken the summer course.

Iowa. Lectures of a more general and inspirational character are concentrated in one week, when a special effort is made to secure attendance of librarians throughout the state.

Minnesota. A two weeks' course in children's literature was offered last summer as supplementary work to former students.

Missouri. An advanced course in classification, cataloging and administration for those who have taken the elementary course. This is a two weeks' course of three lectures daily.

New Jersey. The fourth week is given to special lectures to which a general invitation is extended. Librarians come from all parts of the state for one or more lectures. One year they specialized in children's work, and another year there was specialization on work with schools, with lectures by school-librarians.

Riverside. A special course for library boards has been given and a course in office filing and Indexing was offered this winter.

Wisconsin. A special conference of two weeks was held in 1911, and another of about ten days in 1915 attended by many

former students as well as librarians from other states.

The training of school-librarians is claiming much attention and a variety of courses are offered to meet this demand. A six weeks' course in school library administration is given at Columbia university.

Teachers who are to have actual charge of high-school libraries are admitted to the schools in Indiana, Iowa, Missouri, and Minnesota. In Minnesota for the last two years, the large majority of the class have been school-librarians who are given special courses in book-selection, reference and school library administration.

At Missouri a non-technical course of three hours a week for eight weeks is offered to teachers.

North Dakota university gives a six weeks' course in library methods for teachers in charge of school libraries.

The Michigan board of library commissioners gives courses in each of three normal schools intended for teachers in rural schools who have charge of libraries. Any teacher may take this course. The attendance in one school last year was ten, in another eighteen, and in another seventy-one. The course consists of thirty lessons, including twelve on children's literature, nine on library records, and nine on reference work and trade bibliography.

New York has held a two weeks' institute for high school librarians for the last two years. In 1915 the course covered bibliography and library use two hours per day, and in 1916 cataloging, classification and subject-headings three hours per day.

North Carolina is planning a brief course on school library methods at the next meeting of the Teachers' assembly, beginning a few days prior to the opening of the assembly and continuing a day or two after the close of the regular sessions.

As to number of students, classes are increasing in size, although four commission schools are limiting attendance to students from their own state. The A. L. A. standard of one instructor to every fifteen students has been more than reached by every school reporting.

Examinations or tests are given by twelve schools. Five report no examination. Twelve schools give certificates or passcards, two university schools report grades to the registrar. Seven schools connected with universities are allowed university credits under certain restrictions.

The passcards or certificates submitted conform to the standards in effect, although there is considerable variation as to form, doubtless for the reason that the certificates issued by certain institutions must be uniform with those in other departments. However, the usual form is a statement that the student has completed the course, and that records of work may be had upon application. Some give the grades on the back of the card. There seems to be more or less danger in issuing any kind of a certificate and no very sure way of safe-guarding the profession from the pretensions of inefficient people so long as the public generally and library trustees in many cases remain ignorant of what library training implies. To the uninitiated, a "library course" is sufficient, its strength or thoroughness, or the preparation of the candidate signifies little.

Many summer library schools call particular attention in their printed circulars to the fact that summer school training is in no way equivalent to regular library school training. This statement is made by Indiana, and Minnesota announces: "The object of the summer school is to prepare the students for better work in their present positions, and not to provide a substitute for regular library school training." Similar statements are made by the New York and University of Michigan schools, although entrance to the latter school is not limited to those already filling library positions.

All the schools which offer six-weeks courses, with the exception of the University of Michigan, now require applicants to have library positions or to be under definite appointment to such, as a requirement for admission. The director of the University of Michigan summer library school states, "The aim of the University

of Michigan library in conducting its summer courses in library methods, is fundamentally different from that of the commissions in conducting their schools. The commissions endeavor first of all to assist in a very concrete and practical way, persons in library work who are confessedly not prepared to carry out duties which they either are performing or are soon to undertake. Our primary aim is to assist students and teachers to gain a working knowledge of library processes, both as an aid to their own studies here and to future work which will bring them in touch with libraries. Our second object is to assist persons who have had some library experience and wish for a modicum of training, and our third is to provide a certain amount of training for persons whom we wish to take into our employ. To attain these ends we conform to a standard of academic training rather than to a standard of occupation."

Aside from insistence on the employment or definite appointment of a candidate to a library position, summer library schools differ considerably as to other qualifications for entrance.

Missouri has no age limit, and those in the 1916 class ranged from twenty-one to eighty-one years. Age limits do not exist in Pennsylvania, New York, or Minnesota. The University of Michigan reports that no one was admitted in 1916 who had not completed the work required for entrance to the university.

Indiana has insisted on high school graduation or its equivalent, but "strict adherence to high school graduation will hereafter be adhered to, as departure from this requirement has led to difficulties." High school graduation as a minimum is also required in Wisconsin.

Illinois states: "Our instructors are unanimous in their belief that high school graduation should be the minimum educational requirement. The librarian should at least have the general educational qualifications required of school teachers in the same community."

In New York, "Candidates from libraries outside of New York state are required to

have completed a four-year high school course or its full equivalent, and no candidate with less than this minimum of education can profitably attempt either course."

Practice work before entering the summer school is strongly urged by several schools of candidates who are under appointment, but who lack library experience. A year's actual work in a library is recommended in Pennsylvania.

Wisconsin does not mean to admit anyone who has not some knowledge of library activities and a library vocabulary got from experience. Candidates under appointment but lacking experience are urged to work a year before entering the Wisconsin summer school.

Indiana requires inexperienced candidates to spend at least one month in some approved library previous to the summer course.

Several schools have attempted to solve the difficulty in a class composed of experienced and inexperienced, backward and advanced students. Illinois has depended on the needs of the class and divided it into two groups, those able to go fast and those who are slower. This has not resulted in two separate classes, except in that marked difference in problems and required work has followed.

New York gives personal and individual work to the slower students. In Wisconsin personal help is given backward students and they are advised to drop the cataloging for the year, since that course is usually the stumbling block. Indiana recommends dividing the class at the end of the first two weeks in the course in two groups, the basis of division being ability.

Summer school directors in several states, including Missouri, Pennsylvania, Chautauqua and Iowa, urge library boards to grant leaves of absence with pay to their library employees while in attendance at the schools. Indiana recommends this for librarians of small libraries. Minnesota makes this recommendation only when the student's ability seems to warrant this.

Wisconsin has urged this in about fifty per cent of the students. New York prefers to let librarians make such arrangements directly with their trustees.

In the Indiana, Michigan and Chautauqua schools, definite provision is made for students to visit and see in operation successful library work in nearby institutions. Missouri reports this as its greatest need. At the Illinois school, librarians are brought from neighboring public libraries for the purpose of conferring with the students.

Directors of the Minnesota and Chautauqua schools recommend that library trustees make successful work done at the school by the librarian the basis of promotion in position for salary. This is done in Wisconsin when feasible. New York prefers that the initiative in this be taken by the trustees.

Definite "follow up" work is attempted by most of the schools with students whose weak points in their work have been discovered during the summer course. This has been done by Illinois, New Jersey, Pennsylvania, Michigan, Chautauqua, Iowa and Minnesota. It will be done for the first time this year by Missouri and Ontario. In addition, Wisconsin and Indiana visit the libraries where their students are in charge and revise the work done after the summer library course. The University of Michigan and New York report that "follow up" work is not done.

Recommendations for certain changes in the standards outlined by the A. L. A. committee on library training, with deviations resulting from special needs, are seen in the following statements:

New York. We observe all the standards recommended by the committee in 1905, except "Instruction 4," which, as intimated by two of the committee, is not practicable nor in our judgment desirable. We observe all the stipulations except that we do not give a general six weeks course every year and our certificate is combined with a passcard.

Wisconsin. We follow the standards

practically. Changes made are for local conditions and to raise the requirements.

Illinois. We follow the standards set by the committee, but also require graduation from a four years' high school for entrance.

Missouri. We follow the general outline of other summer library schools. Standards and qualifications for entrance must be kept at a minimum so long as the untrained worker is in the majority. Standards in school work should be high to balance the ease of entrance.

Pennsylvania. Our work is based on the suggested standards. We believe summer library school work should be limited strictly to the essentials.

Chautauqua. The committee's recommendations have proved practical.

University of Michigan. The committee's suggested standards are practical, but adaptations for the needs of our own institution are made.

Minnesota. We have found the A. L. A. standards practical and have followed in general the course recommended by the league of library commissions.

Iowa. The A. L. A. suggestions are generally followed with a variation in the number of hours.

Indiana. We have followed closely the standards set in 1905 and 1908. We believe we have too greatly expanded the number of lectures and should reduce the number devoted to children's work and other activities.

CHALMERS HADLEY,
Sub-Committee on Summer Schools.

Appendix B

Report of Sub-Committee on Apprentice and Training Classes

The investigation regarding apprentice and staff training in a selected list of fifty large and medium sized public libraries, was assigned to me as a member of the A. L. A. committee on library training.

The questionnaire was sent out at two periods, with several intervening months,

but the results shown in their report have been gathered within a period of one year.

The questionnaire was as follows:

1. Name of library.
2. Is an entrance examination required for admission to your Library Service? If so, in what subjects?

3. Is this examination a distinctly Library Service examination, or are you under Municipal Civil Service?

4. If you do not require an entrance examination, how are appointments made, and what are the standards by which applicants are measured?

5. Do you provide formal class instructions for those admitted to the Service? How frequently and in what subjects?

6. Are those who take this training graded and placed in regular salaried positions at the end of a definite period?

7. Is there a distinction in your Library Service between clerical assistants and assistants who have had this staff training?

8. Do those who have had this staff training fill positions that would otherwise be filled by Library School graduates?

9. Do you recommend such assistants to other libraries as trained helpers?

10. Are specific designations used for grades of service, such as page, cadet, apprentice or assistant to specify the positions? If so, please characterize each.

The replies have been tabulated under the questions and are submitted herewith, also list of libraries numbered, so that references are made to each report by number from the tabulated list.

The replies to Questions 2, 3 and 4 regarding entrance requirements for local library service, show that 44 require and five do not require entrance examinations; but of these last three accept local high school diplomas, namely, Dayton, O., Galveston, Tex., and Gary, Ind., and Seattle requires at least one year in a library school or two years' experience in a library. Twenty-eight libraries give a distinctly library service examination, while municipal civil service examinations are given for ten libraries; these are Birmingham, Chicago, Denver, Los Angeles, Milwaukee, Minneapolis, New Haven, New Orleans, Rochester and St. Paul. Several of these libraries coöperate with civil service by preparing examination questions. Formal class instruction is given to those meeting the entrance requirements by 32 libraries.

The practice is varied regarding the placing of apprentices in permanent positions at the end of the training period. Nineteen report that there is a distinction made in their library service between

clerical assistants and assistants who have had staff training. The practice of filling responsible positions in the library by local training, that might otherwise be filled by library school graduates, is answered in the affirmative by 12; while the majority of the others replying state that they *may* do so. Only eight libraries reply that they recommend such locally trained assistants to other libraries as trained helpers.

The question as to designation of grades of service was replied to in many cases by the sending of the printed scheme of library service, the details of which are difficult to include in this report. Some of these are definite contributions to the whole matter of library service and might very properly serve as the basis for a general scheme. Thirty-three report the acceptance of those with regular library school training for responsible positions, without requiring entrance examinations. Summer school training as a substitute for staff training is utilized by Des Moines, Gary and Indianapolis.

Questions 2 and 5 seem fundamental in connection with this investigation, viz.: What is the character of the examinations for entrance to the service; and what instruction is given after applicants have fulfilled entrance requirements? The subjects in which examinations are given and the number requiring them are: 27 Literature, 25 History, 2 Civics, 23 General Information, 8 Current Events, 7 Library Work, 6 Foreign Languages; one each in Bibliography and Science, and two report a general examination. Several state that the examination presupposes a high school education. A personality grading is required in a somewhat indefinite manner by a number of those replying, and in a few libraries a physical test is required. In the Grand Rapids Library a service analysis of personal qualities has been instituted that is full of interest and possibilities. Reasonable facility in the use of the typewriter is named as a requisite by a few libraries.

The subjects for the entrance examina-

tions and the character of the questions for local library service and the instruction given by the library after admission are matters of such importance to library service in general that these seem to be topics especially suited for discussion by the Professional Training Section of the A. L. A. The committee suggests that it is timely to consider differences in the requirements of candidates for general staff service in the local library, who will receive a limited amount of training in the library, and candidates for admission to the library schools. In both cases the minimum might be a high school course or its equivalent and certain personal qualities, with possibly the ability to use the typewriter.

In the first case, the examinations would probably be gauged by the standards of the local high school, including the general subjects of Literature, History and General Information, bearing in mind that this is to be supplemented by staff instruction, and that for general library service under direction, the acquaintance with books, agreeable personal relations with patrons, ability to intelligently use the technical records already existing in the library and a growing knowledge of the general arrangements and policies of that particular library are essentials. The library schools having undertaken to give instruction in the theory and details of technical records and in bibliographic and administrative subjects, may reasonably require more preliminary preparation for their applicants. Extended reading, a knowledge of modern languages, a college course, experience in a library or other educational experience should have been possible as supplementing the high school course. The responsible library positions for which such students should be prepared would seem to justify a considerable difference in the entrance tests of the schools and those of the local libraries. The staff instruction should certainly deal with the immediate local organization, departments and conditions, with a constant study of books, both of reference and general literature; but it does not appear to the committee

that outlines and lectures used in library school are well suited to such use, as the purposes to be accomplished are not the same. Valuable service might be rendered to many librarians who are planning for some systematic training for their staffs if there could be brought together for comparison and discussion the courses given in a few of the large libraries, giving carefully prepared courses, such as Brooklyn, Chicago, Denver, New York, Portland, Los Angeles, Toledo, St. Louis, Springfield (Mass.), and Washington, D. C. In Los Angeles and St. Louis the training classes have taken on the function and more recently the name of library schools.

A phase of this subject of growing interest and importance is the possibility of relating staff training to the entrance requirements of library schools, leading to more advanced professional training. Certain library schools existing in close relations with city libraries, such as those of New York, Cleveland and St. Louis, have opportunity for first hand study of this problem. The New York school, having evolved a recent basis for such relationship, may possibly be the forerunner of a plan that may be a contribution to the general scheme of coördination.

ALICE S. TYLER,

Sub-Committee on Apprentice and
Training Classes.

**Questionnaire Sent by A. L. A. Committee
on Library Training
Public Libraries**

1. Baltimore, Md.
2. Birmingham, Ala.
3. Boston, Mass.
4. Brooklyn, N. Y.
5. Buffalo, N. Y.
6. Cambridge, Mass.
7. Chicago, Ill.
8. Cincinnati, Ohio.
9. Cleveland, Ohio.
10. Davenport, Iowa.
11. Dayton, Ohio.
12. Denver, Colo.
13. Des Moines, Ia.
14. Detroit, Mich.
15. District of Columbia.
16. Galveston, Texas.
17. Gary, Ind.
18. Grand Rapids, Mich.
19. Haverhill, Mass.
20. Indianapolis, Ind.
21. Kansas City, Mo.
22. Los Angeles, Cal.
23. Louisville, Ky.
24. Milwaukee, Wis.
25. Minneapolis, Minn.
26. Nashville, Tenn.
27. New Haven, Conn.
28. New Orleans, La.
29. New York City.
30. New York City, Queens Borough
31. Oak Park, Ill.
32. Oakland, Cal.
33. Omaha, Neb.
34. Philadelphia, Pa.
35. Pittsburgh, Pa.
36. Portland, Ore.
37. Rochester, N. Y.
38. St. Joseph, Mo.
39. St. Louis, Mo.
40. St. Paul, Minn.
41. San Francisco, Cal.
42. Savannah, Ga.
43. Seattle, Wash.
44. Sioux City, Iowa.
45. Spokane, Wash.
46. Springfield, Mass.
47. Tacoma, Wash.
48. Toledo, Ohio.
49. Utica, N. Y.
50. Worcester, Mass.
51. Youngstown, Ohio.

TABULATION

Questionnaire on Training Classes in Public Libraries.
Question 2 and 2a

Is an entrance examination required for admission to your library service? If so, in what subjects?

Literature	History	General Information	Current Events	Library Work	Foreign Language	Bibliography	Science	Civics	General
2, 4, 7, 8, 9, 10, 13, 14, 15, 18, 20, 21?, 24?, 25?, 28, 30, 32, 33, 35, 36, 38, 39, 42, 46, 48, 49, 41,	2, 4, 7, 8, 9, 10, 13, 14, 15, 18, 18, 24?, 25?, 28, 30, 33, 35, 36, 38, 39, 42, 46, 48, 49, 50, 41.	4, 5, 6, 8, 9, 2, 4, 7, 14, 15, 18, 24?, 25?, 29, 30, 35, 48, 49, 50,	9, 2, 4, 7, 10, 13, 22, 27, 14, 15, 36, 20, 24?, 46, 25?, 32, 33, 36, 39, 46, 48, 49, 41.	1, 7, 12, 8, 9, 20, 37, 40,	* * 3, 25?, 39.	40.	18.	2.	21. 28.

No entrance examinations required in 11, 16, 17, 31, 43, 51.

Question 3

Is this examination a distinctly Library Service examination or are you under Municipal Service?

Municipal	Library	Neither
2, 7, 12, *, 22, 24, 25, 27, 28, 32?, 37, 40.	1, 3, 4, 5, 6, 8, 9, 10, 13, 14, 15, 18, 20, 21, 23, 29, 30, 32?, 33, 35, 36, 38, 39, 42, 46, 48, 49, 50, 41.	11, 16, 17, 19, 31, 43, 51.

Question 4

If you do not require an entrance examination, how are appointments made, and what are the standards by which applicants are measured?

Entrance by exam. only	Entrance without ex. on experience	Entrance on Lib. Sch. work	Entrance on exam. to Train- ing cl.	Entrance from T. C. to staff	High school graduate	Entrance on sum. sch. class
1, 3, 6, 7, 20, 22, 24, 28, 37, 40,	5, 9, 10, 16, 18, 25, 27, 29, 30, 32, 33, 35, 36, 39, 42, 43, 46, 50, 51,	27, 4, 5, 8, 9, 1, 10, 11, 12, 13, 7, 8, 14, 15, 16, 17, 28, 27, 29, 31, 33, 35, 36, 38,	2, 3, 4, 5, 6, 12, 22?, 9, 10, 13?, 35, 36, 40, 14, 15, 18, 20, 49, 50, 21, 23, 25, 21, 23, 32, 39, 42?, 43, 39, 42, 46, 48, 30, 31, 32, 33, 35, 36, 38,	22?, 35, 36, 40, 20, 49, 50, 21, 23, 25, 21, 23, 32, 39, 42?, 43, 39, 42, 46, 48, 30, 31, 32, 33, 35, 36, 38,	11, 16, 17.	13, 17, 20.

Question 5

Do you provide formal class instruction for those admitted to the service?

Yes	No.	Partial
4, 7, 8, 9, 10, 12, 13?, 14, 15, 18, 20, 21, 22, 23, 24, 25?, 29, 30, 31, 32, 35, 36, 38, 39, 40, 42, 46, 48, 49.	3, 5, 6, 11, 17, 27, 28, 33, 37, 50, 51, 41.	1, 2.

Question 5a

Do you provide formal class instruction for those admitted to the service? How frequently and in what subjects?

1 Baltimore.

Partly. Conference once a week. The rest of the work is taken individually in various departments.

2 Birmingham, Alabama.

More or less. About half an hour each day in technical library subjects and literature.

3 Boston.

No.

4 Brooklyn.

Yes. Seven months course (thirty weeks) 700 hours class work; 500 hours practice work in branch libraries. Classification, cataloging, reference work, history of libraries, bibliography, work with children, current events, fiction, classed books, library economy.

5 Buffalo.

The only formal instruction which is given is that of the Round Tables, and by the Heads of different Departments, who require more or less preparation. Young people without training are transferred to different departments for experience.

6 Cambridge, Mass.

We do not provide formal class instruction but aim rather at thoroughness in a particular line and flexibility and adaptability in many departments.

7 Chicago.

Yes. Library technique, literary subjects, and current events.

8 Cincinnati.

Class instruction 5 days, practical work 6 days each week. Subjects: library writing; alphabetizing; accessioning; shelf listing; classifying; cataloging; reference books; trade bibliography; evaluation of literature; preparation of reading lists; children's work; registration; charging; mending; typewriting; library economy.

9 Cleveland.

Yes. Apprentice class meets once or twice a week for six or eight months each year; elementary instruction is given in loan work, use of the catalog, reference work and book selection, with lectures on all the various phases of the work of this system; methods taught are confined to those used in this library.

The Training Class for Children's Librarians is confined to applicants

who have had a year's general training at a regular Library School, or several years successful experience in library work. The students give five-sixths of their time to paid practice work in the children's rooms and one-sixth to specialized instruction in work with children. Only the number of students needed for practical work are admitted each year.

10 Davenport, Iowa.

Yes. Three times a week. Technical library work and book criticism.

11 Dayton, Ohio.

No.

12 Denver.

Formal class instruction is required of all applicants for the general service. The library training course covers 8 months with lectures 5 days a week and practice work 6 afternoons a week. Subjects: accession; shelf list; shelf list accession; book numbers; classification; cataloging; reference; bibliography; children's work; public documents; miscellaneous lectures.

13 Des Moines, Iowa.

Expect to. Every day—5 days a week—8 months—all departments of the library.

14 Detroit.

Yes. 6 hours a week; in a general way the course covers the curriculum of the library school.

15 District of Columbia.

Two and one-half weeks preliminary instruction and 2 days weekly for class work, lectures and study. Subjects covered; foreign literature, book selection, children's literature, technical work of the different departments and administrative problems. See circular.

16 Galveston, Texas.

We do not in this library do such training as the questionnaire seems to contemplate; we take from time to time high school graduates as apprentices, who work for three months without pay.

17 Gary, Ind.

No.

18 Grand Rapids.

We find it advisable for substitutes and others who come into the service from elsewhere to take some of the instruction in our apprentice class work. Persons passing this (entrance) examination are placed in our apprentice class, where they get three

- months instruction and practice in our work, designed to equip them to be of service (here).
- 19 Haverhill, Mass.
No report.
- 20 Indianapolis, Ind.
Yes. They are taught the classification methods, etc., in use in this library. After an attendant has been here three years we excuse her (with pay) to attend our Public Library Commission Summer School. We send 4 each year, etc.
- 21 Kansas City, Mo.
Yes. Classes 3 times a week, mornings devoted to class or preparation. Afternoons to practical work. Subjects: typewriting, library handwriting, cataloging, (brief course) children's literature, and story telling, classification, reference work, government documents, book selection. Also lectures from the Heads of Departments.
- 22 Los Angeles, Calif.
We have here a training school which is being rapidly developed into a regular library school. It offers a nine months' course, examinations being held in all the courses.
- 23 Louisville, Ky.
Yes. 15 weeks of 7 hours, 6 days each week and $3\frac{1}{2}$ hours Saturday. Two lectures are given, 2 hours are spent in reviewing lectures and 3 hours are given in actual work in different departments and branch libraries.
- 24 Milwaukee, Wis.
Yes. Equivalent of one semester academic.
- 25 Minneapolis, Minn.
We are about to start a training class of a year's course based on the system in use at St. Louis.
- 26 Nashville, Tenn.
No report.
- 27 New Haven, Conn.
No.
- 28 New Orleans, La.
No.
- 29 New York City.
Yes. Two hours twice a week. Subjects: literature, social topics, technique N Y P L.
- 30 New York City, Queens Borough Public Library.
Yes. 6 months, two or three mornings each week in class. Same as above [literature, history, and general information], library economy required for promotion to higher grades.
- 31 Oak Park, Ill.
Yes. Differs according to needs of apprentices.
- 32 Oakland, Calif.
Yes. 6 weeks 2 hours a day lectures to new substitutes.
- 33 Omaha, Neb.
Not in all cases.
- 34 Philadelphia.
No report.
- 35 Pittsburgh, Penn.
Class instruction is given in classification, cataloging, order work, reference work, mending routine, literature, and history. The total amounts to about 200 hours for the course.
- 36 Portland, Ore.
No, but have training course for non-library school applicants before entering service; the course is nine months including 2 weeks preliminary practice in the library. Instruction is given along technical lines and as much practical work as possible.
- 37 Rochester, N. Y.
No.
- 38 St. Joseph, Mo.
Yes. Training class established when there is an expected need for assistance.
- 39 St. Louis, Mo.
Yes. 9 months course. Subjects: those found in the curriculum of any accredited library school but are adapted to meet the especial use [here]; classification, cataloging, reference work, children's work, loan systems, book selection, trade bibliography, public documents, book ordering, binding, typewriting. Practice work for a given number of hours each week.
- 40 St. Paul, Minn.
Training class for apprentices conducted each year.
- 41 San Francisco
No. Individual instruction is given in the various departments.
- 42 Savannah, Ga.
Yes. Six months course is given the training class. This is not necessarily an annual class. Organized each year if eligibles are likely to be needed.
- 43 Seattle, Wash.
No.
- 44 Sioux City, Iowa.
No report.

LOUISVILLE CONFERENCE

- 45 Spokane, Wash.
No report.
- 46 Springfield, Mass.
Yes. For the apprentice class one hour daily. Brooke's English literature; Stearn's Essentials of Library Administration; general bibliography; reference work; cataloging and classification; oral book reviews; public documents.
- 47 Tacoma, Wash.
No report.
- 48 Toledo, Ohio.
Yes. Two or three hours a day 5 days a week for 6 months. Subjects: usual ones in library apprentice classes, following in general the Wisconsin outline.
- 49 Utica, N. Y.
The time of student work covers one year. Class work continues during the first 6 months; students give from 30-35 hours per week. Half of this time is spent in class work, including lectures and preparation, and the other half is assigned to various departments where instruction is given in details of the work. Classes are held 3 times a week. Subjects: reference work, children's work, classification and cataloging, printing and binding, literature. Second 6 months students paid nominal sum.
- 50 Worcester, Mass.
No.
- 51 Youngstown, Ohio.
No. Not at present, but we hope to. We do have a weekly class for the younger members of the staff. These have been on the subject of children's work to date and we expect to commence next month with about a dozen lectures on reference work.

Question 6

Are those who take this training graded and placed in regular salaried positions at the end of a definite period?

No.	Yes	Eligible List	Substitute List	Examination	If needed	After Period 6 mos.
13, 31.	2, 20, 24, 25, 30, 33?, 38, 41.	4, 9, 15, 36, 40, 46, 40.	1, 1, 11, 32, 35, 48.	7, 12, 22, 39, 40, 49, " " "	10, 12, 14, 18 23, 42.	5, 8, 21, 29.

Question 7

Is there a distinction in your library service between clerical assistants and assistants who have had this staff training?

Yes	No	
2, 7, 8, 9, 10 13, 14, 17, 20, 22, 31, 18, 21, 23, 32, 33, 35, 24, 25, 28, 36, 38, 42, 29, 30, 39, 46, 48, 40, 49, 41.	1, 3, 5, 15,	

Question 8

Do those who have had this staff training fill positions that would otherwise be filled by Library School graduates?

Yes	No	Possibly
1, 3, 5, 8, 18, 22, 23, 24, 28, 30, 36, 41.	4, 20, 29, 31, 35, 38, 49, 20.	2, 7, 9, 10, 12, 14, 15, 21, 25, 32, 33, 39, 40, 42, 48.

Question 9

Do you recommend such assistants to other libraries as trained helpers?

Yes	No	Possibly
1, 5, 18, 22, 36, 41, 46, 49.	2, 3, 4, 7, 9, 11, 13, 14, 15, 20, 31, 33, 35, 38, 39, 40, 42, 48.	8, 10, 12, 21, 24, 25, 28, 29, 30, 32.

Question 10

Are specific designations used for grades of service, such as page, cadet, apprentice, or assistant to specify the positions? If so please characterize each.

- 1 Baltimore, Md.
Yes. List too long to insert. See annual report.
- 2 Birmingham, Ala.
Yes. Director, Vice-Director, Heads of Departments, Assistants, Attendants, and Apprentices. Assistants are the branch librarians and general assistants whose salaries range from \$50.00 up, and who are not in charge of any department; includes stenographers. Attendants are those who have finished the apprentice course but still receive less than \$50.00. Apprentices are those not yet on the pay roll and who have not yet completed their 6 months training.
- 3 Boston, Mass.
The grades are E—the lowest; C—the medium; B—the highest. The grades were formerly 5 in number, A, B, C, D, E, but A and D have been eliminated. Places are grouped under the appropriate grade letter according to qualification considered essential. For example pages (called by us "runners") under grade E. Expert catalogers, first assistants, assistants in charge of branches (branch librarians), etc., under grade B. And so on. Promotions are made from grade to grade, but the candidate for promotion must have passed the examination for the higher grade.
- 4 Brooklyn, N. Y.
Yes. See printed scheme of library service.
- 5 Buffalo, N. Y.
Our staff is not graded. The names of the positions are given in the list of the staff in our annual reports.
- 6 Cambridge, Mass.
The only specific designations which we use are page and assistant.
- 7 Chicago, Ill.
Yes. See printed schedule.
- 8 Cincinnati, Ohio.
Our service is graded into clerks, apprentices, attendants, catalogers, and reference librarians; there are also pages.
- 9 Cleveland, Ohio.
Yes. Pages, student pages, assistants; the latter are graded in five grades, not including Heads of Departments and Branches, and those filling other positions of special importance. (See circular of information.)
- 10 Davenport, Iowa.
Heads of departments, assistants, and apprentices are all the designations used.
- 11 Dayton, Ohio.
Page, clerical, junior and senior assistants and Heads of Departments. See annual report.
- 12 Denver, Colo.
Yes. The designations used for grades of service in this library are page, general assistant and departmental head. The term apprentice is assigned only for those doing preliminary practice for entrance to Library schools.
- 13 Des Moines, Iowa.
No.
- 14 Detroit, Mich.
Page—paid by the hour; runs errands, puts up books, etc. Apprentice—students in training class. Assistant—trained library workers holding regular appointments.
- 15 District of Columbia.
During the training members of the class are called students and are appointed as junior assistants.
- 16 Galveston, Texas.
Apprentices (who work for three months without pay) if at the end of this time there is need for an appointment the apprentice is made a substitute assistant for a time and not considered as a regularly employed as-

- sistant until her success in her work has been thoroughly proved.
- 17 Gary, Ind.
See schedule.
- 18 Grand Rapids, Mich.
Our service below the Heads of Departments is divided into 2 classes, senior assistants and junior assistants. There are also pages, and book menders who do not enter by examination; stenographers and bookkeepers.
- 19 Haverhill, Mass.
No report.
- 20 Indianapolis, Ind.
Page, apprentice, attendant. Assistants are those who have had library school training or been long in the service.
- 21 Kansas City, Mo.
No.
- 22 Los Angeles, Calif.
Yes. Page, attendant.
- 23 Louisville, Ky.
Yes. The staff is divided into five grades, third, second, first, branch librarian, head of department. Substitutes on the eligible list are used in third grade service and pages are without grade.
- 24 Milwaukee, Wis.
Substitutes and from that to assistants.
- 25 Minneapolis, Minn.
Page is used to mean boy clerks and shelvers. Apprentices, those in course of training. Assistants, those who belong to the regularly appointed trained staff.
- 26 Nashville, Tenn.
No report.
- 27 New Haven, Conn.
Yes. See schedule.
- 28 New Orleans, La.
Page, substitute, library assistant (including department in which she works) and assistant librarians.
- 29 New York City.
See scheme of service of the New York Public Library.
- 30 New York City, Queens Borough.
Apprentice; grades C, B, A, also cataloger, children's librarian, and travelling librarian.
- 31 Oak Park, Ill.
Apprentice (unpaid) and assistant.
- 32 Oakland, Calif.
Substitutes, assistants, first assistants, heads of departments.
- 33 Omaha, Neb.
No.
- 34 Philadelphia, Penn.
No report.
- 35 Pittsburgh, Penn.
- Except in administrative positions staff is divided into assistants and pages. No distinction is made by grades.
- 36 Portland, Ore.
Page—ungraded assistant who pastes, does errands and various things not requiring special training. Assistant —member of regular library staff.
- 37 Rochester, N. Y.
Heads of departments; assistants—all who have taken civil service examination; attendants—registered according to civil service formality; typists; pages. Under the main assistants are included branch librarians and first and second assistants in branches and first and second assistants to heads of departments.
- 38 St. Joseph, Mo.
No.
- 39 St. Louis, Mo.
See booklet. P. 4-6.
- 40 St. Paul, Minn.
Junior library assistant—clerical assistants and pages. Second library assistant—general assistants in positions requiring general library training. Cataloger, reference Librarian, children's librarian—assistants with special training and experience. First assistant to division chief. Chief of division.
- 41 San Francisco, Cal.
See schedule.
- 42 Savannah, Ga.
Page—boy for shelving, errands, etc.; Apprentice—member of training class; Assistant—member of professional staff.
- 43 Seattle, Wash.
See booklet.
- 44 Sioux City, Iowa.
No report.
- 45 Spokane, Wash.
No report.
- 46 Springfield, Mass.
No.
- 47 Tacoma, Wash.
No report.
- 48 Toledo, Ohio.
Page or book boy; apprentice—term used after acceptance and before appointment as substitute; substitute; assistant—after regular appointment.
- 49 Utica, N. Y.
The terms page, student, junior and senior assistant are used to designate grades of service.
- 50 Worcester, Mass.
See library rules.
- 51 Youngstown, Ohio.
No.

REPORT OF PROGRESS OF THE DECIMAL CLASSIFICATION ADVISORY COMMITTEE

During this first year's work most of the committee-members could not be very active, as the work of determining the classification-needs of libraries in general and of organizing the sub-committees, which fell almost wholly on the secretary, has been arduous and long. The coming year should show many positive results of general applicability.

A circular was first sent to about 700 libraries asking where the Decimal Classification needed improvement. About 200 replied. These replies were carded on about 5,000 cards. They deal with classes requiring expansion or change, with subjects requiring classification and assignment to symbols, etc.

The classes shown to be most in need of expansion are:

63	Agriculture
658	Business
79	Amusements
15	Psychology
656	Transportation
38	Transportation
659	Advertising
629.2	Automobiles
657	Business
66	Chemical technology
940.913	European War

Only 26 per cent of those responding wished an abridged edition of the D. C. 82 per cent of those responding subscribed to the proposed L C—D C equivalents, being equivalent to 116 copies.

The sub-committee appointed at the Asbury Park meeting to expand the European War classification has written and classed over 7,000 titles and the tentative scheme has practically reached its final form. The first ten main divisions of the subject will be presented at the Louisville meeting. The chief problem now is to decide with the editors of the D. C. on the root-number. The editors are willing to acquiesce to our request to change from 940.913 of the 9th edition to 940.92. We are further considering with them the possibilities of securing a 4-figure number

either at 909.9 or in 940.1-8, as the war, being prolonged and extended, makes its literature enormous.

Sub-committees have been formed, each of seven members—all experienced classifiers of large D. C. libraries and each with a chairman who is a member of the main committee. Three of these expanding 658, Business, 659, Advertising, and 15, Psychology have begun work. The others appointed to expand the classes mentioned above (except Agriculture, which the D. C. editors have already expanded), will have begun work before the Louisville meeting.

Some 30 volunteers have been secured to co-operate with the sub-committees by writing slips for the titles by means of which the classifications are tested.

Mr. G. W. Lee of Boston has been appointed by the President as an additional member of our main committee and the President will be asked to appoint one more member.

It is to be the practice of the committee to ask reports of progress, monthly from its sub-committees and to publish monthly its circular indicating what the progress has been and asking advice of the committee-members on the questions that arise. The first of these has been published asking for classification and D. C. numbers for 29 important, but at present unclassified, subjects.

The secretary has also answered a number of communications from libraries addressed to him directly or through the secretary of the A. L. A. This practice will probably increase.

Respectfully submitted,
C. W. ANDREWS, 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, 1917:

The only change in investments during the year occurred through the calling of one \$1,000 United States Steel Corpora-

tion Sinking Fund 5% Gold Bond due April 1, 1963 on May 1st, at 110, and the reinvestment of the proceeds in another \$1,000 bond of the same issue at 105½ plus commission. All interest on investments has been promptly paid. As set forth in our report of last year, there were included in the securities taken over by us upon our appointment as Trustees \$15,000, par value, Missouri Pacific Railway Company Collateral Trust 5% Bonds due January 1, 1917. Default having occurred in the payment of the semi-annual interest on these bonds which matured September 1, 1915, the bonds held by us were deposited with the Columbia Trust Company, of this city, as depository of a committee formed to protect the interests of the holders of that issue of bonds, and this committee thereafter advanced the amount of the successive coupons attached to the deposited bonds. The reorganization of the Missouri Pacific Railway Company has since been proceeding and is ex-

pected to be completed in the near future. Under this plan the holders of the 5% bonds maturing January 1, 1917, are entitled to receive the same amount in par value of first and refunding mortgage 5% bonds of the new company maturing January 1, 1923. If this plan is carried out, it is believed that there will be no loss to the Endowment Fund either in principal or interest, by reason of this Missouri Pacific investment.

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,

M. TAYLOR PYNE,
EDWARD W. SHELDON,
WM. W. APPLETON.

Trustees, Carnegie and Endowment Funds.

April 17, 1917.

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 American Telephone & Telegraph Company 4% Bonds due July 1, 1929, interest January and July	96½ \$ 4,825.00
June 1, 1908	10,000 American Telephone & Telegraph Company 4% Bonds due July 1, 1929, interest January and July.....	94¾ 9,437.50
June 1, 1908	15,000 Cleveland Terminal & Valley Railroad Company First Mortgage 4% Bonds due November 1, 1995, interest May and November	100 15,000.00
June 1, 1908	10,000 Seaboard Air Line Railway (Atlanta-Birmingham Division) First Mortgage 4% Bonds due May 1, 1933, interest March and September	95½ 9,550.00
June 1, 1908	15,000 Western Union Telegraph Company Collateral Trust 5% Bonds due January 1, 1938, interest January and July.....	108½ 15,000.00
June 1, 1908	15,000 New York Central & Hudson River Railroad Company, Lake Shore Collateral 3½% Bonds were exchanged February 10, 1916, for	
	15,000 New York Central Railroad Company Consolidation Mortgage Gold 4% Bonds, Series "A," due February 1, 1998, interest February and August.....	90 13,500.00

June 1, 1908	15,000	Missouri Pacific Railroad Company Colateral Trust 5% Bonds due January 1, 1917, interest March and September, Columbia Trust Company certificate of deposit	104%	15,000.00
May 3, 1909	14,000	United States Steel Corporation Sinking Fund Gold 5% Bonds due April 1, 1963 interest May and November.....	104	14,000.00
Aug. 6, 1909	1,500	United States Steel Corporation Sinking Fund Gold 5% Bonds due April 1, 1963, interest May and November....	106%	1,500.00
July 27, 1910	1,000	United States Steel Corporation Sinking Fund Gold 5% Bonds due April 1, 1963, interest May and November.....	102½	1,000.00
May 11, 1916	1,000	United States Steel Corporation Sinking Fund Gold 5% Bonds due April 1, 1963, interest May and November.....	105¼	1,000.00
	102,500			
Jan. 15, 1917		United States Trust Company on deposit....		99,812.50
				187.50
				\$100,000.00

The surplus account was increased \$100.00 during 1916 by Premium received on one United States Steel Corporation Sinking Fund Gold 5% Bond called in at 110, making Surplus Account \$250.00.

CARNEGIE FUND, INCOME ACCOUNT

1916				
January	15	Balance		\$ 1,423.60
February	2	Int. New York Central.....		262.50
Februyary	10	Int. New York Exchange.....		75.00
March	1	Int. Seaboard Air Line		200.00
March	6	Int. Missouri Pacific		375.00
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 Telephone & Telegraph.....		300.00
August	1	Int. New York Central.....		300.00
September	1	Int. Seaboard Air Line.....		200.00
September	7	Int. Missouri Pacific		375.00
November	1	Int. Cleveland Terminal		300.00
November	1	Int. United States Steel.....		437.50
December	1	Int. On deposit		66.06
1917				
January	2	Int. Western Union		375.00
January	2	Int. American Telephone & Telegraph.....		300.00
				\$6,102.16

Disbursements

1916				
May	11	Premium United States Steel Bond bought.....	\$ 52.50	
May	11	Accrued interest	1.39	
June	6	Carl B. Roden, Treasurer.....	2,000.00	
September	22	Carl B. Roden, Treasurer.....	1,500.00	
December	4	United States Trust Co. Commission.....	75.00	
December	13	Carl B. Roden, Treasurer.....	1,000.00	
January	15, 1917	Cash on hand.....	1,473.27	
				\$6,102.16

LOUISVILLE CONFERENCE

ENDOWMENT FUND, PRINCIPAL ACCOUNT

1916

January	15	On hand, bonds and cash.....	\$8,061.84
February	3	Life Membership, F. R. Castor.....	25.00
February	3	Life Membership, L. N. Feipel.....	25.00
March	4	Life Membership, T. Sachs	25.00
March	4	Life Membership, L. R. Gibbs.....	25.00
April	7	Life Membership, J. R. Donnelly.....	25.00
April	7	Life Membership, M. E. Hazeltine.....	25.00
September 11		Life Membership, M. Johnson.....	25.00
September 11		Life Membership, W. L. Brown.....	25.00
			<u>\$8,261.84</u>

Invested as follows:

		Date of purchase	Cost
1908			
June	1	2 U. S. Steel Corporation Sinking Fund Gold 5% Bonds	98½ \$1,970.00
October	19	2 U. S. Steel Corporation Sinking Fund Gold 5% Bonds	102½ 2,000.00
November	5	1½ U. S. Steel Corporation Sinking Fund Gold 5% Bonds	101 1,500.00
1910			
July	27	1½ U. S. Steel Corporation Sinking Fund Gold 5% Bonds	102½ 1,500.00
1913			
December	8	1 U. S. Steel Corporation Sinking Fund Gold 5% Bond	99½ 991.25
January	15, 1917	Cash on hand, U. S. Trust Co.....	300.59
			<u>\$8,261.84</u>

ENDOWMENT FUND, INCOME ACCOUNT

1916

May	1	Int. U. S. Steel Bonds.....	\$200.00
November 1		Int. U. S. Steel Bonds.....	200.00
			<u>\$400.00</u>

Disbursements

1916

April	8	Exchange on check.....	\$ 0.10
June	6	Carl B. Roden, Treasurer.....	199.90
December 13		Carl B. Roden, Treasurer.....	200.00
			<u>\$400.00</u>

REPORT OF THE TREASURER

January-May, 1917

Receipts

Balance, Union Trust Company, Chicago, Jan. 1, 1917.....	\$ 4,257.13
G. B. Utley, Secretary, Membership Dues.....	7,108.50
G. B. Utley, Secretary, Life Memberships.....	150.00
Trustees Carnegie Fund, income	2,000.00
Trustees Endowment Fund, income.....	200.00
Interest on Bank Balance, January-May.....	40.60
	<u>\$13,756.23</u>

Expenditures

Checks No. 96-102 (Vouchers No. 1474-1574 incl.) \$4,509.58

Distributed as follows:

Bulletin	\$ 515.09
Conference	44.05
Committees	378.27

Headquarters:

Salaries	2,383.30
Additional services	357.41
Supplies	137.74
Postage and tel.	156.42
Miscellaneous	151.35
Contingencies	36.39
Travel	199.56
Trustees Endowment Fund	150.00
A. L. A. Publishing Board, Carnegie Fund income..	2,000.00
	<hr/>
	6,509.58
Balance, Union Trust Co., Chicago.....	\$7,246.65
G. B. Utley, Bal., National Bank of the Republic.....	250.00
	<hr/>
Total balance	\$7,496.65

James L. Whitney Fund

Principal and interest, Dec. 31, 1916.....	\$281.98
Interest, Jan. 1, 1917.....	4.15
Eighth installment, Feb. 2, 1917	26.24
	<hr/>
Total	\$312.37

Chicago, June 5th, 1917.

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 1917 has been estimated as \$24,480.00, 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, 1917, 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, 1916. 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 \$102,500.00 for the Carnegie fund, and to \$8,261.84 for the endowment fund.

The accounts of the James L. Whitney fund, which are in the hands of the treasurer, have been examined and found to be as stated by him in his annual report.

Respectfully submitted,
H. W. CRAVER,
Chairman.

A. L. A. PUBLISHING BOARD

New Publications—No new publication important in size or of wide circulation has been issued during the past year. In the report for 1915-16 we called attention to the revised edition of the Kroeger "Guide to the study and use of reference books" in preparation by Miss Isadore G. Mudge and were obliged to explain that serious delay in its appearance had resulted from the illness of the compiler. We confidently expected, however, that the book would be issued before the library schools opened in the fall. Owing to Miss Mudge's continued inability to furnish manuscript and read proof as rapidly and as promptly as we could wish, the book is not yet published. Nearly all the book is now in page proof and the index is being made. A small amount of manuscript remains, however, to be furnished by Miss Mudge, which we hope shortly to receive. Surely the book will be ready for distribution within the next two or three months, but we fear not in time for the summer schools, greatly to their inconvenience and disappointment.

As a makeshift for the new edition, the

secretary had sets of galley proof of such parts as had been set up, pulled and wired together and distributed for the use of the library schools. This was an inconvenient form in which to use the material, but enabled instructors in reference work to have the benefit of the new text.

The selected list of Russian books, compiled by Miss Campbell, and the list of recent French literature by Mrs. Bowerman, have found distinct usefulness in many public libraries. Neither of the lists has, however, as yet paid for itself. It has been the experience of the Board that although the foreign lists meet a real need and are appreciated by those who buy them, yet it is difficult to dispose of a sufficiently large number to pay the cost of production without charging a retail price out of proportion to their size. As many of these foreign lists should be issued as financial and editorial resources will permit, but they have to be balanced by other publications having a wider appeal and consequently a better pecuniary return.

The new publications of the year are as follows:

Selected list of Russian books, compiled by J. Maud Campbell. (Foreign book list 7.) 1,500 copies.

Recent French Literature, compiled by Sarah Graham (Mrs. George F.) Bowerman. (Plates.) 1,000 copies.

Mending and repair of books, by Margaret W. Brown, revised by Gertrude Stiles. (Handbook 6.) (Plates.) 2,000 copies.

League of library commissions handbook, 1916, compiled by Henry N. Sanborn. 2,000 copies.

Manual for institution libraries, compiled by Carrie E. Scott. (Handbook 10.) 1,000 copies.

A. L. A. Manual of library economy: Chap. 17, Order and accession department, by F. F. Hopper. (Edition 2, revised.) 2,500 copies.

Reprints—The following publications have been reprinted:

Books for boys and girls, by Caroline M. Hewins. 1,000 copies.

Government documents in small libraries, by J. I. Wyer, Jr. (*Handbook 7.*) 1,000 copies.

From A. L. A. *Proceedings, 1916:*

Library statistics, compiled by the American Library Association. 300 copies.

Making maps available, by Beatrice Winsor. 300 copies.

Forthcoming Publications—Last year we announced that arrangements had been made with Mr. H. G. T. Cannons, author of the "Bibliography of library economy," to publish a supplement 1910-1915 of this work. Mr. Cannons writes us from England that the work is completed and the manuscript is being typewritten. We hope, notwithstanding the present difficulties of ocean transportation, to receive a copy of the manuscript before long and to arrange for its printing and the publication of the book.

Analytical cards for Warner's Library of the world's best literature are being reprinted in response to a considerable demand. Advance orders for over one hundred sets have already been received. There are about one thousand cards in the set.

Tables showing equivalents in the Decimal Classification and the Library of Congress Classification are being compiled by Mr. A. Law Voge, of the Mechanics-Mercantile Library, San Francisco. The tables will be issued in independent parts. "Technology," the first group to be undertaken, is nearly ready for printing. This publication will, it is believed, be of considerable service as a labor saver in the classification department, and in connection with the use of the L. C. cards, and will enable untrained assistants to do much of the actual classifying.

The Board has now in press a short list of indexes of special subjects which various libraries have made primarily for their own use. The suggestion leading to its preparation was made some months ago by one of the members of the Board. It is believed that such a list in the hands

of reference librarians will open up sources of information not previously known. The list is short and far from satisfactory, but we hope its appearance will lead other libraries to report special indexes which will warrant a revised and enlarged edition.

Efforts are being made to ascertain whether an "Index to songs," which has been discussed on several occasions by the Board, would obtain sufficient support if compiled and published. Thus far returns have been very discouraging, although we can but believe that such an index if actually on the market would be bought by a fairly large number of libraries. The expense of preparing and printing would be so great, however, that the Board feels procedure would be unwise until more assurance of its favorable reception is received.

Chapter XXV of the Manual of library economy, dealing with pamphlets, clippings, broadsides, prints, pictures, music, bookplates and maps, and bearing the title "Pamphlets and minor library material," is now in press and will probably be published before the appearance of this report.

Three chapters remain to be printed:

Cataloging—In preparation by Miss Sophie K. Hiss.

Library work with schools—In preparation by Mr. W. H. Kerr.

Museums and libraries—In preparation by Mr. P. M. Rea.

Mr. Harold A. Mattice, of the Library of Congress, reports that the list of detective, mystery and ghost stories which he and Miss Laws, of the same Library, are compiling is making progress and they hope to have it done in a reasonable time.

Library Annual—The question of the publication of a library annual containing carefully compiled statistics, but also containing features other than statistics, has been discussed for several years by groups of librarians and in the pages of library periodicals. The subject received considerable attention at the last mid-winter meeting of the Council and also of the

Publishing Board. (See Bulletin, January, 1917, p. 12-13, 38.) As a result of recent negotiations the United States Bureau of Education has agreed, through the Commissioner, Dr. P. P. Claxton, to print and publish, as a Bulletin of the Bureau, such a library annual provided manuscript ready for the printer can be furnished free of expense. The Bureau will also permit the use of its frank in sending out the necessary questionnaires to libraries. Steps are now being taken to determine what should be comprised in such a publication, and when a decision relative to the contents of the volume is reached, the collection and arrangement of material will be begun and pushed as energetically as conditions will permit.

A. L. A. Booklist—The total subscriptions to the Booklist now are as follows: Bulk to commissions and libraries, 2,604; retail subscriptions, 2,168; sent to library members and affiliated state associations as part of their membership perquisites, 517; free list, 112; total, 5,401 (as against a total of 5,134 reported last year).

Hereto are appended brief reports from Miss Massee, editor of the A. L. A. Booklist, and Mr. Merrill, editor of A. L. A. Periodical cards.

Respectfully,
HENRY E. LEGLER, Chairman.

A. L. A. BOOKLIST

Except for changes in its staff the Booklist has had an uneventful year. The regular edition now numbers 5,600 copies.

The Dial proposed to reprint the list each month but it developed in the course of negotiations that this could not be accomplished without losing our identity as an individual publication. The Dial wished to become the official publisher of the Booklist as the Athenaeum is the official publisher of the list for The Library Association.

The contributors to the Booklist seemed to think that this would be a regrettable loss of individuality, that the natural inference on the part of casual readers

would be that the Dial made the Booklist and that it would lose its power as a co-operative list formed from the consensus of library opinion.

The subscription price would be difficult to adjust as the Dial could not afford to add the Booklist subscription list at its present rate and the Booklist could not afford to lose its individual subscribers.

The discussion gave rise to many expressions of loyalty both to the Booklist and the Dial. The question of collaboration has not been decided as we go to press but will come before the Publishing Board and be definitely settled there.

Miss Clark left in October to take work in the School of Civics, and Miss Hawks left in May to take a position as librarian of Penn College, Oskaloosa, Iowa.

Miss Birge and Miss Van Arsdale are busy trying to absorb and express Booklist ideas.

Naturally these changes in a small staff make the work more difficult and the Booklist needs book notes more than ever, as it is not easy for inexperienced people to write good book notes.

In January the editor visited Boston and New York to talk with publishers. This annual visit promotes a mutual understanding which is valuable to the Booklist and it is gratifying to see the interest with which the publishers follow Booklist decisions.

The editor has talked book selection, incidentally the Booklist, before the Michigan State Library Association, members of the library staff in Detroit, the Indiana Summer School, the meeting of the Indiana librarians and trustees, the New York State Library School, the Western Reserve Library School, the Highland Park Parents and Teachers Association, the Chicago Public Library Training Class, a Mothers' Club in Evanston, Conference of the Chicago Library District.

We made a list of fiction representing phases of city life which is being used in the University of Chicago with a course on municipal sociology. We wish we could

do more of this sort of work. Our files notes make it a natural development.

The Booklist sent sample copies for distribution to the meeting of the High School Teachers at the N. E. A. and to the Booksellers' convention in New York City. The returns in subscriptions were very slight.

We have printed a leaflet explaining the purpose and working of the Booklist which we shall use for advertising and for an introduction to new publishers when we wish to ask for books. Copies of this leaflet will be sent to any library on request.

We hoped to be able to announce that we should print monthly a short list of French books to supplement the A. L. A. list published this winter. This has been postponed but will undoubtedly be possible later on. We hope some day to have a regular supplement listing books from several European countries.

MAY MASSEE.

WM. STETSON MERRILL.

A. L. A. PUBLISHING BOARD—FINANCIAL REPORT

Cash Receipts May 1, 1916, to April 30, 1917

Balance, May 1, 1916.....	\$ 364.03
Interest on Carnegie Fund.....	(June, 1916—\$2,000.00)
	(Oct., 1916—1,500.00)
	(Dec., 1916—1,000.00) 4,500.00
Receipts from publications	10,451.25
Interest on bank deposits.....	10.61 \$15,325.89

Payments May 1, 1916, to April 30, 1917

Cost of publications:

A. L. A. Booklist.....	\$2,501.32
A. L. A. Publishing Board reports.....	33.92
Bibliography of library economy, supplement (typing manuscript)	50.00
Book lists (4), reprint	29.26
Books for boys and girl, reprint.....	99.30
Guide to reference books—Proof sheets to new edition (for use in library schools).....	128.21
League of Library Commissions Handbook, 1916.....	332.40
Manual for institution libraries, Handbook 10 (including plates)	117.05
Manual of library economy: Chaps. 11, 17 (revised ed.), 18	294.88
Mending and repair of books, Handbook 6, revised ed. (including plates)	75.17
Periodical cards	323.16
Press proof proposed new form for A. L. A. Booklist.....	11.75
Recent French literature	125.25
Reprints from A. L. A. Proceedings, 1916:	
Library statistics	16.38
Making maps available	5.95
Selected list of Russian books.....	330.00
U. S. Government documents in small libraries, Handbook, 7, reprint	40.61 \$4,514.61

A. L. A. PERIODICAL CARDS

During the year ending April 30, 1917, only three shipments of cards have been sent out, numbered 329, 330, and 331. These shipments included 480 new titles and 45 reprints, making a total of 525 titles. The number of cards printed was 40,895, of which 29,851 were distributed and 11,044 (or 37 per cent) were surplus.

The remarkable falling off in the number of titles is due, of course, to the war, which has almost cut off the supply of German serials; and has interfered with the production and transmission of other foreign serials. Our contract with the printers calls for a minimum of 165 titles to a shipment; and while the printers have not insisted upon this figure, yet we have had to wait three months or more for enough titles to accumulate to make a respectable shipment.

LOUISVILLE CONFERENCE

Addressograph supplies	22.02
Advertising	264.80
Editing publications	96.20
Expense, headquarters	(1916—a/c) 2,500.00
Postage and express	649.15
Publications—as agent:	
New types of library buildings, Wisconsin Free Library	
Commission	7.00
Royalties	8.90
Salaries	4,754.09
Supplies and incidentals.....	847.19
Travel	286.82
Balance on hand April 30, 1917.....	1,375.11
	\$15,325.89

SALES OF A. L. A. PUBLISHING BOARD PUBLICATIONS

April 1, 1916, to March 31, 1917

A. L. A. Booklist, regular subscriptions.....	1,915	\$1,915.00
Additional subscriptions at reduced rate of 50c.....	253	126.50
Bulk subscriptions		1,101.85
Extra copies	1,020	150.20
		\$3,293.55
Handbook 1, Essentials in library administration.....	483	102.17
Handbook 5, Binding for libraries, revised ed.....	469	60.22
Handbook 6, Mending and repair of books, revised ed.....	1,042	111.01
Handbook 7, U. S. Government documents in small libraries	364	48.12
Handbook 8, How to choose editions.....	103	14.31
Handbook 9, Normal library budget.....	151	20.43
Handbook 10, Manual for institutional libraries.....	274	67.24
		423.50
Tract 2, How to start a library.....	145	6.25
Tract 4, Library rooms and buildings.....	132	11.76
Tract 5, Notes from the art section.....	14	.70
Tract 8, A village library.....	37	2.00
Tract 9, Library school training.....	36	1.75
Tract 10, Why do we need a public library.....	327	12.72
		35.18
Foreign lists, French	22	5.33
Foreign lists, French fiction.....	17	.85
Foreign lists, French literature, Recent.....	201	48.29
Foreign lists, German	20	9.48
Foreign lists, Hungarian	22	3.23
Foreign lists, Italian	17	5.80
Foreign lists, Norwegian	15	3.60
Foreign lists, Polish	14	3.41
Foreign lists, Swedish	15	3.64
Foreign lists, Russian	939	244.01
		327.64
Reprints, Bostwick, Public library and public school.....	15	1.47
Reprints, Inspirational influence of books in the life of children	31	1.45
Reprints, Library statistics	51	2.51
Reprints, Making maps available.....	75	3.73
Reprints, N. E. A.—List of books for rural school libraries..	2	.19
Reprints, N. E. A.—Report of Committee on rural school lib- raries	118	4.69
Reprints, Some recent features in library architecture.....	19	.95
		14.99
Periodical cards, subscriptions		465.42
Periodical cards, Reed's Modern eloquence.....	1 set	2.50
		467.92

League publications:

Aids in library work with foreigners.....	151	12.87
Directions for the librarian of a small library.....	78	6.92
League Handbook, 1910.....	5	1.13
League Handbook, 1916.....	418	181.29
League Yearbook, 1912.....	5	1.13
		203.34

A. L. A. Manual of library economy:

Chap. 1, American library history.....	211	13.88
Chap. 2, Library of Congress.....	75	6.58
Chap. 3, The State library.....	166	11.95
Chap. 4, College and university library.....	155	11.38
Chap. 5, Proprietary and subscription libraries.....	129	9.91
Chap. 6, The free public library.....	115	10.51
Chap. 7, The high school library.....	388	29.02
Chap. 8, Special libraries	177	11.11
Chap. 9, Library legislation (now out of print).....	74	6.39
Chap. 10, The library building.....	328	22.05
Chap. 11, Furniture, fixtures and equipment.....	642	50.83
Chap. 12, Library administration	310	20.70
Chap. 13, Training for librarianship.....	184	16.86
Chap. 14, Library service	275	17.39
Chap. 15, Branch libraries	162	11.06
Chap. 16, Book selection	463	29.38
Chap. 17, Order and accession department (revised ed.).....	472	38.63
Chap. 18, Classification	725	61.73
Chap. 20, Shelf department	299	19.59
Chap. 21, Loan work	345	22.97
Chap. 22, Reference department	182	13.73
Chap. 23, Government documents (state and city).....	334	22.60
Chap. 24, Bibliography	314	21.08
Chap. 27, Commissions, state aid, etc.....	200	12.79
Chap. 29, Library work with children	306	20.78
Chap. 30, Library work with the blind	288	27.26
Chap. 32, Library printing	284	17.95
		558.11

A. L. A. Catalog, 1904-11	315	432.01
A. L. A. Index to General Literature.....	14	79.20
A. L. A. Index to General Literature, Supplement 1900-10.....	17	62.80
Book lists (4).....	10,000	29.50
Books for boys and girls.....	667	109.08
Catalog rules	484	262.78
Cataloging for small libraries	432	495.45
Collection of social survey material.....	326	23.23
Geography list (now out of print).....	33	3.29
Graded list of stories for reading aloud.....	484	38.05
Guide to reference books, Kroeger (now out of print).....	146	195.30
Guide to reference books (Mudge), Proof sheets to new edition	315	62.17
Guide to reference books, Supplement 1909-10.....	116	25.74
Guide to reference books, Supplement 1911-13.....	144	50.92
High school list.....	188	84.74
Hints to small libraries.....	89	57.55
Hospital list	64	15.30
Index to kindergarten songs	18	24.75
Index to library reports	13	12.20
Library buildings	71	6.18
List of economical editions	37	8.15
List of music and books about music.....	22	5.33
List of subject headings, 3rd edition.....	455	1,025.88
List of 550 children's books.....	88	11.99
Lists of material to be obtained free or at small cost.....	833	145.89
Periodicals for the small library.....	311	27.61

Scientific management, List of books on.....	1,527	19.34
Shakespeare, Brief guide to the literature of.....	164	76.10
Subject headings for catalogs of juvenile books.....	206	273.38
Subject Index to A. L. A. Booklist.....	37	8.85
Subject Index to A. L. A. Booklist, Supplement.....	27	2.75
Vocational guidance through the Library.....	149	13.84
A. L. A. Bulletin and Proceedings.....	211	76.05
		3,765.40
Total sale of publications.....		\$9,089.63

REPORT OF SPECIAL COMMITTEE ON IMPORTATIONS

This Special committee was formed by the Executive Board early last November in order to facilitate proper German importations for our libraries.

The effect of the British Orders-in-Council of March, 1915, establishing blockade of the German coast, had been to stop shipment of books therefrom, as of other commodities. But in season there had been promulgated an arrangement, whereby upon certification by the Librarian of Congress, American "universities, colleges and public bodies," might continue to receive from Germany publications, "philosophical, scientific, technical or educational," in character. The arrangement, however, was hardly on its feet before it stumbled over serious difficulties and fell practically useless. At this point the committee began its prescribed work of coöperation with the librarian of Congress in an effort to clear the road.

The committee proceeded to Washington and conferred at length with Dr. Putnam, who put generous facilities at their disposal, including transcripts of the documents in his possession; consulted with the foreign trade adviser of the Department of State, and, under his conduct, were courteously received by the trade adviser of the British Embassy. The committee subsequently repaired to New York, and, after interviewing importing agencies, prepared and forwarded to the Department of State for presentation to the British authorities a detailed memorandum. This document outlined the difficulties and offered remedies. It strove in particular to set forth the inadequacy of the present

system, as conceived, to cover back orders, exchanges and serials, since lists in application could not be made to correspond to shipments, and orders could not be filled within the limits of time prescribed. Their suggestion was that an approved title stand approved till fully supplied; that accumulations at Rotterdam and London be released after simple inspection; that, under proper safeguards of control, the usual machinery of book agencies be employed, especially in the matter of serials, and most especially those of 1917.

The committee then sought out support both here and abroad—inspiring action by the Association of American Universities in annual session, and appealing to Sir William Osler, Regius professor of medicine at Oxford and long resident in America, and to Mr. John Y. W. MacAlister, his associate in the British Society of Medicine and president of the Library Association. Our program was not only wholly endorsed and energetically forwarded by them time and time again, but Mr. MacAlister had in advance of our appeal taken up the cudgels in our behalf on his own initiative, joined by Ambassador Page, though the latter's action fell outside official requirement. The American Library Association stands indebted to Mr. MacAlister for his well directed efforts in our behalf. He wrote a particularly strong letter to Mr. Balfour, as the latter sailed for America, and such solution as we have here to report today is doubtless due in no small measure to that timely communication.

In the meantime Dr. Putnam came forward with a proposal that as he was to dispatch a prominent member of his staff

to London, and if occasion offered, to Rotterdam, he might press the case on the spot, especially regarding release of material in detention. The four libraries presided over by the members of the committee were glad also to commit funds to his hands for special service thought possible. And so, for nearly six months Mr. Theodore Wesley Koch, chief of the order division of the Library of Congress, has been in London, with an assistant. As time from his regular duties permitted, he has conferred with authorities, corresponded with The Hague, examined records and parcels in London and reported fully to Washington. It is unfortunate that he has not returned in time to give the Association in person an account of his most interesting stewardship.

The first answer of the foreign office (handed Ambassador Page Dec. 23, though for some unexplained reason, not reaching the Department of State until April) was a proposal that H. M. Stationery Office place German orders in behalf of the London agents of American institutions, nothing being said about release of material detained.

The case repeatedly stated by all of us at work on it, especially in regard to material at Rotterdam and in London, took on a new phase, of course, with our entry into the war. This the British Embassy recognized. So that, upon a spirited appeal for clearance, addressed to Mr. Ballfour by Mr. MacAlister within a week after our declaration of a state of war, coupled with a covering note to the embassy by Dr. Putnam, urging action in advance of this Conference, this committee is happy to report the following paragraphs from a communication of June 5 from the British Embassy to Mr. Marion Letcher, acting foreign trade adviser of the Department of State:

"I have now received telegraphic advice from them [i. e. the Foreign Office] to the effect that His Majesty's Government agree to the termination of the existing arrangement under which the exportation of books of enemy origin has been authorized from Holland to the United States of

America, and in order satisfactorily to close the business they are prepared to adopt the suggestion put forward by Dr. Putnam, viz., to grant a permit for the shipment from Rotterdam to the United States of America direct of the 115 cases of books and 14 bales periodicals which are reported to be lying in Rotterdam.

"His Majesty's Government will be glad if the Librarian of Congress will be good enough to arrange for the examination of the books and periodicals as suggested by him, and, in the interest of both governments, see that all undesirable matter is eliminated. In the event of his being prepared to undertake this work the goods can be consigned direct to him."

The material at Rotterdam is therefore being cleared, some having been received, and other possibly en route, though vessels leaving Holland with cargo are infrequent. The proper and expected reversal of attitude regarding post packets detained in London is not yet secured, though inspection of individual parcels appears to be going forward and many are released.

Save to press further on this point, the committee must now mark time till the pending Trading with the Enemy Act is disposed of by Congress. While, under its terms as now drawn, trading is forbidden, yet power of license is left in the hands of the Department of Commerce. If such provision remain, it would then be the duty of the committee to work out in conference provision for such limited operation under it as should seem expedient for it to recommend.

So much for orders. A word about exchanges: Late in 1916 the Bureau of International Exchanges of the Smithsonian Institution succeeded in effecting a re-establishment of relations with the Central Powers. Four shipments were made, and as many (totaling 65 cases) received. The last of these, numbering 15 cases, is now in Washington ready for distribution within a few days. The Bureau's opinion is that this about disposes of accumulations down to the opening of the war, in 1914. Since our entry into the conflict it expects no further shipments during its course to or from enemy countries. Furthermore, it is now circularizing corre-

spondents to the effect that further limitation of export is now necessary, seventeen countries at present being harred, Great Britain, and in consequence, India, together with Norway, Sweden, Denmark and Holland, constituting the new additions, all owing to the necessity of devoting available tonnage to more necessary commodities. While the British Government has prohibited the importation into the United Kingdom of books in bulk, it does not exclude books imported in single copies through the post.

In conclusion, the committee desire to acknowledge the courteous reception accorded its representations at the British Embassy, and to recommend (1) its own continuance, since it will doubtless have work to do as long as the war lasts, and after; (2) the conveyance of the Association's appreciation of the gracious and efficient coöperation given by Sir William Osler, and the President of the Library Association, Mr. J. Y. W. MacAlister.

Respectfully submitted,

FRANK P. HILL, Chairman.

CLEMENT W. ANDREWS.

E. H. ANDERSON.

M. LLEWELLYN RANEY, Secretary.

REPORT OF THE COMMITTEE ON FIRE INSURANCE AND PREVENTION

The committee regrets its inability to follow out all the suggestions given to it at various times as to the subjects that would be of interest. To follow these suggestions would involve almost an unending discussion of the many intricacies and technicalities connected with fire insurance, fire prevention, etc.

It has assumed that if the committee suggests phases of the problem peculiar to library insurance as distinguished from other forms of insurance, and gives warnings as to mistakes which have been made and may be made again, library authorities assisted by an insurance agent of ability and integrity, will be able in each case to

draw a contract which will meet the needs of the situation.

Books and Their Value

It has been quite generally estimated that the value of the books in an ordinary public library for purposes of insurance is substantially \$1.00 per volume. This is only a general rule, the accuracy of which has been assumed rather than established, and it is, of course, subject to many variations and exceptions.

Mr. Ranck reports that in the Grand Rapids Public Library, after some investigation, they estimated that this was a fair statement of value, and that wear, tear, and obsoleteness were approximately offset by the value of the work added in ordering, preparing for circulation, etc.

Mr. Brett reports a somewhat more detailed method, which, however, differs little in the final result. In the Cleveland Public Library the books were divided for purposes of insurance into five classes:

	Per Volume
Juvenile books throughout the city	\$0.60
The circulating books in the branches .....	.80
The circulating books at the main library	1.00
The branch reference books.....	1.50
The reference books in the main library	2.00

Records, Card Catalogs, Indexes, and Their Value

It is a general rule of insurance companies to insure records, etc., for nothing more than the value of the material upon which the records are recorded. The actual value of library records, card catalogs, indexes, etc., is difficult to estimate. The value of the tangible material upon which they are inscribed is absurdly small in comparison with the value of the completed record. On the other hand, it would be difficult to estimate the consequential damages that might result to the library from the destruction of the card catalogs, and the loss resulting is probably one against which the insurance companies would not care to insure. It seems to the

committee that for purposes of insurance, the value of the card catalog should be either its original cost or the cost of reproducing it. In any event, it would seem to be the wiser course to enumerate in the written portion of the policy that the records, card catalogs, shelf lists, indexes, etc., were included in the insured property and to stipulate that in case of loss, their value should be considered to be the original cost, the cost of replacement, or a stated sum, as may be deemed wise.

Miscellaneous Property—Valuation

There seems to be absolutely no rule applicable in any detail to all libraries by which manuscripts, maps, pictures, clippings, and the various miscellaneous property ordinarily kept in a library can be valued. Each library must fix the value of its own property out of the complete knowledge which it must have.

Valuation Generally

It is the experience of libraries generally that when premiums have been paid upon a certain basis of valuation, the insurance companies are not at all disposed to question the basis after a loss.

Property Which Must Be Expressly Mentioned

In the standard form of policy which is quite generally used, there is a paragraph which excludes, unless the liability he specifically assumed in the policy, all loss on awnings, casts, curiosities, drawings, dies, implements, manuscripts, medals, models, patterns, pictures, scientific apparatus, signs, store or office furniture or fixtures, sculpture, tools, or property held on storage or for repairs.

It is therefore necessary that the policy should contain in its written portion a specific enumeration of these articles.

Form of Policy

Two suggestions have been made: First, that the committee approve a complete policy for use in insuring library buildings and contents; and, Second, that the committee formulate language recommended

to be used as the written portion of a regular or standard policy.

It seems as impractical to provide a general policy as it would be to provide general rules for library borrowers: in both cases local conditions will vary the needs.

The policy upon the building itself would not differ materially from that upon any other public building. It might be noted in passing, however, that it is considered good business in insuring public buildings to exclude from consideration "the cost of excavation, foundation walls and sub-basement, platforms and steps of masonry, etc., etc." since these parts are not likely to be injured in a fire and premium is reduced by excluding them.

The committee has, however, formulated language which is recommended to the intelligent consideration of those seeking to effect fire insurance upon the contents of a library building.

On contents of every description, including casts, curiosities, drawings, dies, jewels, manuscripts, medals, models, patterns, pictures, scientific apparatus, office and library furniture, equipment and fixtures not a part of the building, sculpture, tools, paintings and engravings and their frames, printed material of every character, books bound and unbound, pamphlets and periodicals, records, documents, manuscripts, reports, catalogs and indices, completed or in process of preparation, including the value of all labor and work thereon; carpets, rugs, and floor coverings of every kind; typewriters, adding-machines and all other equipment and property which belongs to the insured and is contained in said building whether of a nature similar to those enumerated or otherwise; all while contained in the (insert description of building).

Proof of Loss

Much of the property of a library is likely to be out of the building when a fire occurs. While library records show all the property which has been acquired and what has been temporarily removed, it will sometimes occur that the records are burnt with the property. While this would leave the library unable to prove to the last detail the whereabouts of each piece of property and possibly make it im-

possible for the library even to prove fully the property which it had acquired, the library is in no worse condition than is the owner of a mercantile establishment under a similar situation. In such cases the insurance companies will usually accept an estimate. Should the matter be contested, the courts will be inclined to adjust the loss upon the best estimate obtainable. We apprehend, therefore, that libraries in general encounter no difficulty in adjusting their damages because of their loss of accurate records. At the same time, if inventories, shelf lists, etc., could be preserved in a vault the library would be in a much better position in case of damage by fire.

Rates

The questionnaire returned to the committee indicates that there is a surprising difference in rates in different cities. In some cases the rate is very low and in others it is almost impossibly high. These apparently vary from 25 cents per hundred for five year terms to \$4.92 per hundred for three year terms. The committee does not care to draw conclusions until these figures are verified and investigated.

In some cities the rate is higher than the rate on other business houses, while in other cities it is much lower. In some cities the rates and regulations fixed by the Board of Underwriters has been accepted by the library without question. In one city, however, the library authorities took the position that the library as a public institution and because of its character was a special and a desirable risk, and that the insurance companies were not bound by the rules, regulations and rates of the Board of Underwriters. As a result, the library got very favorable concessions.

The committee can only recommend that each library investigate very carefully the rates, having in mind the possibilities that they have for many reasons a risk especially attractive to the insurance companies, and also holding in mind the fact that it has sometimes been possible to

obtain concessions from the Board of Underwriters, because of the nature of the risk and the public character of the institution.

Mutual Insurance: The suggestion has been made that library authorities ought to institute a scheme of mutual insurance. It has been argued that where such insurance companies have been established in any particular line they have in most cases resulted in considerable savings.

The committee, however, is not ready at this time to advise such a step. The multiple duties of the librarians seem to be such at present as to engage their attention, and it does not seem clear that the advantages to be gained are sufficiently great to make it advisable to consider the matter at this time.

Class Insurance: The committee suggests the possibility that some method of class insurance might be arranged through an existing company whereby those in the class would pay the present rates to accumulate a certain definite surplus, after which the rates would either be lowered or a dividend declared on the amounts not used, to those participating in the plan. If the Association deems it wise to look into this phase of the matter farther, there should either be another committee appointed, or this committee continued to look into the possibility for arranging for this kind of insurance. This would involve correspondence, and probably interviews with representatives of the companies, and would deal to a certain extent with matters more or less technical.

Co-Insurance

The attention of library authorities should be directed to the possibility of securing reduced rates by the insertion of a co-insurance clause. The saving may be as great as 60% in some cases. In view of the fact, however, that many library losses are partial losses due to interior fires, it should be employed with caution, and only after it has been fully investigated and is fully understood. The effect of the co-in-

surance clause has been well stated as follows:

REDUCED RATE CO-INSURANCE CLAUSE

EXPLAINED

(Using the 80% Clause)

It has no effect whatever when insurance is carried to the amount of 80 per cent of value or more. In this case insurance pays the entire loss not exceeding the amount of policy.

Example:

Value	Insurance	Loss	Ins. Pays
\$100,000	\$80,000	\$60,000	\$60,000
100,000	80,000	80,000	80,000
100,000	80,000	90,000	80,000

It has no effect whatever when the loss equals or exceeds eighty per cent of value, no matter what the insurance is. In this case, also, insurance pays entire loss not exceeding amount of policy.

Example:

Value	Insurance	Loss	Ins. Pays
\$100,000	\$60,000	\$80,000	\$60,000

When both insurance and the loss fall below eighty per cent of the value, the assured becomes a contributor (that is, stands as an insurance company) to the amount of the difference between eighty per cent of the value and the actual insurance in force at the time of fire.

Example:

Value	Insurance	Loss
\$100,000	\$70,000	\$50,000

Eighty per cent value is \$80,000—insurance being \$10,000 less than this sum, owner is a contributor to that amount and contributes to the loss in that proportion.

Insurance (\$70,000) pays seven-eighths of loss (\$50,000)	\$43,750
Owner contributes one-eighth of loss (\$50,000)	6,250

Total amount of loss.....\$50,000

City Insurance

In some cities the municipal property including the public library is not insured since the city, because it owns so considerable an amount of property, "carries its own insurance" as the phrase runs. From the standpoint of the entire city this is doubtless satisfactory, since the premiums paid for all city property would in the end amount to more than the sum necessary to replace any burned building. We call attention to the fact, however, that it may prove a most unsatisfactory situation so far as the library is concerned unless the city charges each department with an annual insurance premium and creates and

carries an insurance fund. Otherwise the mere fact that the city carries its own insurance may not work to the direct advantage of the library, since there would, in such case, be no fund automatically available for the reconstruction of a library. Neither would there ordinarily be in the city treasury any funds out of which an appropriation could be met. The result would be that the library authorities would be compelled to enter into a campaign to cultivate public sentiment and to secure an appropriation for a library building much as though no insurance was carried. In other words, for practical purposes, the plan in vogue in some cities by which the city carries its own insurance without accumulating a special fund amounts to no insurance at all.

It should be remarked, however, that where a city has deliberately and probably wisely adopted the plan of "carrying its own insurance," it may be unwise to enter even though the library authorities may be conscious that in case of a fire, they would find it embarrassing to secure money for rebuilding or replacing.

It has been suggested also that it is easier to get money from a city to make good losses on the building than it is to replace books and that therefore it is more important in such cities to carry insurance upon the books than it is to carry insurance upon the building itself.

Fire Prevention and Protection

Proper professional standards seem to call for a systematic effort on the part of library authorities to prevent fires and to protect from loss of life in case of fires. The committee has therefore asked Mr. Sidney J. Williams of the Wisconsin Industrial Commission, who is an expert on fire prevention and protection of life in public buildings, to prepare a code for public library buildings.

This code has been printed and submitted to a large number of librarians for correction and suggestion. Some of these corrections and suggestions have been incorporated into the code, which is attached hereto and made a part of this report.

Fire and Accident Prevention Day

The National Fire Prevention Association and the National Safety Council have appointed October 9, 1917, as Fire and Accident Prevention Day.

A special committee appointed by these organizations has voted to ask the active co-operation of the A. L. A. in this matter, and they have communicated the request to your committee, asking it to bring it to the attention of the A. L. A. They have also said that they have prepared posters and other publicity material which can be used by the libraries of the country.

Your committee, therefore, recommends, that the American Library Association co-operate in the observance of this day, and communicate with these organizations suggesting that their literature be sent to the various public libraries of the country, accompanied, if deemed advisable, by a statement that the A. L. A. sanctions a co-operative effort.

M. S. DUDGEON, Chairman.

APPENDIX**PROPOSED FIRE PREVENTION AND PROTECTION CODE**

Formulated by Sidney J. Williams of the Wisconsin Industrial Commission

I. Inflammable Material.

1. *Waste paper basket*, preferably of metal, should be kept as nearly empty as possible. Do not keep one near a gas burner or other flame.

2. Do not permit accumulations of waste paper or other *rubbish* in the basement or elsewhere, unless in a fireproof room. Keep all such rubbish at a safe distance from the furnace.

3. *Old furniture, books, etc.*, should not be stored in an open attic or in the basement, except in a closed room with masonry walls and tin-cover door; the ceiling also should be protected if possible.

4. *Closets* below stairways, unless fire-proof, should not be used for storage; under no conditions should gasoline, oils or paints be kept below or near stairway.

5. *Gasoline, benzine, etc.*, should be kept

in metal safety cans, and then only in small quantities.

6. If necessary to keep *oil or paint* in the building, keep it in a metal or metal-lined cabinet, remote from other combustible material.

7. *Floor sweepings and oily rags* are subject to spontaneous combustion and should be burned at once in the furnace. Sweeping compounds should be kept in a metal container, covered.

8. Keep the *janitor's room* clean and orderly. It must not be a catch-all for old furniture, paper, oils and paints.

9. *Smoking* should be prohibited, except in smoking rooms.

II. Heating and Lighting Equipment.

10. No shades of paper or cloth should be put over an electric light or lamp.

11. Do not hang *electric light wires* on nails or hooks. All wiring should be done by an electrician.

12. Use no matches in the library, except for lighting gas burners. Use only safety matches. Never throw a lighted match in a waste basket or on the floor.

13. Keep an *electric flash light* for use in dark corners.

14. Use no rubber hose for connecting *gas stoves* or burners, but use instead flexible metal covered tubing.

15. Do not place a *gas stove* or hot plate on a wooden table or shelf unless protected by asbestos board covered with sheet metal. The wall near the plate should be similarly protected.

16. The gas service main should have a stop-cock at the curb.

17. *Swinging gas brackets* are dangerous and should be fastened rigidly at right angles with the wall. Gas lights near ceiling should have metal hood.

18. All *steam coils, radiators or pipes* in wardrobes should be protected by a screen or wire netting so that clothing may not come in contact therewith.

19. All *woodwork* less than 2 feet from a boiler or furnace should be protected with heavy asbestos paper covered with sheet metal. The same is true of woodwork near a smoke pipe or hot air pipe. Any wood-

work which is so near that it becomes uncomfortably warm to the hand should be so protected.

20. *Ashes* should be kept in metal cans or piled in a brick or concrete bln, not in a wooden bin or on wooden floors against wooden partitions.

21. A *water connection* with hose attached should be placed in the furnace room.

III. Fire Extinguishers.

22. Provide one standard fire extinguisher for each 3,000 (preferably 2,000) square feet of floor area, on each floor, including the basement. Use only extinguishers which bear the label of the Underwriters' Laboratories.

There are two standard types of extinguishers:

(1) The *2½ gallon soda-acid type*, generally operated by turning upside down, throws a jet of water which is most effective in fighting a small fire, but is very *damaging to books and papers*. One or more of these extinguishers should be provided in the basement.

(2) The *one quart pump extinguisher* contains a liquid which vaporizes when heated, forming a gas which will effectively smother an incipient fire. This extinguisher *will not injure books*, can be easily handled by a woman, and is therefore suitable for use in the library.

23. Hang all extinguishers in a *conspicuous place*. If placed on floor they may be tipped over and will then fail to discharge when needed.

24. Librarians and janitors should have *actual practice* in handling both types of extinguishers. All extinguishers must be recharged after using; the soda-acid type must be recharged once a year whether used or not. (Consult the fire chief.)

25. With either type, direct the *liquid at the base of the flames*.

Note.—An automatic sprinkler system is the best fire extinguisher and results in a reduced insurance rate.

IV. Exits.

26. Keep all *passageways, stairways, fire escapes and doors unobstructed* at all times.

27. Exit *doors* should open *outward*.

28. In closing the building at night, *lock all outer doors*, but leave all *inner doors unlocked*, so that when the building has been entered all rooms will be accessible.

29. All stairs should have at least one *handrail*; if wide or steep, two handrails.

30. Every library more than one story high must have an *outside stairway fire-escape*, unless there are two separate inside stairways leading to separate exit doors. If three stories high, it must have a fire-escape, regardless of the number of inside stairs, unless the building is of fireproof construction. Ladder fire-escapes are not accepted.

31. All *fire escapes* must reach to the ground and must be kept free from snow and ice in the winter.

32. If *windows* are used as exlts, steps should be provided inside.

33. If the library contains an assembly room, it should have at least *two separate exits*.

34. *Basement stairways* should preferably be enclosed with fire-resisting partitions and doors.

35. All new library buildings in Wisconsin must comply with the state *building code*. Plans should be sent to the Industrial Commission, Madison.

V. In Case of Fire.

36. When fire is discovered:

First. *Get everyone out of the building*.
Second. *Telephone the Fire Department*. The department's number should be posted at the telephone.

Third. After doing these two things (not before) try to *put out the fire* with extinguishers. Do not approach the fire until you have an extinguisher ready for use. Do not throw water until you know just where the fire is.

Fourth. If the fire is beyond control, close all doors and windows and wait for the fire department.

VI. Fire Drill.

37. Each member of the staff should be made to understand exactly what to do in case of fire. The plan will differ in different libraries. For example, the librarian may supervise the emptying of the building, an assistant send in the alarm and then save records, and the janitor use the extinguisher. A schedule may be posted and occasionally practiced. It should be definitely understood what things are to be saved first.

38. The janitor should be instructed what to do if a fire occurs while he is alone in the building.

39. These suggestions are equally applicable to the small library where there is but one librarian with no assistants. In such a case the librarian should carefully plan exactly what to do in case of fire, anticipating as far as possible all obstacles that may arise, and thus minimizing the danger of panic.

Note.—The foregoing constitutes a tentative code. If there are omissions or if the suggested rules are not sound or wise we will be glad to receive comment. Our purpose is ultimately to formulate a simple yet inclusive code that will be of definite value to libraries large and small.—Editor.

REPORT OF THE COMMITTEE ON LIBRARIES IN HOSPITALS AND CHARITABLE AND CORRECTIONAL INSTITUTIONS

A committee on Libraries in institutions for dependents, defectives and delinquents was authorized by your honorable body early in 1915 in response to a petition presented by Miss Julia A. Robinson, secretary of the Iowa Library commission.

By February, 1915, the organization of the committee was completed with the following assignments: Miriam E. Carey, chairman; Julia A. Robinson, chief of sub-committee on library work in prisons, Florence R. Curtis and Mary E. Eastwood, associates; E. Kathleen Jones, chief of library work in hospitals; Carrie E. Scott and Florence Waugh, work in reformatories and institutions for children.

After a period of consultation the com-

mittee agreed to take up the publication and distribution of material already in demand; namely, (1) A survey or directory of institution libraries; (2) A manual on arrangement and care of institution libraries; (3) A syllabus of a course of lectures on books and reading suitable for use in training schools for nurses; (4) A bibliography of books and pamphlets on occupational work in hospitals; (5) "campaign material"—statements of reasons for developing and maintaining libraries in hospitals, prisons, reformatories, etc.

Throughout 1915-16, articles on various phases of institutional library work were contributed to the *Modern Hospital*. From January to June, 1916, Miss Jones edited in this periodical a page which was devoted to institution libraries. To this page Miss Jones contributed annotated book lists of current publications, which supplied information in advance of the evaluated lists needed by public libraries. In the fall of 1915 reprints of Miss Jones' article on "The Hospital Library" were distributed by the committee, which previously had sent out over the country the notices calling attention to a league of hospital librarians which was formed through the columns of the *Modern Hospital*. This league is still in existence, though it has not been formally organized.

In October, 1915, the *American Journal of Insanity* published an outline of a course of lectures for nurses in hospitals by Miss Jones, entitled "On Books and Reading." The committee distributed reprints of this article, which were donated by McLean Hospital, Waverley, Mass.

The survey of institution libraries was in charge of Miss Curtis, who prepared the questionnaire and also a mailing list of institutions. The latter was a contribution to the work which the committee hoped it would be able to print, but it was obliged to confine its efforts merely to the distribution of the questionnaire, which was done during March, 1916.

Meantime an opportunity had come for the presentation of the subject of libraries in institutions at the annual meeting of

the National Conference of Charities and Correction at Indianapolis in May, 1916. Under the auspices of the section on public charities, Miss Curtis presented a report of the survey which the committee had undertaken. Miss Jones and Miss Scott also were speakers on this occasion and Miss Carey presided.

This committee assisted the Public Library Commission of Indiana in the preparation of an exhibit showing the development of library work in institution libraries, for the National Conference of Charities and Correction held in Indianapolis, May, 1916. During this conference this exhibit attracted a great deal of attention and was a good publicity agency for presenting the library work.

The "Manual for institution libraries" was in charge of Miss Scott. It was ready for the press by the fall of 1916 and was published by the American Library Association publishing board and is distributed by them for twenty-five cents a copy. This manual aims to provide a guide for librarians in hospitals, prisons, reformatories, schools for the deaf, blind, feeble-minded and children who are wards of the state. It supplements the second edition of "Essentials in library administration," by Miss L. E. Stearns, with methods and forms especially adapted for use in institution libraries.

In January, 1916, the New York State Library published the "List of books for prison libraries, Part 1, Fiction, a list of 500 good stories." This list was compiled under the editorship of Miss Mary Eastwood. The list was designed not only to help the prison librarian select suitable fiction for purchase but also to help prisoners in their cells select their own books for reading, and it was hoped that a copy would be bought in each prison for each cell. "Part 2, Non-fiction" is also ready for printing, but prison conditions in each state do not warrant the expense of printing at present.

Three of the five objects which the committee set out to accomplish have already been put through. The bibliography on

occupational work in hospitals has not been prepared owing to pressure of other work. The committee hopes to be able to publish it during this year.

The "campaign material" will be ready for use during the fall of 1917, when the committee hope to go before the country at the meetings of the several state conferences of charities and correction. Miss Curtis has provided the committee with a collection of pictures showing libraries in different institutions throughout the United States. The committee owns this collection and places it at headquarters in Chicago for general use.

In July the committee took charge of a meeting devoted to libraries in hospitals, which was held in Chicago under the auspices of the Society of Alienists and Neurologists.

The personnel of the committee remains unchanged with one exception: Miss Nellie Williams succeeded Miss Waugh of Nebraska upon the latter's marriage.

Respectfully submitted,
MIRIAM E. CAREY,
Chairman.

REPORT OF COMMITTEE ON CODE FOR CLASSIFIERS

The committee on Code for classifiers submits, through its chairman, a report of progress and asks to be continued for another year. Two members, appointed by the Board a year ago, have kindly volunteered their aid and are now engaged in compiling data to be utilized in the final issue of the code. An interesting proposal to print the code on cards, made some time ago by Mr. Martel, is under consideration. The advantages of this plan would be to place in the hands of classifiers an elastic and up-to-date set of rules of practice for current work, and would afford a medium for exchange of views between classifiers all over the country. The committee will welcome an expression of opinion upon this plan from any persons interested.

WM STETSON MERRILL,
Chairman.

PROCEEDINGS

June 21-27, 1917

FIRST GENERAL SESSION

(Thursday evening, June 21)

THE THIRTY-NINTH Annual Meeting of the American Library Association was called to order by the president, WALTER L. BROWN, Librarian of the Buffalo Public Library, in Macauley's Theatre, Louisville, Kentucky, on Thursday evening, June 21, 1917.

Hon. BENNETT H. YOUNG, vice-president of the Board of Trustees of the Louisville Free Public Library, and chairman of the local committee on arrangements, took the chair.

Prayer was offered by the Rev. FRANK M. THOMPSON, pastor of the Fourth Avenue Methodist Episcopal Church, Louisville.

Hon. AUGUSTUS O. STANLEY, Governor of Kentucky, was introduced, and welcomed the Association on behalf of the State of Kentucky.

Hon. JOHN H. BUSCHEMEYER, Mayor of Louisville, extended the welcome to the City of Louisville.

General YOUNG at this point, in a happy vein, presented to President Brown a gavel made of wood from the birthplace of Abraham Lincoln, and a base for the gavel made of wood from the birthplace of Jefferson Davis.

President BROWN, after responding to the presentation of the gavel, took the chair and introduced the speaker of the evening, Dr. SHAILER MATHEWS, dean of the Divinity School of the University of Chicago, who delivered an address on

DEMOCRACY AND WORLD POLITICS

(See p. 95)

At the close of this address the session was adjourned.

SECOND GENERAL SESSION

(Friday morning, June 22, in Macauley's Theatre)

President BROWN presided.

The first number on the program was the reading of the President's address, President Brown taking for his subject

THE CHANGING PUBLIC

(See p. 91)

The PRESIDENT reminded the Conference that since its last annual gathering at Asbury Park, the Association had lost by the hand of death the president of the previous year, Miss Mary W. Plummer, and called upon Miss Josephine A. Rathbone to present on behalf of a specially appointed committee a memorial minute.

MARY WRIGHT PLUMMER

A MEMBER OF THE AMERICAN LIBRARY ASSOCIATION, 1887-1916. ITS PRESIDENT 1915-1916.

The American Library Association records its deep sense of loss to the profession by the death of Mary Wright Plummer. For thirty years she brought inspiration and leadership to the councils of this body by her broad vision, her high ideals, her administrative ability and her strong and delightful personality. With international interests and possessing the gift of tongues, Miss Plummer was in touch with European librarians and library movements from Italy to Scandinavia, and on several notable occasions she represented this Association abroad. A librarian of significant achievement, a wise leader in professional training, a guiding spirit in her chosen calling, an inspiration to all with whom she came in contact, Miss Plummer's life was a high and noble influence on her fellow workers. She upheld the highest professional standards in the two library schools which she administered, and profoundly influenced the theory and practice of library training. To hundreds of students her wisdom and her vision of service are a priceless treasure. Possessed of wide and intimate knowledge and firsthand appreciation of literature,

her valuation of books was keen, penetrating and sound. Whatever she wrote showed the sincerity, restraint and charm that characterized her own personality. A quiet spirit, high ideals of work and service, applied with unhurried zeal and sincerity, a great and kindly interest in her fellows, a genius for friendship that bred devotion in those who knew her, these traits were hers in full measure, and will make her memory an abiding ideal for those who shall come after.

R. R. BOWKER,
FRANKLIN F. HOPPER,
JOSEPHINE A. RATHBONE,
Committee.

The above minute was, on motion of Mr. Bowker, unanimously adopted by a rising vote.

The remainder of the session was devoted to a consideration of what libraries and the American Library Association could do in connection with the war. Dr. HERBERT PUTNAM, chairman of the Special preliminary war library committee, which had been appointed by President Brown soon after the entrance of the United States into the war, presented the following committee report:

OUR LIBRARIES AND THE WAR

Report of Preliminary War Library Committee

This committee—appointed by the Executive Board a little over a month ago—was in terms temporary and preliminary. Its object was “to assemble the various suggestions which have been made [for such service] and to bring them before the conference with some sense of proportion, possibly with recommendations as to what might be most practical and most helpful to the government.” It was assumed that the result might be the creation of a “Working committee” that might represent the Association in the activities actually determined upon.

At the outset a distinction may be drawn between the services suggested for libraries individually or in co-operation with the local authorities, city and state, and those suggested for our national Association as such. The former would include

numerous measures to inform and stimulate the local community, to register its potential energies for service of various sorts, and to aid in correlating these, so as to secure the maximum of efficiency, with the least duplication and waste. It would of course include the record for history of the actual participation of the community in every phase of its war time activities. The latter—the service for the A. L. A. as an organization—would involve a close touch, through a specially constituted committee, with the policies and plans of the federal authorities, the acquisition of information which those authorities desire to diffuse, and a systematic method of diffusing it through our libraries, which, next to the newspapers and periodicals and by means of them, are the best agencies for diffusing it generally.

But there is another form of service which makes a special appeal to us as an organization—the supply of reading matter to the troops. Such a service was early instituted in Germany, and is performed there by “traveling libraries” for the various army corps, each library consisting of from 1,500 to 2,000 volumes, fitted up on shelves in a car of its own, equipped and sent out from the Royal Library in Berlin. It has been undertaken for the British troops through no less than four volunteer organizations, a description of which, by Mr. Koch, will be summarized to you by Dr. Bostwick. It was attempted last year in a very imperfect measure for our troops at the border. That it will be desirable now, and on a vast scale, is obvious. For within a few months we shall have over a half million men in cantonment, training camp, or at the front. Among them will be men hitherto dependent upon books, men trained to the use of books, men untrained to their use but who might, under the unusual conditions, be brought to it, men taken from professions, arts, and trades in which the books supplied might later benefit them, and men of all sorts to whom the inactive hours of camp or field bring depressing tedium and dangerous temptation, and to whom mere-

ly recreative reading would be a saving resource.

Note—To librarians these prospects and what they imply scarcely need exposition. They were outlined by Mr. Gilchrist in an article in the *Library Journal* for May; and they are summarized in a statement by Miss Martha Wilson so compact that we append a copy of it.

They include still some uncertainties: For instance, as to how much leisure for reading and how much energy the men here will have, after the arduous drill of each day; or indeed how much interest in any but tactical books during the novelty of these first exercises and experiences. [The situation of the seasoned troops on the actual front during the past three years affords no parallel.] It is uncertain also how long any particular group of men will remain in training here before going to the front. But as fast as they go their places will be taken by others, as long as the war lasts, and the chief uncertainty is as to how long the war itself will last. But we must prepare as if it were likely to last for several years.

Here, then, seems an extraordinary opportunity—for a service distinctly appropriate, of undoubted value to the government, and of permanent effect. Can the Association undertake it? If not completely, can the Association contribute to it?

There are individual libraries already undertaking it for small units within their vicinity. There is, we hear, a prospect that it may be finely undertaken by Louisville, for the large unit here. There are some states, notably New York, where the State Library, or the State Library Commission has undertaken it for training camps and guard outposts within their jurisdictions. The great concentration of men—in the sixteen main cantonments—will, however, for the most part, be in areas little likely to be served by such means. And there will be the men abroad, and the men on the ships. For all of these the supply must be vast—thousands of volumes; the work of gathering these must be nation wide, of selecting and discriminating them—especially those which

are to be informing and stimulating—must be expert; and the means of gathering, forwarding, accommodating and administering them will require ample, thorough and intelligent organization. Books will have to be bought, large expenses met. The mere housing of the collections at the camp units will require a building, or rooms in an appropriate building, recognized by the authorities. Funds as well as books will have to be solicited. An appeal for them must carry authority. If facilities are to be asked from the government, from railroads or from express companies for forwarding them, the appeal for these also must carry authority.

To undertake such a service independently might prove within the abilities of the A. L. A. To accomplish it successfully would add notably to the prestige of the Association. But, just as in other matters tempting to duplication of organization and thus waste of effort, it is our duty to avoid this by co-ordination, so in this matter it would seem wise for us, before deciding to organize such a service independently, to consider whether there are not other agencies already existing with which we might as efficiently and more economically co-operate.

Now there are three such agencies which would welcome our co-operation: one governmental, one quasi-governmental, the third private. The first is the Commission on Training Camp Activities—an auxiliary of the War Department; the second is the American Red Cross; the third is the Young Men's Christian Association. The second and third are two of the four great agencies in Great Britain. The Red Cross there limits its service of reading matter to the men in the hospitals. This may prove an especial concern of the Red Cross here, though our Red Cross also distributes some books with the soldiers' kits. It also gives away other books and periodicals given to it for the purpose. It does not propose to maintain libraries or lending collections.

The Commission on Camp Activities also expects to gather reading matter, and,

if funds prove available, to purchase some. Its plan is, however, to turn all of this over to the Y. M. C. A. to be administered by it. The buildings maintained by the Commission will be primarily auditoriums for lectures and entertainments.

The Y. M. C. A. expects not merely to solicit and to buy material, but to administer it from its headquarters in camp and field—amplifying in this respect the work it did at the border. The buildings proposed provide for shelving and reading space; inadequately, to be sure, in the initial plans, but doubtless capable of extension, if the need can be shown. [A full statement by Mr. Orr himself, of what the Y. M. C. A. proposes will appear in the July Library Journal.]

These various intentions, ascertained by representatives of our committee in conferences with authorized representatives of the three agencies, in particular Mr. Hanmer of the Commission, and Mr. Orr of the Y. M. C. A., have not yet been formulated into definite plans. And certain details remain yet to be determined; for instance, what funds will be available for the purchase of material; whether such of it as is gathered locally shall be sent to a central or to regional headquarters, for classification prior to distribution; and the means and method of transportation. But the representatives made clear that in any case they would welcome and value highly the aid which our Association and our individual libraries might render.

The obvious forms of aid would be these: By the Association, through its special committee, in the compilation of lists of books desirable for purchase or to be sought as gifts. [An example of the latter, undertaken locally, is that issued by the Syracuse Public Library. Experience proves the need of such if a mass of proffered material likely to prove futile is to be avoided. In addition to specific lists there are needed also categories of the general type of literature desired, especially in the informing and stimulating groups. The two needs have been recognized by the Y. M. C. A. in requesting assistance from

a committee of New York librarians of which Mr. Adams is chairman.] The committee could also aid in giving wide publicity to the project, could inform and advise libraries in their relation with it, could give added authority to the appeal for funds and material, and could advise with the representatives of the agencies as to the developing details in the administration.

The important services of the individual library, besides aiding in the publicity, and in the appeal for funds and material would be to receive and sift the latter, and to forward it. In England the local postmasters receive any proffered for the purpose and forward it without charge. No such arrangement offers here. But one or two railroads have undertaken it locally; and an inquiry is before the Railroad Board as to whether our railroad systems might not undertake it generally. Should they agree to they must be safeguarded against the burden of carrying what may not be wanted; and the inquiry was coupled with the suggestion that the local agents need only be authorized to accept for transmission shipments examined and certified by the librarian of the local library. [See a memorandum, appended, from Mr. Johnston of the Bureau of Railway Economics. It is the Bureau which has addressed the Railroad Board in the matter.]

Finally, there is possible a major service which, organized by the A. L. A. committee, would have to be recruited from individual libraries. This is the supply of trained library workers to aid in the actual administration of the collections in the camps. The advantage—indeed from our point of view, the need—of such expert service is obvious, if the most is to be made of the opportunity. And it seems probable that a number of volunteers could be secured sufficient to provide at least one for each cantonment, and perhaps one for each unit building. They would have to be men—as the determined policy of these camp agencies requires this; and, of course, men not subject to

draft.* They would have to serve without pay, except as their present salaries might be continued by their respective libraries. But the Y. M. C. A. and the Official Commission are to consider whether their maintenance expenses might be met by them.

Such being the possible forms of co-operation, if the service of the libraries is to be co-operative, it is for the Association to determine whether it shall adopt them, or attempt a service wholly independent; or, perhaps, adopt them in certain connections and certain localities, yet undertake an additional and distinct service of its own.

The latter must imply funds for four major items of expense: (1) The purchase of [selected] books; (2) [probably] transportation; (3) the erection of independent buildings, and (4) the maintenance of those buildings and of the administration within them. Were the service to be complete, to attempt to reach every unit reached by the Y. M. C. A., for instance, the sum necessary could scarcely be hoped for. If, however, it should be limited to this country, and if, here, it should be limited to one building at each main center—say one to each of the sixteen cantonments—very possibly funds might be secured for both buildings and maintenance. Any solicitation of them should be accompanied by a clear statement of the project, a clear distinction between it and the projects of the other agencies, well considered plans for the buildings and careful estimates of cost. The service on the ships and abroad will involve administrative problems which it seems to your committee unwise for the Association to undertake independently.

The supply of reading matter to the patrol boats on our own coasts—a much needed service—will doubtless be taken care of by the seaboard states under the initiative of their library commissions.

One element in the general prospect

*Or in part men (from libraries) actually under training—volunteering for this service during certain hours free from military duties

clearly requires attention. There are already three agencies making appeals for funds and material. According to a recent announcement the Knights of Columbus may be a fourth. [It has just appropriated a million dollars for camp "recreation" for Roman Catholics.] The Young Men's Hebrew Association might conceivably be a fifth. If the A. L. A. is to be a sixth its appeal must be discriminated. Indeed they all should be, for a multiplicity of appeals to an apparently identical purpose is confusing. The public should be assured that the several services will at least be effectively correlated. And if the appeal could be from a single agency in the joint behalf it would undoubtedly be most convincing.

We have dealt first with this question of reading matter for the troops because it seems to have the largest and most general interest for the Association as an organization. Within their respective jurisdictions, however, state library commissions and individual libraries will have duties and opportunities special to themselves.

As to those of the state commissions, Mr. Dudgeon, of our committee, has drafted a memorandum which we attach as part of our report. Assuming the function of the commission to be to see that every library under its jurisdiction performs to the full its duties in the exigency, the memorandum emphasizes the primary duty of each library to act "as an agency of patriotic publicity," as well as a center for and an active aid in the organization of practical economic and relief work. The commission must urge this publicity service, supply material for it and complement it by direct efforts of its own. It should furnish lists of books on topics timely to the exigency, and where necessary provide the books themselves.

It will especially secure in quantities, and distribute, publications of the federal bureaus and commissions explaining their activities and intended to promote production and conservation of food and other resources.

A prime duty of a state commission

will be to inform libraries, as well as the public, of the various state agencies, governmental and other, available for, or applying themselves, to war time service; and, aiding in the correlation of these, avoid unnecessary duplication, as well as direct the volunteer to his appropriate task. Mr. Wyer, also of our committee, is preparing a statement showing that such agencies for state-wide service now exist in New York, and so far as defined, the relation between them. A similar statement prepared, published and distributed by every library commission for its particular area would be obviously useful.

One exhibiting the agencies national in scope has been prepared and published by the Library of Congress and copies of it—which will, of course, be sent to its mailing list—are also available here.

As in the nation so in the state, new or subsidiary agencies are constantly being created, new relations established. The first such bulletin should therefore be followed by others, bringing the statement to date. And for the national organizations the "Official Bulletin," issued by the governmental Committee on Public Information, should be carefully followed for views of new agencies, and the developing plans of the existing ones.

The Individual Library. For this, dealing directly and intimately with the public, there is a duty to inform, an opportunity to stimulate, and a possible participation, through its staff and facilities, in the actual conduct of certain activities. It will endeavor to inform its public as to why the United States is engaged in the war, what is to be its participation, what is being done by various agencies—national, state and local—and what is the opportunity (for service) of the latter, and of the individual citizen. In pursuance of this purpose, and in aid of every legitimate stimulus, it will employ all of its resources for publicity: its bulletin boards, its publications, its exhibits, its influence with the local press. It will secure for its own collections and exhibits, and also for dis-

tribution to its readers, copies of all publications issued by federal, state or other agencies (for instance, agriculture and food administration) which describe what they are trying to do and wish to interest the public in. It will freely lend its rooms for lectures, talks and organization. It will make prominent collections of selected books—expository, narrative, descriptive, hortatory; and it will issue reading lists, informing and patriotic. And the collections and lists will by no means be limited to the political, still less to the martial, aspects or incidents of the war. They will, even more especially, illustrate and promote the service open to the ordinary citizen in industry, home economics and relief-work. It may, as in places it already does, aid directly in the registration of recruits, or agencies, for various forms of service. It will, as in cases it has already done, widen its actual loans of books and periodicals to include nearby army posts or outposts; this, independently of the service it may be asked to do in relation to any national effort of this sort. It may even, as in the case of Dayton, proffer the services of members of its staff, without loss of pay, in productive or relief work.

And on the historical side it will have a distinct duty: to gather and preserve every evidence of the participation of its community and of the citizens composing it. The importance of this need is recognized by the creation of a committee of historians which among other efforts will prepare for circulation among our libraries pamphlets describing the material to be preserved most solicitously. [See letter from the secretary of the American Historical Association to the secretary of the A. L. A. appended.]

All these various activities are such as would occur to any trained librarian, and need no argument. As illustrations, however, of the actual initiation of some of them by typical libraries, we attach extracts from statements invited from five libraries as to what they are already doing or planning [St. Louis, Springfield, Min-

neapolis, Dayton and Washington]. Various other forms of services will doubtless develop; and from time to time be commended to libraries by the state library commissions.

Useful in themselves for the exigency at hand these services may incidentally strengthen each library with its community by proof that it is something more than a building and a collection of books for normal times; that it is in fact an *organism*, sensitive to new sprung impulses and emergency needs of the community, and not merely responsive to them, but with potential energies within itself, capable of invigorating and guiding the effort to meet them. It should show that our library system, now an accepted axiom in times of peace, is also an indispensable equipment in time of war, and that the provision for its maintenance and enlargement should be enhanced rather than diminished during the present exigency; as, indeed, its opportunities are, not merely for war time service proper, but for the sort of service that it renders at all times. There is a disposition to forego various social activities and amusements. In proportion as they forego them people will have greater leisure for reading. Numbers of them will be eager to improve their efficiency for "war work" by the study of books of a practical sort. But there will be other cravings also. The gravity of the time tends to seriousness of thought and of purpose, and this to the reading of serious books. Any thoughtful consideration of the present issues must take people back into the past, any susceptibility to the times must take them away from the trivial. They will be moved to consider the "philosophy" of things, and in a mood to be affected by the expressions of man in his deeper and his most artistic moments. They will be, therefore, peculiarly in need of just what we most rejoice to give them. And they should not be prevented from having it, nor we, in the amplest measure, from giving it.

Your committee concludes with this emphasis not because you have any doubts

requiring it, but because there is fear that municipalities may be disposed to curtail appropriations for our libraries, as a measure of war time economy. We can scarcely believe such an intention to exist; but if it does it must be resisted, strenuously.

It would be most illogical. In calling our citizens into its service the state asks them to perfect themselves for it. In certain essentials our libraries offer the best means of perfecting them; and the means they offer are direct, simple, and familiar. They are free. They reach all classes, every community, continuously; yet they are organized in a system which assures them the guidance of a central intelligence and authority. They are the *only* agency which combines these elements.

Our people are urged to refrain from waste in recreation and luxuries. Our libraries offer them a welcomed substitute. They will be called upon for sacrifice, bereavement; to many of them books will yield the best solace.

And meantime they are cautioned against hysteria. The best resistent is books. And a library which furnishes them, profusely yet discriminatingly, is a great "stabilizer," aiding to keep us aloft and erect in a vortex of dizzying currents and counter currents.

But it is also, with the school system, a fundamental institution of our democracy. It is an essential part of the apparatus which gives our democracy such efficiency as it has. With democracy itself on trial, we cannot afford to have it appear that in a crisis such as this its fundamental institutions are set aside, their normal processes suspended, their normal activities curtailed. Rather should such a crisis bring them into greater relief, a more active operation, and a more evident utility.

Recommendations: The recommendations of your committee are these:

1. That a War committee be appointed to continue the investigation of this subject in its various phases, and under gen-

eral direction of the Executive Board, to represent the Association in the various relations which it involves.

2. That as such a committee should take benefit of the discussions of this conference, it be appointed immediately, by the present Executive, instead of by the next incoming Board.

3. That for convenience and efficiency in the executive part of its duties its membership be limited to seven; but that it have power to create a larger committee, advisory and auxiliary to itself, also sub-committees from within or without its membership.

4. That for its guidance and that of the incoming Board upon one important prospective activity, there be discussion by the Association as to the participation of libraries and of the Association in the supply of reading matter to the troops, and such an expression as shall enable the committee to speak authoritatively for the Association in any appeal that it issues, or undertaking that it enters into.

5. As a basis for such a discussion and expression we recommend consideration of the following resolution:

(a) That the American Library Association welcomes the information reported as to the aims of various agencies in the supply of reading matter to the troops; and that it will gladly aid to develop and especially to co-ordinate the service proposed by them; assisting as an Association and through libraries individually in the preparation of lists and in the collection, scrutiny and organization of material.

(b) That it assumes that the efforts of the several agencies may by conference be so differentiated as to avoid both confusing competition and unnecessary duplication. It assumes also that consistently with their organization and aims in other respects, they will especially welcome such a co-operation on the part of the Association as shall insure skilled service in the actual administration of the collections, without which, in the judgment of the Association, full advantage cannot be taken of the opportunity.

6. If, in addition to various measures of co-operation with other agencies concerned in the supply of reading matter to the troops, there shall appear to the A. L. A. War Committee a prospect of funds for the erection, equipment and maintenance, *under the auspices of the Association*, of distinct library buildings with suitable collections and expert service in each of the sixteen main cantonments, the committee is especially authorized to represent the Association in soliciting the necessary funds, material and service, in all measures of organization, and in the actual administration of the libraries themselves.

HEBERT PUTNAM, Chairman,
ARTHUR E. BOSTWICK,
R. R. BOWKER,
GRATIA A. COUNTRYMAN,
MATTHEW S. DUDGEON,
ALICE S. TYLER,
J. I. WYER, JR.

APPENDICES TO REPORT OF PRELIMINARY WAR LIBRARY COMMITTEE

Library Military Auxiliary

A plan to assist in the training, education and recreation of American soldiers on sea and land, in camps and hospitals.

By Martha Wilson, State Department of Education, St. Paul, Minn.

Need for books. 1. Young men are giving up their educational and professional training to serve their country. The country should help them to continue their studies as far as may be.

2. Many young men will seek advancement while in the service. Books should be provided to help in this preparation.

3. The entrance of the United States into the war is based on an idea. We can help foster ideas by books.

4. Every soldier has some leisure time. Books are needed to help him make profitable and interesting use of this margin.

5. Reports from American soldiers now in the trenches state that the men are suffering mental deterioration from lack of diversion and stimulation of thought.

6. The value of a library in a community in increasing the comfort and effi-

clency of individuals is a proven fact in American life today.

To soldiers on sea and land; to nurses in camp and hospital, carefully chosen books would be of highest service in providing direct aid in work, opportunity for profitable employment of leisure time, and wholesome recreation.

Need for a library auxiliary. Trained library service is needed to organize and direct the work, that it may become an educational and efficient recreational factor.

Miscellaneous contributions of books and magazines to camps are of slight value at best, and are often impediments.

The Y. M. C. A. workers state that books, as part of their recreational activities, have not reached their fullest usefulness, for lack of organization and direction.

Suggested plan of organization for a library auxiliary. Appointment by the President of a Chief of the Library Auxiliary who would be empowered to organize the work, employ necessary assistants, inaugurate a campaign for securing volunteer aid, books and magazines, designate regional distributing agencies, enlist manual training departments in work of making traveling library boxes, formulate rules for distribution, transportation and use of books, organize publicity work and outline all other details.

The Library Auxiliary would work with all other army and navy agencies, the Red Cross and the Y. M. C. A., and help their work at every point.

Maintenance. The work may be put on a stable and efficient basis by a contribution from the General War Maintenance Fund. The Chief of the Library Auxiliary would augment this amount by contributions of books and magazines, and by use of volunteer service.

Resources. The American Library Association has a permanent organization and a considerable membership. This organization should be drawn upon for service.

Libraries throughout the country, and library commissions should be used as regional distributing stations, and should

be asked to furnish service to adjacent camps and hospitals.

Kind of books needed. 1. Educational books, including some modern texts when requested.

2. Books of information covering military science and tactics, popular mechanics, engineering, submarine warfare, aeronautics, and other subjects of practical value.

3. Recreational reading, including fiction, interesting biography, travel, modern history, popular discussions of modern subjects, inspirational books, some essays and books of high literary merit, and books of easy French.

Books would be bought and supplied on a utility and educational basis, keeping in mind the needs to be met; and only those books furnished which were live, of known value and interest.

Distribution. The Chief of the Library Auxiliary would designate regional distributing agencies, and library stations would be established in all camps, training ships and hospitals.

As far as possible, the needs of each place would be considered, and the desired books furnished. Traveling libraries would be furnished to all troop transports.

Wherever Y. M. C. A. activities are carried on, the local distribution of the books would be assigned to them, or if possible a library field worker would be sent.

Publicity work outlined by the library auxiliary would be carried on to bring the books into fullest use.

Memorandum relative to collection and distribution of books and periodicals for the mobilization camps

By R. H. Johnston, librarian of the Bureau of Railway Economics, Washington, D. C.

Assuming co-operation on the part of the railway companies and on the part of the War Department:

In general, collection should be taken care of by a local librarian, designated by

the A. L. A. committee, and the material placed in the hands of the soldiers under the supervision of regimental chaplains or the Y. M. C. A., in coöperation with a librarian in the vicinity, also designated by the A. L. A. committee.

First: Headquarters should be established, preferably at Washington, and department headquarters in charge of a librarian designated by the A. L. A. committee established for:

Northeastern Department, Boston (?)
Eastern Department, New York (?)
Southeastern Department, Atlanta (?)
Central Department, Chicago (?)
Southern Department, Kansas City (?)
Western Department, San Francisco (?)

Second: Donations in bulk from publishers and such sources should be requested by and forwarded to headquarters at Washington, and subsequently distributed to department headquarters. General donations from the public should be forwarded to the department headquarters. Communication between librarians in charge of department headquarters should arrange for distribution of excess material.

Third: Collection in each department should be made by the local librarian in charge. Notices posted in the libraries, local notes in the newspapers and a card in the railway station should call attention to the work the A. L. A. is doing. A notice could be carried by the various employees' magazines published by the railway companies and the employees' organizations. The notice in the railway station should call attention to either a receptacle furnished by a local benefactor or possibly by the individual railway company, or failing this, state that the station agent will accept any material handed into his custody for the soldiers. The accumulations should be collected by the local library which would also prepare packages for shipment under a frank acceptable to the railway company and bearing the address of the department headquarters. These packages should be delivered to the baggeman at the station.

Fourth: Department headquarters

should withdraw unsuitable and excess material, endeavoring to locate the latter with other department headquarters, and, under a similar frank addressed to the mobilization camps, deliver the packages to the proper railway company.

Fifth: The librarian in charge at nearest point to mobilization camp should then be advised of shipment and get in touch with the regimental chaplain or the Y. M. C. A., as may be arranged with the War Department.

Sixth: This local librarian should keep close watch on the special needs of the camp, requesting from the department headquarters extra copies of books or periodicals specifically wanted and take reasonable care to observe that losses of important material be repaired.

Seventh: While this procedure would fall into natural routine, the initial work of knitting together the librarian and the railway company at the point of collection, and the librarian and the War Department at the actual point of contact, would require a certain amount of inspection. An occasional lapse in coöperation as the work proceeded might also require personal attention. If possible two or three men should be designated for such work.

Eighth: Such inspection might reasonably be relied on through the agencies of the Santa Fé Reading Rooms, the Baltimore and Ohio Traveling Libraries, the Seaboard Air Line Traveling Libraries, and the library of the Bureau of Railway Economics. The staff of the library of the Bureau of Railway Economics can be counted upon for such service.

Ninth: Reasonable care should be taken at the original collecting points to avoid the transmission of material that would be classed as unsuitable. The committee should give rather definite instructions to the local librarian to prevent waste of effort further along the line. Similar care should be taken between the department headquarters to prevent overloading with material such as the Saturday Evening Post, of which enough is plenty.

It is assumed that as little as possible

of cataloging and other routine library methods will be employed and that it is not expected that any of the material will ever be returned from the camps. It would nevertheless seem advisable that each book or periodical bear a mark of ownership with a view to securing its use to the greatest number. The librarian in charge of the department library should watch closely for any lack of literature deemed suitable for the camps in his department and make demands on the other departments or Washington headquarters for such literature, but it would not be considered necessary that he should maintain an official record other than by number of the material passing through his hands.

It is also assumed, as the railway companies carry both the express and the mail, that little would be gained by supplementing the service of the railway companies by a request for the use of a frank from the Post Office Department or the express companies, but it might be possible to secure from the Post Office Department the use of a frank for correspondence between Washington headquarters and the department headquarters.

Function of the State Library Commission in war time

By Matthew S. Dudgeon, Secretary,
Wisconsin Free Library Commission.

I. General function. Primarily it is the function of each state library commission, as supervising executive of all the public libraries of the state, to see that every public library under its jurisdiction promptly and effectively performs all the functions which are agreed upon as the war time functions of the public library.

II. Communications, suggestions, and appeals to the public libraries. It is the function of the state commission in performing its supervisory duties:

1. To send out an appeal to each of the libraries of the state urging that it act as an agency of patriotic publicity, and by posting and free distribution promulgate the special literature of the war, such as:

- (a) President's messages and proclamations; (b) Federal acts, such as the registration act, etc.; (c) Governor's proclamation as to economy, as to food products, as to registration day, etc.; (d) Bulletins and posters and other communications bearing on the war issued by the United States department of agriculture, and other federal departments; (e) Bulletins and posters issued by state agricultural authorities; (f) Pamphlets, leaflets, posters, bulletins, federal and state, from the Red Cross Society, and from voluntary associations dealing with all subjects relating directly or indirectly to war economy, food products, etc.

(In Wisconsin it has been necessary for the commission itself to send out some of the materials that are listed in order to be sure that the small libraries receive this material. The material which we have found it necessary to send directly to the libraries includes: The Governor's proclamation relative to organizing local councils of defense, etc.; governor's proclamation relative to registration; copy of registration regulations, copy of federal act providing for registration; posters urging the purchase of Liberty Bonds, etc., etc.)

2. To suggest that each public library open the library building as an assembly place for every meeting having a patriotic purpose, such as Red Cross societies, nurses' associations, councils for defense, etc.

3. To suggest that the librarian offer her own services or the services of some of her staff to assist in organizing, filing, recording and indexing systems involved in the work of Red Cross societies, and other local organizations, needing such help, etc.

4. To suggest the purchase of books and other material for the circulating department of the public library and to furnish this by sending lists of timely books and other material on such subjects as patriotism and the flag, military and naval training, United States and the war, etc., checked for first choice by small libraries, etc.

5. Suggestions for the accumulation of

historically valuable material growing out of the war.

III. Every traveling library station should be a publicity agency and be put upon the mailing list for state publications, or, if this is impractical, each station should be furnished with the important bulletins, posters, etc., such as are sent to the public libraries.

IV. Circulation of books and material timely in character. 1. By offering to the public libraries smaller groups of the best books upon current subjects. (This to give special aid to the small library which is not able to make purchase of current books at this time.)

2. To place in traveling library stations and send to traveling library stations books of special timely interest.

V. Circulation of books in military mobilization camps, training camps, army posts, etc. All agree that there is definite need for circulation of books among the individuals centered in military units in various places. During the Mexican border troubles and since the mobilization of troops of the present war, this commission has not succeeded in getting sufficient response from military authorities to make this circulation a success. The difficulty is that there seems to be no officer, organization, or individual, who is willing to take the responsibility for the custody of the books. Possibly the Army Y. M. C. A. may work out this problem.

Recommendations. It seems to be necessary to take up with some controlling authority or organization and thrash out a method of coöperation by which the resources of the various states which the state authorities are ready and anxious to devote to the use of the soldiers can be made available.

The Libraries and history

W. G. Leland, Secretary American Historical Association, to Secretary Utley, May 3, 1917.

Last week a group of pretty representative history men met in Washington to

discuss the problem of what members of our profession could do for the country at the present time. Our deliberations resulted in establishing a National Board for Historical Service. I enclose a copy of the resolutions which sum up the work of the conference. We are not yet ready to give the matter full publicity, for we are busy in securing the support of other members of our profession throughout the country. We expect, however, that a majority of the board will spend the summer in Washington engaged in such activities as may seem useful. It has seemed to us in the discussions we have had thus far that we should join hands with the libraries in two important activities. One of these is the collection and preservation of material that will be of service to the future historian; the other is the preparation of critical and descriptive reading lists for the use of libraries of various kinds, of reading circles, of women's clubs and of individuals.

With regard to the first of these activities, I have written to a number of libraries and historical societies asking what they are doing to collect and preserve war material. The replies we have thus far received show that few libraries are making systematic effort to collect the fugitive material of local interest that will be of special value later on. Most of them content themselves with taking what is sent to them from the various publicity bureaus and securing some of the more important published works. We are thinking of preparing a circular of suggestions having especially in mind what historical societies ought to do, and I wonder if we could not cooperate with the Library Association in considering the question from the point of view of the general library.

Dr. Bowerman has suggested to me that it might be possible for us to coöperate with the A. L. A. in the preparation of critical and descriptive reading lists, varying in length and character according to the usage to which they would be destined. He thought that possibly the Library Association might be willing to issue imprint editions of such reading lists, which would, of course, afford a very effective method of distributing them.

I shall be very grateful if you can give me your opinion with regard to these two matters.

There is one other matter on which I should like also to have your opinion. We are planning a series of small pamphlets dealing with the historical phases of present issues. These pamphlets will probably sell for five or ten cents each. We shall

have little trouble in making arrangements with the publishers if we can get reasonable assurance of defraying the cost of manufacture. Do you imagine that any considerable number of libraries would be willing to subscribe to the series, and would some of the larger libraries be likely to want several copies of each pamphlet? I am anxious to have your opinion on this before I take any steps to canvass the libraries for subscriptions.

Yours very sincerely,

W. G. LELAND.

Resolutions adopted at Washington, April 29, 1917, for the establishment of a National Board for Historical Service.

As an emergency measure, to serve until action by the American Historical Association, the undersigned, meeting in Washington upon invitation by the Carnegie Institution of Washington through its Department of Historical Research, have adopted the following resolutions:

Resolved:

I. That there be formed a National Board for Historical Service.

II. That the headquarters of the board shall be in Washington, D. C.

III. That the purpose of the National Board for Historical Service shall be:

(a) To facilitate the coördination and development of historical activities in the United States in such a way as to aid the federal and the state governments through direct personal service or through affiliation with their various branches.

(b) To aid in supplying the public with trustworthy information of historical or similar character through the preparation of reading lists and bibliographies, through the collection of historical material, and through the giving of lectures and of systematic instruction, and in other ways.

(c) To aid, encourage, and organize state, regional, and local committees, as well as special committees for the furtherance of the above ends, and to coöperate with other agencies and organizations, especially in the general field of social studies.

IV. That the board shall be composed of at least nine members who shall select a chairman, vice-chairman, secretary, and treasurer from their own number, and that the said board shall have power to add to its membership, to fill vacancies, to appoint advisory and associate members, to organize affiliated or subsidiary boards of

committees, to receive and disburse moneys, and to perform such other acts as may be necessary for the accomplishment of the purposes herein stated.

V. That the board, until further action by itself in conformity with these resolutions, shall be composed of the following:

Victor S. Clark, of Washington; Robert D. W. Connor, of Raleigh, N. C.; Carl Russell Fish, of Madison, Wisconsin; Chas. D. Hazen, of New York City; Chas. H. Hull, of Ithaca, N. Y.; Gaillard Hunt, of Washington; Waldo G. Leland, of Washington; James T. Shotwell, of New York City; Frederick J. Turner, of Cambridge, Mass.

Adopted at Washington, D. C., April 29, 1917: Henry E. Bourne, Edmund C. Burnett, Victor S. Clark, George M. Dutcher, Guy S. Ford, Chas. D. Hazen, Charles H. Hull, Gaillard Hunt, J. Franklin Jameson, H. Barrett Learned, Waldo G. Leland, Albert E. McKinley, Andrew C. McLaughlin, Thomas Walker Page, Frederic L. Paxson, James T. Shotwell, Frederick J. Turner.

After the reading of the report and supplementary remarks by Dr. Putnam, in which he spoke of suggestions of coöperation received from the office of Mr. Herbert Hoover, from Mr. Raymond B. Fosdick, chairman of the Committee on Camp Activities of the War Department, from the Playground and Recreation Association of America, the Boy Scouts of America, the Young Men's Christian Association, and other organizations, Dr. Frank P. Hill moved the acceptance of the report and the adoption of the recommendations and the resolutions as presented, which motion was after the discussion unanimously passed. The president called for full discussion for the benefit of the working committee.

Mr. J. RITCHIE PATTERSON, of the Chicago Public Library, described the work done by the library he represented, how that more than twelve thousand books had been donated by the citizens of Chicago, collected by the Chicago Public Library, assorted, prepared and distributed to the soldiers and sailors at Fort Sheridan, the Great Lakes Naval Training Station, and other camps.

Mr. THEODORE WESLEY KOCH, chief of the order division of the Library of

Congress, who had been in England for several months, had prepared a paper for the Conference on

BOOKS IN CAMP, TRENCH AND HOSPITAL
(See p. 103)

which was at this point called for, and which in the absence of the writer was read (in an abridged form, as the full paper was too long for the time available) by Dr. Arthur E. Bostwick, of the St. Louis Public Library.

The following letter, addressed to Mr. Koch, was read by the secretary:

"Avalon"

Princeton, New Jersey,
June 5, 1917.

My dear Mr. Koch:

Your letter of May 5th, with its enclosure, reached me in London just before we sailed for America. There was no time to answer it then, and there has been no time for writing really since I got back. I have read with much care and interest your typewritten statement in regard to "Books in Camp, Trench and Hospital." It needs no introduction. All the arguments for giving a supply of good reading to soldiers as a part of the spiritual munitions of war are lucidly and strongly put in your paper. One thing this war has certainly taught the world, and that is that victory does not depend solely upon "big battalions," but upon large and strong and brave hearts and minds in the battalions. The morale of the army is the hidden force which uses the weapons of war to the best advantage, and nothing is more important in keeping up this morale than a supply of really good reading for the men in their hours of enforced inactivity, whether they are in campaign preparing for the battle, or in the trench waiting to renew the battle again, or in hospital wounded and trying to regain strength of body and mind to go back to the battle for which they have been enlisted. Human fellowship, good books, and music are three of the best medicines and tonics in the world. I believe these things very thoroughly, and you can use this expression of belief in any way which may seem to you helpful. I should like to do all that I can for the good cause. . .

Faithfully yours,

HENRY VAN DYKE.

Mr. Theodore Wesley Koch.

Mr. WILLIAM ORR, educational secretary of the National War Work Council of

the Young Men's Christian Association, who had been so good as to leave his pressing duties and come to the Conference on the invitation of the president, was here introduced and spoke of

**COOPERATION IN THE WAR WORK BETWEEN THE
Y. M. C. A. AND THE A. L. A.**

(See p. 111)

Discussion of various aspects of war work which libraries might properly undertake here became general, Mr. M. S. Dudgeon, R. P. Bliss, J. F. Daniels, C. H. Milan, G. A. Deveneau, H. O. Severance, G. F. Bowerman, R. R. Bowker, and others participating.

[Inasmuch as many of the plans and measures proposed and discussed have since been adopted by the A. L. A. War service committee, who will as a part of its duties report in detail in due time, it has been thought unnecessary to report here in full the discussion.—EDITOR.]

Following the discussion and the adoption of the report of the Preliminary war committee, together with the accompanying recommendations, the president appointed the following as the A. L. A. War service committee: J. I. Wyer, Jr.; E. H. Anderson, A. E. Bostwick, F. P. Hill, M. S. Dudgeon, Alice S. Tyler and Gratia A. Countryman. Miss Tyler was unable to serve, and Miss Electra C. Doren was appointed in her place.

Miss THERESA HITCHLER proposed that the Association members contribute to an ambulance fund for the purchase and operation of an "A. L. A. War Ambulance."

The PRESIDENT appointed her as a committee of one to solicit funds for such an ambulance, and stated that a certain member of the Association, understanding that such a proposal would be brought before the members of the Association, wished to contribute \$500 thereto.

The session adjourned at 12:45 p. m.

THIRD GENERAL SESSION

(Saturday morning, June 23, in
Macaulay's Theatre)

President BROWN presided.

The PRESIDENT called attention to the reports of officers and committees which had been printed in advance of the Con-

ference and distributed to members. These reports included those of the secretary, treasurer, trustees of the endowment funds, the A. L. A. Publishing Board, and the following standing committees: Library administration, Library training, Public documents, Federal and state relations, Coördination, and Bookbinding; and of the special committee, the Decimal Classification advisory committee. The report of the committee on Work with the blind was read by title. All of the above reports were accepted and ordered printed as a part of the Conference proceedings.

(For these reports, see p. 247 and following.)

At the request of Mr. C. H. Gould, chairman of the committee on Coördination, who was unable to be present, Secretary Utley moved that the code of rules for inter-library loans, which constituted the report of the committee on Coördination, be adopted by the Association. The motion was seconded and carried.

The report of the Finance committee was read by the Secretary.

(See p. 297)

The Secretary read the report of the Nominating committee, in which was presented the list of nominees for officers for the coming year,¹ and announced that the election would be held on the following Tuesday.

The PRESIDENT announced the committee on Resolutions, as follows: George F. Bowerman, Washington, D. C.; Marilla W. Freeman, Memphis, Tenn., and John E. Goodwin, Austin, Tex.

Mr. J. W. DIETZ, educational director of the Western Electric Company, Chicago, and president of the Association of Corporation Schools, gave an address on

TRAINING MEN DURING BUSINESS HOURS

(See p. 114)

Dr. W. T. SWINGLE, of the U. S. Department of Agriculture, was detained in Washington by war work, and his paper,

¹This report is printed in the Bulletin for May, 1917. Miss Underhill declined nomination as second vice-president and Linda A. Eastman, Cleveland Public Library, was nominated in her stead.

CHINESE BOOKS AND LIBRARIES

(See p. 121)

was read by title only and ordered printed.

Mr. JOSEPH F. DANIELS, librarian of the public library at Riverside, California, delivered an address on

THE COUNTY FREE LIBRARY SERVICE AS OPERATED AT RIVERSIDE

(See p. 125)

Left over from the previous session was a paper sent from England, through Mr. Koch, which had been written by Dr. C. T. HAGBERG WRIGHT, librarian of the London Library, describing in detail the origin and progress of the supplying of

BOOKS FOR RUSSIAN PRISONERS OF WAR IN GERMANY

(See p. 108)

The reading of this paper supplemented Mr. Koch's account of the four distributing organizations in Great Britain.

Mr. R. R. BOWKER, editor of *Library Journal*, gave an address on "Russia," closing with the motion that a message of greeting and good will be sent by the Association to the executive officials of Russia. The motion was seconded by Dr. Putnam, as chairman of the Committee on International Relations, and adopted by a unanimous rising vote.

The message as later prepared and sent by letter in the care of the United States Ambassador to Russia, was as follows:

MESSAGE TO RUSSIA

The American Library Association in conference at Louisville sends greetings to those in the new republic of Russia who, having held true to the democratic faith, are now beginning to realize their hopes for the future of their great country. The building up of a National Library during the past century to the third place in the library world was a notable achievement under old conditions, and the pioneer spirit shown in the recent foundation of a library school at Moscow and in the library enterprise of the Trans-Siberian railway gives promise that under the new conditions of freedom Russia will make the development of public libraries an important factor in the education of the people. In a new world made safe for democracy, America and Russia should go

hand in hand in this great work, and the American Library Association, mindful of the indebtedness of this country and of the world to Russian literature as an inspiration of democracy, pledges its aid to its Russian brethren in paralleling in Russia the library progress which in the last half century has done so much for America.

Mr. Bowker's address is printed in full in *Library Journal* for August, 1917. Speaking of library conditions in Russia, he said:

"It was only one hundred years before 1914 that the Imperial Library, which celebrated its centenary in that year, began; yet it is the third largest library in the world, with which the Library of Congress is now making a close race. It is second only to the Paris National Library and the British Museum. There they accomplish the remarkable feat of counting the 2,600,000 books in a single attack by an organization which was carefully planned in advance. That is the center of library Russia, but not a center in our sense, because very little goes out from it in the way of national stimulus. Nor does that come from the great university libraries of Moscow, Kiev, nor from such book collections as has Odessa, but it radiates rather from the humble beginnings of the new University of Moscow, a liberal vocation institution, founded by a private citizen of wealth, who assured through it a welcome to professors and students of liberal faith driven from the ancient university by government tyranny. It corresponds somewhat to our city colleges. That is the home of the progressives; and here there has been started under the guidance of our friend, Madame Haffkin-Hamburger, a library school which should prove a radiating center for library progress throughout Russia.

"In Siberia the Trans-Siberian railway has developed a unique library system. Starting from Irkutsk, where there is a central library of 40,000 volumes, two library cars go, one east and one west, along the railway. These are traveling library cars, equipped with a library stack, a berth room for the librarian, a tiny read-

ing room and other facilities. These cars go from station to station, showing the local people what a library is and may be, and from that may come a great library development in Siberia. We think of Siberia as a place of exile for political prisoners, the place of the "pole of cold," a frozen waste; but as a matter of fact it is the Canada of Russia. You will recall that the Canadian authorities at Ottawa, in conjunction with our Department of Agriculture, developed a new wheat, which extended the wheat belt of Canada fifty miles to the north; and with such development as that Siberia is to become one of the greatest granaries of the world. With the new political development in Russia and Siberia and the education of the people that will follow, will come, I am sure, the greatest opportunity for library development that presents itself in the world today."

Following this address the session was adjourned.

FOURTH GENERAL SESSION

(Saturday evening, June 23,
Macaulay's Theatre)

President BROWN presided.

The

REPORT OF THE COMMITTEE ON IMPORTATION OF BOOKS

(See p. 304)

was read by the secretary of the committee, Dr. M. L. RANEY, of Johns Hopkins University Library, and on motion of Mr. Bowker was accepted, together with the recommendations contained therein, and a special vote of thanks was tendered to the committee for their work. A motion that the committee be continued was also unanimously agreed to.

Mr. P. L. WINDSOR, chairman of the committee, presented a preliminary committee report on

STANDARDIZATION OF LIBRARIES AND CERTIFI- CATION OF LIBRARIANS

(See p. 135)

On motion of Mr. Ranck the report

was accepted and the recommendations adopted.

Mr. WILLIAM F. YUST, of Rochester, spoke of the activities of a committee of the New York Library Association to secure certification and standardization in the State of New York and outlined briefly the proposed legislation which it has been suggested to the regents should be secured.

Mr. W. T. PORTER, of Cincinnati, spoke of certain recently attempted legislation in Ohio.

The president was obliged at this point to announce that time did not permit further discussion on this subject, as part of the evening had been set apart for reports from members of the War service committee.

Dr. PUTNAM at this point requested that he might rise to a question of personal privilege. He thought it had doubtless been noticed that most of the members of the War service committee had been appointed from the preliminary committee, and that it did not look well for the two who were left off, Mr. Bowker and himself.

"Having served with complacency," he said, "on the committee which outlined opportunities, we seem to be shirking the committee which is to do the work. I would like to say in our behalf that we were not so craven as that and we expect to do work which, in the judgment of those who have it in prospect for us, can be better done if we are off of the committee rather than on it. In regard to the two places on the committee which we had occupied on the preliminary committee, it had been foreseen from the outset that their service would be indispensable to the working of the committee; but there is no one of us who expects to escape work. If I might interpret the intention or expectation of the administration, this initial committee, called the working committee, is only an overhead committee. The plan recommended by the preliminary committee assumes auxiliary committees everywhere, in every relation. The executive working committee had to be small; the personnel had to be selected with refer-

ence to prompt communication and prompt action by the committee. It also had to be selected with reference to the possibility of grouping part of it for consultation and action on certain phases of the activity. The work actually to be done will require almost every person who can be brought into effective relation to it. In the meantime Mr. Bowker and I beg to extend to you our services."

The president called upon Mr. J. I. WYER, Jr., chairman of the War service committee, who made a short report on what the committee had already accomplished and what they had planned.

Dr. ARTHUR E. BOSTWICK, chairman of the sub-committee on publicity, read a statement which had been prepared on library war work for the press.

The session was then adjourned.

FIFTH GENERAL SESSION

(Monday evening, June 25, in Macauley's Theatre)

Mr. HARRISON W. CRAVER, first vice-president, presided.

Mr. WYER was called on to give a report of the activities of the War service committee during the two preceding days. After briefly outlining the steps taken, and naming the special committees and sub-committees which the main committee had appointed, he called in turn for reports from several of these sub-committees.

Dr. FRANK P. HILL, chairman of the sub-committee on finance, outlined briefly financial plans and had "One Dollar a Month" subscription blanks distributed, which scheme, suggested, he said, by Miss Rathbone, permitted every member of the Association to have a part in the library war work.

Mr. GEORGE A. DEVENEAU, of the University of Illinois, displayed some posters of the U. S. Department of Agriculture, relating to food conservation, and commented briefly upon them.

Mr. CARL H. MILAM, of Birmingham, outlined plans for a library war work, which it was intended would be observed

some time in the autumn by every library in the country, and which would give a better conception of the public library and library service to every man, woman and child in the land.

Mr. M. S. DUDGEON, of the Wisconsin Free Library Commission, chairman of a subcommittee on state organizations, spoke on behalf of his own committee and of the subcommittee on local organizations, Gratia A. Countryman, chairman. He emphasized the desire of these subcommittees to mobilize the book resources of the entire country so that they would produce sufficient books for the training camps.

Dr. GEORGE F. BOWERMAN, of Washington, chairman of a subcommittee to prepare a library war manual or handbook, outlined plans for this publication, the purpose of which would be to detail those things which libraries and librarians can do to help in the war work.

The desirability of wider circulation of the "Official Bulletin" of the Federal Government among public and university libraries was discussed and a resolution was referred to the Executive Board to the effect that it was the sense of the Association that the "Official Bulletin" should be distributed to all libraries of the United States and that the subcommittee on publicity of the War service committee do its utmost to have this action carried into effect.

LITERARY PUBLICITY

The remainder of the program was devoted to the subject of library publicity.

Mr. W. H. KERR, chairman of the A. L. A. Publicity committee, presented the following report on its recent survey of library publicity:

THE STATE OF THE A. L. A. PUBLICITY SURVEY (See p. 130)

The publicity work of state library commissions was considered by MRS. ELIZABETH CLAYPOOL EARL, president of the Indiana Public Library Commission, in a paper entitled

LIBRARY COMMISSION PUBLICITY (See p. 132)

Mr. C. H. COMPTON, of the Seattle Public Library, spoke on

A PUBLICITY EXPERT FOR LIBRARIES (See p. 133)

Mr. CARL HUNT, of Indianapolis, editor of *Associated Advertising*, the official organ of the Associated Advertising Clubs of the World, gave an address on

A PROGRAM FOR LIBRARY ADVERTISING (See p. 127)

After Mr. HUNT, at the conclusion of his address, had very kindly answered a number of questions, the session was adjourned.

SIXTH GENERAL SESSION

(Wednesday morning, June 27, in Macauley's Theatre)

President BROWN presided.

Memorials for three recently deceased former officers of the Association, which had been prepared by specially appointed committees, were read at this time and adopted by a rising vote. The text of these memorials here follows:

WILLIAM I. FLETCHER

Member of the American Library Association 1878-1917, President 1892-1893.

The death of William I. Fletcher, which has been communicated to us since the meeting of this conference, has removed from the library profession one of its earliest, most active and most useful members. Born at Burlington, Vt., in 1844, he devoted a long life to library work of the highest standard of excellence and he contributed in large measure to making librarianship a profession. As chairman of the Publishing Board, he had much to do with shaping the early and the permanent work of the board. Through his attendance at twenty-three A. L. A. Conferences beginning with that of 1877, as by his bibliographical work, he came to know and be known by great numbers of library workers and his sympathy and helpfulness expressed in his characteristically gracious manner, were as much at the disposal of the humblest as of the most emi-

nent of his associates. He had a keen and eager mind, an affectionate nature, an unremitting patience in bibliographical detail, a marvelous capacity for work. He lived to become librarian emeritus of Amherst College, to see his son installed as his successor and to witness in its early stages the growth of the new library building which his work as librarian helped to earn for the college. As health failed, his affection for his library colleagues continued undimmed and while he faced with faith the long journey which he knew would soon come, it was his earnest hope that he might once more greet his old friends and make new friends at this Louisville Conference. His last days were solaced by the devotion of a loving daughter who had dedicated herself to the service of his declining years and he left behind to his children, to the college he had served and to the library profession an unblemished name and a life's service which cannot soon be forgotten.

R. R. BOWKER,
C. W. ANDREWS,
Committee.

HENRY MUNSON UTLEY

With the passing of Mr. Henry Munson Utley, late librarian of the Detroit Public Library, the organized library world lost one of its sturdiest and most faithful adherents, one of its pioneer members.

Graduating from the University of Michigan in the year of 1861, when the nation faced a great crisis, he enlisted quickly in the service for public welfare by entering upon a journalistic career in Detroit, where his sober judgment and sincerity were rewarded with the editorship of a local influential paper.

In 1881 he became secretary of the Detroit Board of Education, followed by his appointment as chief librarian of the Detroit Library in 1885.

Mr. Utley entered upon this new field of service with a valuable knowledge of the municipal life of his city and the ripened judgment of a man whose energy had

reached beyond the experimental stage and was ready for constructive work.

Mr. Utley identified himself at once with the American Library Association and applied its progressive principles in the organization of his own institution which quickly gained ground in usefulness and public support. He remained at the head of the Detroit Library for over a quarter of a century and his service was one of extraordinary devotion, patience and modesty.

Equally unstinted was his loyalty to the library profession at large, and he was honored accordingly. He served as president of the national body and his membership on the various American Library Association committees testifies to the high esteem in which his judgment and counsel were held.

His name stands first on the honor roll of those who labored for the organization and success of the Michigan Library Association, whose first president he was and whose chief officer he continued to be for many years.

With the rapid, almost revolutionary changes in public service and educational standards of our day, the record and contribution of the individual may soon be forgotten, but the rugged figure of Mr. Utley as he appeared among us—his kindly personality, will long be treasured among those who came to know his reserved, yet lovable, nature. He was one of "the old guard," and in paying tribute to his memory, we honor one whose sympathy and tolerance with human society in all its variations never faltered, and one whose career was singularly free from egotisms and self-exploitations.

ADAM STROHM,
FRANK P. HILL,
MARY C. SPENCER,
Committee.

ANDERSON HOYT HOPKINS

The Association has learned with profound regret that Anderson Hoyt Hopkins died on March 21st, 1917. Mr. Hopkins was

one of its life members, and for many years an active participant in its labors. He entered on library work while a student at the University of Michigan, was assistant librarian of that university after his graduation in 1892, and later assistant librarian of The John Crerar Library of Chicago at the time of its organization. In 1904 he became librarian of the newly organized public library of Louisville, Kentucky, and less than two years later was called to the librarianship of the Carnegie Library of Pittsburgh, where he continued until compelled by illness to retire from active duty in June, 1908.

At the time of his retirement he was treasurer of the A. L. A., and for some years had been a valued member of the Catalog Rules Committee. Although removed from daily contact with library affairs, he was by no means forgotten by his former associates. We treasure his memory as a broad-minded, sane, warm-hearted, and wise colleague, a faithful friend, and a farseeing pioneer in library development.

W. W. BISHOP,
Committee.

Mr. BOWKER presented the following resolution and moved that it be referred to the Council:

RESOLVED, That the President be authorized and requested to appoint a Committee on Civil Service Relations to confer with the National Assembly of Civil Service Commissions and the Council of the National Civil Service Reform League and cognate organizations and to report if practicable at the mid-winter meeting of the Council or at the ensuing conference.

The motion was passed and the resolution referred to the Council.

It was also moved, seconded and voted that the following resolution be referred to the Council:

RESOLVED, That the Council of the American Library Association, in accordance with the recommendation of the Government Documents Round Table, expresses to the Committee on Printing its gratification at the progress toward a better system of printing and distributing public documents embodied in the interests of economy and efficiency in proposed legislative

measures, and resolved that the Round Table specifically expresses its appreciation of the courteous and sympathetic interest of Mr. George H. Carter, clerk of the committee in obtaining consideration for the needs of libraries.

Dr. GEORGE F. BOWERMAN presented the following report of the committee on Resolutions, which was unanimously adopted:

REPORT OF THE COMMITTEE ON RESOLUTIONS

The American Library Association desires to express its cordial thanks for the gracious courtesies and attentions its members have enjoyed during its Thirty-Ninth Annual Conference. Louisville has given us of her bounty with such prodigality as to make proverbial Kentucky hospitality a delightful reality. The hospitalities we have received at the hands of the local Executive Committee representing the Louisville Free Public Library, the Louisville Convention and Publicity League and other bodies have been so many and so varied as to make particular mention of all difficult.

We cannot here attempt to recount the tale of all that Louisville has provided with such charming and spontaneous generosity—entertainments arranged for our profit and enjoyment that will remain among the pleasurable memories of a lifetime. Certain salient features which make this conference in a southern city unique we cannot refrain from noting:

The warm welcome to the South formally extended by Governor Stanley of Kentucky and by Mayor Buschemeyer of Louisville at the opening session, the spirit of which was made to pervade the entire conference through the assiduous and courteous attentions of General Bennett H. Young, chairman of the local committee, and of Mr. George T. Settle, secretary of the committee and librarian of the Louisville Free Public Library; the exceptional genius of literary, artistic and musical Louisville as so delightfully revealed to us in the sacred concert, in the exhibit of the Louisville Artists' League at the Public Library, and in the brilliant

program provided by Louisville authors and musicians; the special reception given us through the hospitality of the Womans' Club, and the two receptions in the Seelbach Auditorium; the scholarly and inspiring sermon by Rev. Dr. Edward L. Powell; the revelation of the unusual beauties of the city of Louisville, its attractive library and its notable park system in the enjoyable automobile drive; for all these the Association expresses grateful appreciation to Louisville in the persons of the Local Committee.

To the speakers not members of the Association who have added to the interest and value of our program by their informing and inspiring addresses, our cordial thanks are also due, particularly to Dr. Shaile Mathews, Mr. J. W. Dietz, and Mr. Carl Hunt, who have come to us from a distance, and to Mrs. Alice Hegan Rice, Mrs. George Madden Martin, Mr. Cale Young Rice, Mrs. Annie Fellows Johnston and to others of Louisville's distinguished authors and musicians who have added for us to their published works, already ours, the charm of their personalities.

The Association also desires to express its high appreciation of the courtesy of the Associated Advertising Clubs of the World for its loan of the valuable exhibit of business books.

We wish also to thank most heartily the press of Louisville for its generous attitude and its able and satisfactory reporting of the proceedings and discussions of the conference.

Much of our comfort in attending the conference has been due to the perfection of the plans of Mr. Settle, and to the remarkable and tireless attention to details shown by him, by the entire library staff and by the citizens of Louisville who served upon the local committee. To all of them, not forgetting their efficient first aids, the Boy Scouts, we wish to offer our most sincere thanks.

GEORGE F. BOWERMAN,
MARILLA W. FREEMAN,
JOHN E. GOODWIN,
Committee on Resolutions.

The following cablegram was received signed jointly by Mr. MacAllister, the president of the British Library Association, and Mr. Koch, of the Library of Congress, who was in England:

London, June 21.
Cordial greetings from brothers in arms.
Hope you appoint Louvain committee.
Look forward to International Congress at
inauguration of restored Louvain Library.
J. Y. W. MACALISTER.
T. W. KOCH.

The subject was subsequently referred to the committee on Coöperation with European libraries, Mr. E. H. Anderson, chairman.

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, 225.

President

Thomas L. Montgomery, librarian Pennsylvania State Library, Harrisburg, Pa. 216 votes.

First Vice-President

Judson T. Jennings, librarian Seattle Public Library. 222 votes.

Second Vice-President

Linda A. Eastman, vice-librarian Cleveland Public Library. 221 votes.

Members of Executive Board

(for three years)

Herbert Putnam, librarian Library of Congress, Washington, D. C. 222 votes.

Electra C. Doren, librarian Dayton Public Library. 218 votes.

Members of Council (for five years)

Edna B. Pratt, organizer New Jersey Public Library Commission, Trenton, N. J. 219 votes.

Louisa M. Hooper, librarian Public Library, Brookline, Mass. 217 votes.

Mary Emogene Hazeltine, preceptor University of Wisconsin Library School, Madison, Wis. 219 votes.

Willis K. Stetson, librarian Free Public Library, New Haven, Conn. 217 votes.

Malcolm G. Wyer, librarian University of Nebraska, Lincoln. 218 votes.

Trustee of Endowment Fund

William W. Appleton, trustee New York Public Library. 216 votes.

President-elect Montgomery was called to the platform.

Mr. BROWN: Mr. President, we believe that never before has a Conference placed upon its officers so many responsibilities. We believe that never before has the membership shown its loyalty and willingness to work for the Association more than now. I congratulate you, sir, upon your election and congratulate the Association upon my being able to pass this gavel to you.

President-elect MONTGOMERY: Before saying a word to the Association I wish to extend my heartiest congratulations to the retiring president. He has conducted this meeting with a quiet dignity that has made it, to my mind, one of the most successful meetings we have ever held. That makes it more difficult for his successor to follow

such successful performance. I am not going to say anything to you in the way of making an address. I am simply going to thank you from the bottom of my heart for the great honor you have done me in electing me president of this Association. I consider it one of the greatest honors which has ever come to me, and I fully realize the responsibilities connected with it. It was 27 years ago that I came into your midst, that is, I came into the midst of a few of you, because I saw the other day, when counting the register, that there are eight members at the present Conference who were members when I came into the Association.

I am only going to ask you that in this very busy year—and we are going to have a very busy year indeed—that you will, one and all, give your earnest coöperation, force and character to the splendid program that is to be laid out before you and that you will act with your officers in making this one of the most noteworthy, active years the Association has ever had.

The Conference is now adjourned *sine die*.

EXECUTIVE BOARD

FIRST SESSION

The Executive Board met in the Hotel Seelbach, Louisville, on June 21, 1917, 4 p. m.

Present: President Brown, Messrs. Dudgeon, Jennings, Bostwick, Ranck and Bailey.

The committee on Resolutions was appointed as follows: George F. Bowerman, chairman; Marilla W. Freeman and John E. Goodwin.

It was voted that the election of officers be held on Tuesday, June 26, that the polls be open 9 a. m. to 2:30 p. m., and that William Teal and Anne Coldewey serve as tellers of election.

It was voted that the proposal to amend

Section 1 of the By-laws to the Constitution, so that the term of service of the Finance committee be for the fiscal year of the association, be laid on the table.

Reports of progress were received from the committee on Libraries in hospitals and charitable and correctional institutions, and from the committee on Code for classifiers. (These reports are printed elsewhere in Proceedings of the Conference.)

SECOND SESSION

Macauley's Theatre, Louisville, Ky.
June 27, 1917

Present: President Montgomery, Vice-President Jennings, Misses Rathbone and

Doren, and Messrs. Ranck, Dudgeon and Bailey.

"Official Bulletin" of the Government

The subject of the distribution of the "Official Bulletin" of the Government to the libraries of the country, having been referred to the Board by the Association, on June 25, in compliance with the terms of a resolution submitted by Mr. J. I. Wyer, Jr., the Board unanimously adopted the following resolution prepared by Miss Rathbone and Mr. Ranck:

Whereas, the public libraries of the country now serve communities containing more than one-half of the population of the United States, and therefore may be made most efficient agents of publicity for the distribution of information, therefore,

The American Library Association recommends that the "Official Bulletin" as a medium of authentic information be sent to every public library of the United States, if consistent with the general policies of the Government.

Farmers' parcel post book rates

Mr. A. L. Spencer, of South Canisteo, N. Y., appeared by invitation before the Board for the purpose of submitting the question of proposed legislation by Congress regarding rates on books delivered by parcel post to farmers and others in outlying districts. After discussion of a resolution adopted by the New York State Grange and a corollary, which were read by Mr. Spencer, on motion of Mr. Dudgeon, duly seconded and carried, the Board approved the following:

RESOLVED, That the Executive Board of the American Library Association, in session at Louisville, Kentucky, June 27, 1917, endorses the resolution passed by the New York State Grange, at its last annual session, as presented before this body by A. L. Spencer, which reads as follows:

The New York State Grange favors a flat parcel post rate for public library books of two pounds for a cent, restricted to the rural delivery routes of each local zone.

We believe this measure for rural betterment most desirable in every part of the United States where local libraries exist or may be established, and we welcome the aid of the Grange as an organization in

the solving of the vital problem of library advantages for the farm people.

It is the belief of this Board, however, that no rate should thus be requested which will in its practical working impose an appreciable burden on the Federal treasury, but in view of the fact that the rural delivery system throughout the country is carrying a load far below its normal capacity we feel that for this vital measure the lowest special rate that will be self-paying should be granted.

The secretary was directed to transmit the resolution and corollary to Mr. Spencer.

Committee to Investigate manner in which municipalities are meeting obligations to donors

On behalf of the above committee (Messrs. Brett, Dudgeon and Utley) the secretary submitted a report from the chairman, which was accepted as a report of progress.

Committee on Work with the foreign-born

A committee on Work with the foreign-born having been recommended to the Board, the following resolution, on motion of Mr. Bailey, was adopted:

Resolved, that a committee of five on Work with the foreign-born be appointed to collect from libraries and supply to them information on the desirable methods of assisting in the education of the foreign-born in American ideals and customs and the English language.

Standing committees

On motion of Mr. Jennings it was voted that the appointment of standing committees be conducted by correspondence.

Committee on International co-operation

A letter was read from Mr. E. H. Anderson, chairman of the committee on International co-operation, to assist in promoting library extension in Europe after the war, recommending that in view of the changed national conditions, and the fact that a War service committee is now in existence, the committee on International co-operation be discharged. After informal discussion it was taken as the sense

of the Board that the committee be not discharged at this time, but remain for the time being in abeyance.

**Committee on Compilation of reading list
on home economics**

This committee in a letter to the Secretary recommended that it be discharged until such time as the Home Economics Association committee asks for its co-operation. It was taken as the sense of the Board, however, that the committee be not discharged, but remain also in abeyance.

Conference of 1919

A letter was read from Dr. Arthur E. Bostwick, in which, on behalf of the Board of Directors of the St. Louis Public Library he invited the American Library Association to hold its conference in 1919 in St. Louis. The Secretary was directed to acknowledge the letter with the thanks of the Executive Board and with the assurance that the invitation would at the proper time receive due consideration.

Place of next conference

The Secretary reported that invitations for the next conference had been received from the Convention Bureaus of Buffalo, Chicago, Milwaukee, New York, San Francisco and Springfield, the latter invitation being seconded by many New England members of the Association. An invitation to meet in Burlington, Vermont, had been extended by the Vermont Free Public Library Commission, the Vermont Library Association, the State Legislature by joint resolution, the University of Vermont, the Green Mountain Club and other state organizations. Saratoga, New York, was also discussed as a possible place of meeting. After discussion on motion of Mr. Dudgeon it was voted that the Secretary be instructed to investigate the advantages offered by Saratoga, Burlington and Springfield, and to make a report thereon to the Board.

The meeting of the Board was then adjourned.

COUNCIL

FIRST SESSION

The Council met Saturday evening, June 23, in Macauley's Theatre, Louisville, immediately after the adjournment of the general session. The meeting was called to order by President Brown. The following twenty-five members were present: C. W. Andrews, Willard Austen, Arthur E. Bostwick, George F. Bowerman, R. R. Bowker, W. H. Brett, W. L. Brown, Henry J. Carr, Gratia A. Countryman, J. C. Dana, M. S. Dudgeon, Mrs. Elizabeth Claypool Earl, Frank P. Hill, Charles D. Johnston, Margaret Mann, Edith A. Phelps, W. T. Porter, Herbert Putnam, Samuel H. Ranck, Josephine A. Rathbone, A. S. Root, Mrs. Harriet P. Sawyer, Mrs. J. A. Thompson, Alice S. Tyler, J. I. Wyer, Jr.

A Nominating committee for nomination of five members of the Council was appointed as follows: Arthur L. Bailey,

chairman; Carl H. Milam, Sarah C. N. Bogle, Edith A. Phelps, Willard Austen.

Mr. G. W. Lee presented the following resolution on behalf of the committee on Sponsorship for knowledge:

Resolved, That the committee on Sponsorship for knowledge be requested to adopt working plans as soon as practicable and report to the mid-winter meeting on the undertaking in its actual operation.

The resolution was adopted.

Dr. C. W. Andrews presented a report on union list of periodicals, which on motion was accepted and ordered filed:

Report on union list of periodicals

Your committee on Union lists submits for your information and as a report of progress the following statement:

The American Mathematical Society has appointed a committee, of which Dr.

David Eugene Smith is chairman, to prepare a union list of mathematical periodicals. Considerable progress has been made and it is hoped that the list will be ready for publication before long.

A committee of the libraries of the universities of the Central States has undertaken the preparation of a check list of these states. The Chicago libraries have been invited to join and arrangements have been practically completed with Messrs. H. W. Wilson and Company for the publication. It is not proposed to make it as extensive in scope as the Chicago lists. Nevertheless, it will probably amount to at least some 20,000 titles and 5,000 cross references.

Very recently there has come to the attention of the committee a proposition of Mr. William Abbatt, of New York, to publish a bibliography of American periodicals. This is limited in date, as it does not extend beyond 1900 and omits very large classes, including all medical journals and all "transactions." Even with these limitations he expects to have 17,000 entries. This is not only a bibliography of magazines, but a check list of the rarer ones, including the holdings of sixty-five libraries.

Respectfully submitted,
CLEMENT W. ANDREWS,
For the Committee.

Fire insurance rates

The committee on Fire insurance rates presented a report (see p. 306) (which had been printed in advance and distributed to members of the Council by mail), which was read by title only, action on it being deferred to a future meeting.

The meeting was then adjourned.

SECOND SESSION

June 27, 1917

A meeting of the Council was called in Macauley's Theatre immediately on adjournment of the last general session of the Thirty-ninth Annual Conference.

President Montgomery presided. Twenty-four members were present.

Mr. A. L. Bailey, as chairman of the

Nominating committee, presented the following nominations as members of the Council for a term of five years: George T. Settle, librarian Louisville Free Public Library; Marilla W. Freeman, librarian Goodwyn Institute, Memphis; George W. Fuller, librarian Spokane Public Library; Frances E. Earhart, librarian Duluth Public Library; Walter M. Smith, librarian University of Wisconsin, Madison.

The secretary, upon motion duly made, seconded and carried, cast a ballot on behalf of the Council declaring these nominees elected.

Committee on civil service relations

Mr. Bowker moved the adoption of the following resolution relative to the appointment of a committee on Civil service relations. Carried.

Resolved, That the president be authorized and requested to appoint a committee on Civil service relations to confer with the National Assembly of Civil Service Commissions and the Council of the National Civil Service Reform League and cognate organizations, and to report, if practicable, at the mid-winter meeting of the Council or at the ensuing conference.

Mr. Purd B. Wright said that Mr. Peters, the assistant counselor of the Civil Service Commissions, was desirous of having the co-operation of libraries; that he wished to send bulletins to them so the librarians could disseminate information as to government needs.

On motion of Mr. Bowker, the Council approved the following resolution which had been adopted by the Public Documents Round Table:

Resolved, That the Council of the American Library Association, in accordance with the recommendation of the Public Documents Round Table, expresses to the Committee on Printing its gratification at the progress toward a better system of printing and distributing public documents embodied in the interests of economy and efficiency in proposed legislative measures; and,

Resolved, That the Round Table specifically expresses its appreciation of the courteous and sympathetic interest of Mr. George H. Carter, clerk of the committee,

in obtaining consideration for the needs of libraries.

Mr. Bowker said that the resolution regarding civil service relations was suggested by a paper read by Mr. W. Dawson Johnston before the trustees' section, and speaks for itself. The other resolution is sent over to the Council from the Public Documents Round Table and resulted from a letter read by Mr. Godard from Mr. Carter, clerk of the Joint Committee on Printing. It was emphasized at that meeting that the association should not depart from its recorded decision favoring only one form of government document, which meant that the executive department's reports should not be included in the long congressional series, but it was desired to express appreciation of progress toward the ideal, in view of the proposed reintroduction of the bill, somewhat modified, at the ensuing congressional session.

Speaking of this resolution Mr. Bowker said: "The first of these matters (resolution favoring only one form of any one Government document) was the result of a paper before the Trustees' Section; the second was the result of a letter from Mr. Carter, read by Mr. Godard at the Government Documents Round Table. It was emphasized at that meeting that the Association should not depart from its original resolution favoring only one form of Government documents; that the Executive Department Documents should not be in series, but to express appreciation of the progress being made. That means that a new bill will be offered embodying this form at the ensuing session."

On motion the Council then adjourned.

AGRICULTURAL LIBRARIES SECTION

FIRST SESSION

In the absence of Mr. Charles R. Green, chairman for the year, Mr. William M. Hepburn acted as chairman.

Mr. George A. Deveneau, librarian of the College of Agriculture, University of Illinois, presented a paper on

AGRICULTURAL COLLEGE LIBRARIES AND EXTENSION WORK

(See p. 140)

It was announced that on the recommendation of members of the section a special committee on Food information would be appointed by the A. L. A. War service committee. Mr. Severance of Missouri described their plan of sending collections of books of from fifty to sixty volumes each to county agents who qualify for them by providing proper accommodations. They now have eighteen such libraries.

The Handbook committee reported progress. Miss Ogden read the outline of the chapters already planned, and said that only a small part of the material had as yet been prepared.

The distribution of experiment station publications was discussed. It was the opinion of those present that each station should keep a reserve stock of its bulletins and should be willing to receive duplicates returned by other stations and libraries and preserve them to supply the needs of libraries in the future. A resolution was adopted that a committee be appointed to confer with the American Association of Agricultural College and Experiment Stations at their October meeting and to recommend to them that each station arrange to keep a reserve supply of not less than 150 copies of each publication issued.

SECOND SESSION

Dr. H. E. Horton, agricultural commissioner of the American Steel and Wire Company, Chicago, presented a paper on "Agricultural Research," and also read portions of his bibliography of research material which he had grouped by subject. There followed a spirited discussion and Dr. Horton answered numerous questions.

Mr. Devenean, for the Food information committee, reported that reading lists were

wanted on canning, drying, food storage and other related subjects, and requested that members of the section willing to prepare such lists offer their services at once for that purpose.

The Nominating committee, consisting of Miss Ogden, Miss Galloway and Miss Derby, nominated the following officers for

the coming year, and on motion they were elected:

Chairman, George A. Deveneau, librarian College of Agriculture, University of Illinois.

Secretary, Mary C. Lacy, Library of the Department of Agriculture, Washington, D. C.

CATALOG SECTION

Miss Edna L. Goss, of the University of Minnesota Library, chairman of the Catalog Section, was unable to attend the conference, and Miss Margaret Mann, of the Carnegie Library of Pittsburgh, acted as chairman of both sessions.

FIRST SESSION

For the first meeting, held on Friday evening, June 22, a program for a symposium on classification making had been arranged by Mr. A. Law Voge, Mechanics'-Mercantile Library, San Francisco, secretary of the Decimal classification advisory committee, the subject being presented at this time especially to foster the interest of the subcommittees working on classification expansion and revision.

Dr. C. W. Andrews, Librarian of the John Crerar Library, Chicago, read the first paper, on

PRINCIPLES OF CLASSIFICATION MAKING

(See p. 195)

Mr. J. Christian Bay, of the John Crerar Library, followed with a paper on

CLASSIFICATION

(See p. 199)

The subject of a paper by Mr. Henry E. Bliss, of the College of the City of New York, was

THE PROBLEM AND THEORY OF LIBRARY

CLASSIFICATION

(See p. 200)

Mr. Charles A. Flagg, librarian of the Bangor (Me.) Public Library, presented a paper on

CLASSIFICATION MAKING

(See p. 198)

Mr. A. Law Voge, of the Mechanics'-Mercantile Library, San Francisco, also had as the subject of his paper

CLASSIFICATION MAKING

(See p. 190)

"Some notes on classification," by Mr. W. I. Fletcher, librarian emeritus of Amherst College Library, form his last contribution to library science, as word of his death was received during the Conference. The notes, read by the secretary, are as follows:

"Almost 'sixty years after' I find myself favoring a simple classification, by which I mean one with few subdivisions, as opposed to the elaborate schemes with their careful provision of a separate place on the shelves and in the notation for every minutest change in subject.

"The almost universal adoption of the Cutter author-table suggests the making of fewer classes and the exact alphabetical placing of the books in the resultant large classes. Most of our libraries have already applied this principle to fiction and to biography; I would advise carrying it much further. History, for example, may have period divisions only for the larger and more important countries, and in local history, in libraries outside New England, for example, New England may form one class, with exact alphabetical arrangement. This view is submitted in the belief that there is something in it.

"I have given much thought to the dilemma in which libraries are being caught by the rapid progress of knowledge in all departments. Either they must be content a few years hence, to live under a system rapidly becoming antiquated, or they must find some way to introduce a certain fluidity into their systems, so that there may be a change from time to time to meet the demands of a new day. I don't know how this is to be done; it is for the

new generation of librarians now coming on the stage to devise. I do feel confident, however, that one great help in the solution of this difficulty will be found in the idea advocated in my first paragraph."

Mr. George W. Lee, of Stone and Webster, Boston, expressed the opinion that an existing classification should be used if possible, and offered five tentative suggestions for "beginners or the uninitiated" in forming a new system. He emphasized the necessity of a "sponsorship" for classification, where all questions on classification and of interest and import to classifiers should be sent, and suggested the Decimal classification advisory committee as such sponsor.

A humorous skit against close classification and elaborate notation, by Mr. Joseph C. Rowell, University of California Library, afforded a bit of merriment in the serious discussion.

In a paper by Mr. W. S. Merrill of the Newberry Library, Chicago (privately printed), on "Printing the headings of a system of classification on guide cards," the writer told of the experiment, started at the Newberry Library three years ago, of multigraphing classification headings and class numbers upon tabbed guide cards. These guides are filed before the subject cards grouped under their respective subjects in the classed catalog and all subject headings omitted upon the subject cards. This omission saves looking up the precise form of heading to be typed on each card, the labor of typing and its revision. His mention of this at this time was to suggest that the Decimal classification advisory committee should issue sets of tabbed guide cards corresponding to the headings that appear in the printed classification and sell these to libraries using this scheme.

These guides could be inserted at once in the classed catalog and no future subject headings at all need be typed on subject cards. A further consideration was that by printed guides issued by the proprietor of a system of classification, new headings could be promptly supplied to users of that system and thus classifiers

be provided with facilities for keeping their work abreast of the literature they are called upon to handle. Much interest was shown in Mr. Merrill's sample guide cards.

Dr. C. W. Andrews, chairman of the Decimal classification advisory committee, read extracts from his report of that committee which has been printed in the A. L. A. Report of Committees, for 1916-17. In supplementing his report Dr. Andrews said it was the intention of the committee to issue lists showing questions submitted with the committee's decisions based upon recommendations. He stated it was surprising to see how the committee members differed, and that those submitting questions should bear this in mind when answers are slow in coming.

Mr. Voge asked for volunteers to help in the work of the committees formed to bring in classifications this year.

The meeting then adjourned.

SECOND SESSION

The second session devoted to cataloging was held Monday morning, June 25, and was opened by a paper by Mr. Linn R. Blanchard, of the Newberry Library, Chicago, on

SOME CATALOGERS' REFERENCE BOOKS OF RECENT YEARS (See p. 203)

Miss Theresa Hitchler, of the Brooklyn Public Library, read a paper by Miss Minnie E. Sears, of the New York Public Library, on

THE ORGANIZATION OF A CATALOGING DEPARTMENT (See p. 207)

In the discussion Miss Hitchler said she was glad the human side of cataloging was at last being considered, since the efficiency of the library depends upon the catalog and the efficiency of the catalogers depends upon their happiness. She told of the *esprit de corps* of her department, of how her staff works with her and not for her, and of the importance of discovering potentialities which when encouraged are to the best advantage of the entire system.

Miss Julia Pettee, of the Union Theological Seminary, mentioned that that institution encouraged catalogers to take college courses on library time.

In continuing this subject by statements of the actual organization of work in several libraries, Miss Hitchler spoke of the Brooklyn Public Library, Miss Mann of the Carnegie Library of Pittsburgh, Miss Sophie K. Hiss of the Cleveland Public Library, and Miss Mary E. Baker of the University of Missouri Library. The papers were exhaustive and illuminating and especially vital from their showing that in the main the same routine is followed in all libraries and that processes differ only slightly. The three libraries reported that all use printed cards (one printing its own) and centralize the cataloging for branches and other agencies at the main library, from which cards are sent. The head cataloger has the executive control of the department and is responsible for all the work.

All particularly emphasized the necessity for cordial coöperation between the cataloging, reference and order departments, and the desirability of inviting criticism and suggestions from other departments and the public. The staff is divided into trained experts and clerical assistants, and change of work is allowed in each group to avoid monotony and foster interest as well as to keep the staff flexible. The sense of the importance of the cataloger's place in the library's organization and of her inspiration through work with the public was urged as a means of keeping catalogers from seeking other fields of library work as being more attractive.

The last part of the program was given to a discussion on "Coöperative cataloging," introduced by Mr. Philip S. Goulding, of the University of Illinois Library. Mr. Goulding said:

"Coöperative cataloging, in its stricter sense, of course means the working together of various libraries on their cataloging, but it has come of late to mean the preparation and distribution of cards by

some central bureau. The need for some improved methods of coöperative cataloging is quite evident, as head catalogers and librarians all know how nearly impossible it is to secure good catalogers at any price whatever. This will in time lead to an extension of the present methods of coöperative work.

"At present there is very little coöperative cataloging in the stricter sense, the only notable example being the A. L. A. periodical cards, copy for which is furnished by some half a dozen coöperating libraries, and the cards printed and distributed by a central bureau. In the more usual sense the only considerable instances are the Library of Congress and the John Crerar Library, whose output is so invaluable to most libraries, large and small, throughout the country. Other large libraries have started a distribution similar to these, notably the Harvard College Library, which still continues, but covers a limited field and holds stock not over thirty days; such also was the work of the University of Chicago Library and the University of California Library, both of which now have discontinued it, to the regret of many besides ourselves. Many still print or multigraph cards, as for example the Carnegie Library of Pittsburgh, the New York Public Library, the University of Michigan Library, the St. Louis Public Library, and others, including my own library in Illinois; but these are mainly for the use of the library making them, and are not sold to other libraries nor made available for actual use in other catalogs, although exchanges are carried on between many of these libraries and others I have mentioned, chiefly for the purpose of inter-library loans.

"In the *Library Journal*, October, 1915, plans for coöperative cataloging were suggested by Mr. Blease, an English librarian, and may be worth a few remarks here. He outlined three plans: First, the making of a union catalog by the coöperating libraries. This of course would not at all serve the purposes we are now considering and so needs no further discussion. Second, coöperative work by means of exchange of slips, each library to be responsible for a certain class or section which it has developed and in which it has specialized. This would involve some care in outlining a routine for such exchange of slips, as well as many compromises in the forms to be used and in the distribution of costs for the printing and distribution of the finished cards among the coöperating libraries, but some modification of it might possibly be worked out that would in the

end prove feasible. Third, a combination of the Booklist and the Library of Congress, by which a central bureau would select books thought desirable for purchase by the coöperating libraries, send out lists to those libraries, and proceed forthwith to the cataloging and preparation of printed cards. These lists would be checked for purchase by each library, returned to the central bureau and cards furnished accordingly. The expenses of the bureau would be met by assessing each library a sum based on its expenditures for books per annum, and the books secured would, I suppose, become its property, although I am not sure on this point. This plan might be excellent for the smaller and the public libraries, but I doubt its value for the larger, reference or university libraries, owing to the large proportion of technical, foreign and similar material purchased by this class.

"Mr. R. H. Johnston, of the Bureau of Railway Economics, outlined in a recent number of the *Library Journal* a plan for coöperative work that might bear serious consideration. He proposes to furnish any library wishing them with stenciled cards for analytics of his railway engineering periodicals, at cost or perhaps free of all charge. This stencil plan might very easily be used in other large and highly specialized libraries, and much helpful work accomplished thereby."

Continuing this discussion Mr. Charles Martel, of the Library of Congress, said that the Library of Congress was trying to make cards more useful by simplifying the headings. He said that there was much interest shown in reference cards and the desire was expressed that they be printed and also that open entries be reprinted. Time did not permit of further discussion of this most important problem and the desire was expressed that it be included in next year's program of this section.

Mr. J. C. M. Hanson, of the University of Chicago Library, announced that the A. L. A. Catalog committee would meet in January, and that its chairman, Mr. W. W. Bishop, of the University of Michigan Library, wanted suggestions for the work of his committee.

The Nominating committee, through its chairman, Mr. Voge, proposed Miss Adelaide F. Evans, of the Detroit Public Library, as chairman for the coming year, and Miss Mary E. Baker, University of Missouri, secretary. They were elected and the meeting adjourned.

BESSIE GOLDBERG,
Secretary.

CHILDREN'S LIBRARIANS' SECTION

The first meeting of the Children's Librarian's Section was held in the Auditorium of the Seelbach Hotel, Friday evening, June 22. Miss Alice M. Jordan, Boston Public Library, presided and introduced Miss Sarah C. N. Bogle, principal of the Carnegie Library School, who struck the keynote of the meeting in her paper,

PREPAREDNESS TO MEET NEW EDUCATIONAL DEMANDS

(See p. 153)

Miss Bernice Bell, Louisville Free Public Library, considered the subject of preparedness to meet racial problems, in a paper entitled

THE COLORED BRANCHES OF THE LOUISVILLE FREE LIBRARY

(See p. 169)

She gave an account of the work done in the colored branches of Louisville, dwelling particularly on the reading interests of colored children and their joy in the dramatic expression afforded them by the story hour. Opportunity was given at once to test the last statement, when Virginia Allen, aged 10, winner of the intermediate story-telling contest, told "The fisherman and his wife," and Blyden Jackson, aged 6, winner of the primary story-telling contest, told "The ginger-bread boy." The children had not been trained for the occasion, being allowed to tell the stories in their own way, which they did with great naturalness and keen enjoyment of the situations.

Miss Bertha E. Mahony, director of the

Bookshop for boys and girls, Boston, read a delightful paper on the history, aims and results of this unique bookshop. As this is substantially the same paper which she read before the American Booksellers' Association in May, and which appeared in the *Publishers' Weekly* for May 26, 1917, p. 1701, it has been omitted with regret from the Proceedings because of lack of space. Miss Annie Carrol Moore, supervisor of work with children, New York Public Library, was unable to be present, but sent an article in appreciation of the service rendered by the Bookshop, which was read by Mr. John A. Lowe, Massachusetts Free Public Library Commission, under the title

THE BOOKSHOP FOR BOYS AND GIRLS
(See p. 168)

Miss Zachert then read the report of the committee on the Production of children's books (see p. 345), after which the meeting adjourned.

The second meeting was held Friday morning, June 25, in the same place. Mrs. Louise M. Dunn's paper,

THE READING OF THE ADOLESCENT GIRL
was read by Miss Mary R. Cochran, of the Cleveland Public Library.

(See p. 162)

The discussion aroused by this thoughtful contribution to a difficult and perplexing subject was opened by Miss Mary Brown Humphrey, Librarian of the Girls' High School Branch, Louisville Free Public Library, who agreed with Mrs. Dunn that there should be the right kind of book for every girl, but the difficulty lay in deciding the age of the adolescent girl—in knowing just where to place her. Instances were cited of the tremendous variation in the age of the girl at this period of development, showing how necessary it is to know the girls individually in order to give them the right sort of help. Miss Ellen C. Warren, Louisville Free Public Library, told how the problem of the boys' and girls' reading was met in that library by a carefully selected list

of intermediate books kept in the adult room, which was freshened from time to time by the addition of new and suitable titles. Miss Emma Grauman, librarian of the Eastern Departmental School, gave an interesting account of the development of the children's interest in reading through the appeal made to their dramatic feeling. Miss Annie S. Anderson, principal of the Kentucky Home School, Louisville, expressed her conviction, based on observation as well as experience, that the reading interests of children could be successfully directed only through a very close and sympathetic coöperation between the school and the library. She emphasized the importance of using "books of the spirit" in cultivating the ideals of young people. Mrs. W. H. Henry of Louisville treated the problem of the reading of boys and girls from the parents' point of view, mentioning the danger lying in the fact that few parents realize the importance of this period in their children's lives. In speaking of the demand for sensational stories, she said it should be met by giving both boys and girls heroic literature. The discussion from the floor was brisk and to the point, for the most part either taking the form of personal experience in directing the reading of boys and girls, or in stating individual problems that had arisen in this connection, and how they had been met. Among others who contributed to this discussion were: Miss Emma R. Engle, Philadelphia Free Library; Miss Adeline B. Zachert, Rochester Public Library; Miss Jennie M. Flexner and Miss Bernice W. Bell, Louisville Free Public Library; Miss Jessie H. Millard, Portland Library Association, and Miss Helen F. Ingersoll, Denver Public Library.

At the business meeting which followed the minutes of the preceding meeting and the financial report were read and approved. Miss Zachert then read for the second time the report of the committee on the Production of children's books. It was moved and seconded that the report be approved as it stood and a committee of five be appointed. This committee con-

sists of: Mr. Dudgeon, the three members of the 1916 committee, Miss Burnite, Miss Zachert and Miss Hazeltine; and a fifth member to be appointed by the Chairman of the A. L. A. Bookbinding committee. The report was as follows:

REPORT OF THE COMMITTEE ON PRODUCTION OF CHILDREN'S BOOKS

At the 1916 business meeting of the Children's Librarians' Section, a proposed communication to the American Booksellers' Association on the undesirable physical features of children's books was read and a committee appointed to consider such action. The committee makes the following report:

It is the general experience of librarians that certain features of numbers of children's books render them either not desirable and consequently expensive for library use, or unattractive to their readers, or even physically harmful to them. Many of these features the dealers or manufacturers are working to solve, but it is obviously the duty of librarians to keep them fully informed upon such points and make suggestions as far as their experience justifies.

In the matter of durability of books, librarians know that the paper, binding, etc., often lessens by half the life of a book for library use, and with the increased cost of books it is highly probable that librarians will feel that they must strike from their order lists books which cannot stand a reasonable amount of wear.

In the matter of the attractiveness of a book and the comfort and convenience of the reader, there are many instances of serious offenses in typography, particularly in the size of type, length of line, and the distance between lines. Also, standard books are often very unattractively bound, books are of awkward sizes, and books for quite little children are often much too large for them to turn the pages correctly and conveniently, thus tending to form bad habits in the children and causing undue wear on the books.

In addition to these matters, publishers often issue standard books rewritten or adapted in ways which lessen their value or even render them undesirable. On the other hand, some standard books might be abridged to advantage, if judiciously done, and a number of standard books might be published in more attractive editions.

In some of these matters, certain pub-

lishers have taken pains to learn the opinion of librarians, and librarians have often given freely of their time in answering letters and working out suggestions. It is important, however, that such practical knowledge should be utilized in the way which will bring about the largest results. For this reason, the committee feels that a standing committee on the production of children's books is desirable and that the formation of such a committee is the first step rather than a general letter to the Booksellers' Association from the Children's Librarians' Section. Viewed by and large, the function of such a committee would be to gather from librarians information regarding the unsatisfactory features of books, with specific instances thereof, and to take up such matters with the particular publishers involved. The committee should accept, after due consideration, the decisions of some authority on proper type, size of type, etc., for children in general and for children of varying ages, and should give information to librarians regarding books which do not meet such a standard. It should be ready to advise with any publisher who so desires it, regarding new editions of standard books and other matters which relate to making good books more attractive to children.

Such a committee would need to notify each publisher of its existence, general scope, and desire to be of practical service; it should ask through the library periodicals for information and suggestions from librarians, requesting that librarians who correspond with publishers regarding these matters keep this committee informed of the nature of the correspondence.

Although the Booksellers' Association cannot answer for the publishers to any considerable extent in matters of book production, they need to know the experience and needs of the librarians, and a plan should be worked out for keeping them apprised of needs and seeking their coöperation.

We recommend, therefore, the appointment of a standing committee on the production of children's books, this committee to be composed of five members, one of whom should be a member appointed by the chairman of the A. L. A. Bookbinding Committee, three members of the Section of the Children's Librarians, appointed by the present chairman, and one chief librarian, appointed by the present chairman. Three of these appointments should

be for two years, and two for one year. The succeeding appointments should be for two years each.

CAROLINE BURNITE,
For the Committee.

Officers elected for 1918 are: Chairman, Sarah C. N. Bogle, principal of the Carnegie Library School; vice-chairman, Helen

F. Ingersoll, Denver Public Library; secretary, Elisabeth Knapp, Detroit Public Library; advisory board, Margaret M. Colerick, Fort Wayne Public Library. The session then adjourned.

Rosina C. GYMEE,
Secretary.

COLLEGE AND REFERENCE SECTION

The section was called to order at 2:30 p. m. in the Hotel Seelbach, Louisville, by Mr. H. M. Lydenberg, chairman.

In the absence of Dr. E. C. Richardson, the chairman read an abstract of his paper on

THE RETURN OF COÖPERATIVE INDEXING
(See p. 222)

Mr. J. C. M. Hanson, associate director of the University of Chicago Libraries, read a paper on

DEPARTMENTAL LIBRARIES AT THE UNIVERSITY
OF CHICAGO
(See p. 211)

Mr. George Parker Winship, Widener librarian, Harvard University, gave a talk on

THE UNIVERSITY PRESS IN RELATION TO THE
LIBRARY WORLD
(See p. 241)

In the discussion that followed, Dr. Raney, of the Johns Hopkins University Library, emphasized the point that the founding of the Johns Hopkins University press was due solely to the fact that when the university was founded there existed in this country no press capable of handling the printing their needs required. He spoke also of the successful solution of the problem of departmental libraries in a university collection by the arrange-

ment of book stacks and study rooms in the new building for the Johns Hopkins University Library.

The question was discussed further by Messrs. Bishop of Michigan, and Smith of Wisconsin.

Dr. C. W. Andrews, of the John Crerar Library, read a paper entitled

A PLAN FOR A CENSUS OF LIBRARY RESOURCES
(See p. 221)

Mr. G. W. Lee, of the Stone & Webster library, Boston, in discussing the latter paper urged the need of a census of sponsors for knowledge.

The Nominating committee, Prof. A. S. Root of Oberlin and Mr. W. M. Smith of Wisconsin, made the following recommendations, which were unanimously adopted: For chairman, 1917-1918, Mr. W. W. Bishop of the University of Michigan; Mr. Malcolm G. Wyer of the University of Nebraska, secretary; Mr. George Parker Winship of Harvard, for member of committee on Arrangements, for the three year term.

It was voted to ask the incoming executive committee to consider the advisability of changing the name of the section to "College and Reference Library Section."

The meeting adjourned at 5:00 p. m.

P. L. WINDSOR,
Acting Secretary.

PROFESSIONAL TRAINING SECTION

The eighth annual meeting was called to order by the chairman, Miss Sarah C. N. Bogle, on Tuesday, June 6, at 9:30 a. m. Minutes of the preceding meeting were read and approved.

A Nominating committee consisting of Carrie E. Scott, Helen Turvill, and Adah F. Whlcomb was appointed to report at the close of the meeting.

The first speaker on the program, Miss Jessie Welles, instructor of the Toledo Public Library training class, presented a paper on

SECONDARY EDUCATION IN LIBRARY WORK

(See p. 148)

Prof. Azarlah S. Root, temporary principal of the library school of the New York Public Library, followed with a presentation of the subject of

THE LIBRARY SCHOOL OF THE FUTURE

(See p. 157)

Mr. Phineas L. Windsor, librarian of the University of Illinois Library, read the third and last paper, entitled

THE ASSOCIATION OF AMERICAN LIBRARY SCHOOLS

(See p. 160)

A general discussion followed the reading of these papers. Miss Alice S. Tyler, director of the Western Reserve Library School, said the time had come when connection and differentiation between training class and library school should be discussed to the end that some basic training be decided upon for the training class, the subjects, amount of time spent on each, and the character of the training in order to lead up to the library school training.

Professor Root spoke of the undesirability of giving students courses in work already covered by practical experience.

Mr. Windsor reported that examinations in junior work for advanced standing were given by the library schools of the New York Public Libraries, New York State Library and University of Illinois.

Miss Theresa Hitchler, of the Brooklyn

Public Library, criticised the amount of time spent in the schools on "dots and dashes." More emphasis should be placed on personality and wide general knowledge of books and men.

Miss Lura C. Hutchinson, in charge of the Minneapolis Public Library apprentice class, suggested that it would be a great help if the Association of Library Schools would map out a course for the training of apprentices.*

Miss Mary E. Downey, state organizer for Utah, asked how new library schools could develop if the training class were not allowed to progress. The time was coming when each state should have a library school.

Dr. George F. Bowerman, librarian of the Public Library of Washington, D. C., emphasized the need of a standardized curriculum for the training class, with post-graduate instruction for the members of the staff, to stimulate cultural reading and the desire for higher standards in the library profession.

Miss Hitchler said that every assistant must go on reading and broadening. A long term of years does not count unless one advances.

Miss Jennie E. Doran, of the Denver Public Library, felt that the educational equipment should come before the technical because appointments to the higher positions depend upon college training, library school training or both.

Miss Ethel R. Sawyer, training class director of the Library Association of Portland, spoke of a survey of the conditions in the country where there are no library schools, certain training classes to be designated as tentative schools, and the courses arranged with the capacity for expansion.

The status of high school librarians

*The A. L. A. Publishing Board has since published "The Apprentice Course," by the faculty of the University of Wisconsin Library Schools.

among teachers in California was cited by Mr. Milton J. Ferguson of the California State Library.

Others taking part in the discussion were Miss Jean Hawkins, Miss Margaret Mann, Miss Amy Allen, Miss Elizabeth B. Wales, and Miss Adah F. Whitcomb.

The Nominating committee reported the following names for officers for the coming year:

Chairman, Miss Jessie Welles, Toledo Public Library.

Vice-chairman, Ernest J. Reece, New York Public Library.

Secretary, Mrs. Theodore R. Brewitt, Los Angeles Public Library.

The report was accepted, the officers declared elected, and the meeting adjourned.

HABRIET P. SAWYER,
Secretary.

SCHOOL LIBRARIES SECTION

The School Libraries Section met at 2:30 p. m. on June 26, in the Seelbach Auditorium.

The meeting was well attended, showing the growing interest in this new line of work. Miss Josephine A. Rathbone presided, since the chairman, Miss H. Elizabeth White, librarian Passaic (N. J.) Public Library, was not present.

In the absence of Miss Clara E. Howard, librarian of the Schenley High School, Pittsburgh, Miss Sarah C. N. Bogle read Miss Howard's paper on

ORGANIZING A NEW HIGH SCHOOL LIBRARY
(See p. 176)

Miss Mary Helen Pooley, librarian Hughes High School, Cincinnati, followed with a paper on

PROBLEMS MET IN REORGANIZING
A HIGH SCHOOL
LIBRARY
(See p. 180)

At the suggestion of Miss Rathbone, the program was changed in order to present next in order the fourth paper, as being closely related to the paper just presented.

Miss Marion L. Horton, librarian Fremont High School, Oakland, Cal., therefore read her paper on

HOW TO RAISE THE STANDARD
OF LITERARY APPRECIATION IN HIGH SCHOOLS
(See p. 174)

In the absence of Miss A. Marie Hardy, librarian East Orange (N. J.) High School, Miss Alice E. Sanborn read Miss Hardy's paper on

THE HOW'S AND WHY'S OF ADMISSION SLIPS
(See p. 185)

The author of the final paper was also unable to be present. Miss Edna Grauman therefore read the paper by Miss Mary E. Hall, librarian Girls' High School, Brooklyn, on

WORK ACCOMPLISHED
BY THE HIGH SCHOOL LIBRARY SCRAPBOOKS
(See p. 183)

A very short discussion of the papers was possible, on account of the brief time remaining.

MARY B. HUMPHREY,
Secretary.

TRUSTEES' SECTION

The Trustees' Section held a meeting on Friday, June 22, with W. T. Porter in the chair, and Thomas L. Montgomery as secretary.

Mrs. Elizabeth Claypool Earl, president of the Public Library Commission of Indiana, gave an interesting description of the Indiana Trustees' Association and said that the formation of the association had resulted in longer vacations, in better hours of work and in a more generous provision for the payment for the services of librarians. The trustees had a better idea of what trained service is worth. Incidentally it may be said that the affiliation of trustees with the state associations is growing in favor. It is comparatively easy for trustees to attend a meeting once a year within the state lines for one day or possibly two, when it is practically impossible for them to follow the A. L. A. meetings to distant points.

Mr. Bowker spoke upon "The Carnegie contracts: Duty of trustees with reference thereto." Sixty-five million dollars have been spent by Mr. Carnegie and the Carnegie Corporation on over 3,000 buildings. Mr. Bowker estimated that five per cent of the libraries were delinquent in making reports to the Carnegie Corporation and quoted the names of three northern and three southern states which had been very derelict. In one case a Carnegie gift had actually been sold as a private residence; in another the building had been torn down, leaving only the remains of the walls in testimony of Mr. Carnegie's generosity. Mr. Bowker's remarks led to a discussion as to the legality of the usual Carnegie contract with the municipalities. It is extremely difficult, if not impossible, to draw an agreement which will bind any particular community for longer than the life of the local council or board. It was Mr. Carnegie's idea to have what might be termed a "gentlemen's agreement" in all such matters.

Mr. Brett briefly reviewed the work of

a committee appointed by the executive board of the A. L. A. to investigate the question of delinquencies on library contracts, stating that some progress had been made in obtaining reports showing that many delinquent libraries were making up their obligations.

In the discussion that followed Dr. F. P. Hill stated that the ten per cent agreement did not furnish adequate support with which to carry on the library, and that eighteen to twenty per cent was needed to have the work performed satisfactorily.

Mr. Edmund C. Craig, trustee of the Evansville Library, read a paper on

LIBRARY LEGISLATION

(See p. 226)

Mr. W. Dawson Johnston, of the St. Paul Public Library, read a paper entitled

SHOULD LIBRARIES BE UNDER THE GENERAL CIVIL SERVICE OF THE STATE OR HAVE A SEPARATE CIVIL SERVICE ORGANIZATION?

(See p. 229)

He said in part: "The unhappy condition of a number of libraries under civil service control, the desire of progressive civil service authorities to improve the civil service, and the movement among librarians to standardize library service, make it desirable that there should be agreement between civil service and library authorities with regard to these principles in library administration." He brought up four suggestions as to the selection of civil service officials, the coördination of commissions and the standardizations of examinations, the coöperation with professional bodies in the elevation and maintenance of professional standards and the impossibility of always securing the best candidates through formal examinations.

In the discussion that followed Mr. Johnston's paper it was evident that librarians generally approve of a civil service within the library, but were not

ready to abide by the decisions of a state civil service commission.

Mr. Thomas A. Barker, of Louisville, read a paper on "Taxation and the apportionment of the proceeds to the respective needs of the library."

On account of lack of time, a general discussion upon the subject "Is the county the proper unit for library service?" was omitted from the program.

THOMAS L. MONTGOMERY,
Secretary.

PUBLIC DOCUMENTS ROUND TABLE

The meeting was called to order in the Seelbach Hotel at 9:30 a. m., June 26, by the chairman, Mr. George S. Godard. He spoke briefly on the subject of the distribution of public documents and called attention to round table discussions heretofore and Mr. George H. Carter's work in connection with the subjects under investigation by this section, now being considered. The following letter from Mr. Carter was read by Mr. Redstone:

CONGRESS OF THE UNITED STATES
Joint Committee on Printing.
April 24, 1917.

Mr. George S. Godard,
Chairman, Committee on Public Documents,
American Library Association.

My dear Mr. Godard:

I am pleased to acknowledge receipt of your letters of April 16 and 19, 1917, asking me to prepare a statement as to the status of printing legislation for the information of the Public Documents Round Table at its session in Louisville in June. I thank you for the very kind invitation to be present at that meeting but it will be impossible for me to accept. In truth, I do not feel like facing the Round Table again until I am able to bring it a more acceptable message as to what Congress has actually done for the benefit of the libraries. I fear your Association has grown weary of hearing what the Committee hopes and plans to accomplish in the way of printing legislation. All of that has been fully explained with the generous indulgence of the Documents Round Table. I shall, therefore, endeavor to make this statement as brief as possible, for there is really little to tell you at this time except the old, and undoubtedly tiresome, story of how near the Committee came to getting the printing bill enacted into law at the last session of Congress.

In the first place, the statement which I

made at the Asbury Park meeting fully sets forth the status of the printing bill which the House of Representatives had under consideration at that time. Mr. Barnhart of Indiana, chairman of the House Committee on Printing, was unable to get that bill before the House again during the remainder of the Sixty-fourth Congress and it consequently died with the Congress. The Committee was much encouraged, however, over the fact that the House had approved of substantially half the Barnhart bill during the two days it was under consideration. The similar bill in the Senate advanced no further than a favorable report from the Senate Committee on Printing, the calendar of the Senate, like that of the House, being filled with more important legislation which crowded out everything else from consideration by either body during the Sixty-fourth Congress.

Toward the close of the last session of Congress, the Senate Committee on Printing made another effort to have some printing legislation enacted by Congress so as to insure the immediate adoption of certain economies proposed in the original printing bill. An abridgment was made of the old bill by taking from it those sections which related particularly to printing and binding and the distribution of publications for Congress, leaving out those provisions which related more especially to the Government Printing Office and the various departments. This abridged bill made only 28 pages, while the original bill consisted of 129 pages. The new bill was generally called the "congressional" printing bill. It was reported from the Senate Committee on Printing by Senator Chilton, the new chairman of that committee, on January 11, 1917, as "S. Bill No. 7795." It met with no opposition whatever and was passed unanimously by the Senate without amendment on February 6, 1917. This new bill also received the approval of the House Committee on Printing, and Mr. Barnhart, chairman of that committee, made several efforts to have it considered

by the House before the adjournment of Congress, but in this he was unsuccessful and the congressional printing bill, like many of its illustrious predecessors, died with the Congress.

Even in this new and abridged bill the Committee did not, however, lose interest in the depository libraries, for it contained substantially all of the provisions of the old bill that are of especial interest to those libraries. These provisions have been expressed in a more simple and, it seems to me, a more satisfactory form, omitting considerable of the details of the old bill and yet making possible the same results by leaving the working out of such details to regulations which the Superintendent of Documents is authorized to make with the approval of the Joint Committee on Printing. This provision in the new bill reads as follows:

"Sec. 15. Libraries designated as depositories of public documents as provided by law should be entitled to receive one copy each of every publication (except bills and resolutions of Congress, matter from which the injunction of secrecy has not been removed, publications for the use of the Federal courts and officers thereof, patent specifications and drawings, blank forms, and circulars not of a public character) printed by order of either House of Congress or any committee, commission, or officer thereof, or by order of any executive department, independent office, establishment, or officer of the Government. Such publications shall be distributed by the Superintendent of Documents, who shall be furnished by the Public Printer or by any other officer of the Government who may cause the same to be printed elsewhere than at the Government Printing Office, a sufficient number of copies for this purpose as soon as issued, and such distribution shall be made under regulations to be approved by the Joint Committee on Printing, which shall also direct the manner of binding documents for the depository libraries: Provided, That the distribution of Geological publications and the Official Gazette of the United States Patent Office to libraries heretofore designated by members of Congress as special depositories of such publications and the distribution of the Journals of the Senate and the House to libraries designated by the Superintendent of Documents shall be discontinued and these publications shall be available for distribution as provided for in this section."

In its report (S. Report No. 910, Sixty-fourth Congress) on the new printing bill, the Committee thus explained the intent

and purposes of the provisions relating to depository libraries:

"It is intended to make available for depository libraries every publication of the Government that is printed for the information of the public or the use of Government officials in the transaction of the public business, especially committee hearings, and publications that are not ordered withheld by the committee itself as confidential.

"The provision that such distribution to depository libraries shall be made under regulations to be approved by the Joint Committee on Printing is intended to make it possible for the depository libraries to select such publications as shall be sent to them, if such plan can be worked out by the Superintendent of Documents and the committee. * * * The Superintendent of Documents has already outlined a plan whereby he will be advised of the needs and wishes of the various libraries and will then promptly forward such publications immediately upon receipt of them from the Public Printer.

"It is also proposed in this section to abolish the present distribution of certain geological publications, the Patent Gazette, and the Journals of the Senate and the House, to special depositories, and to make these publications available only for the regular depositories."

It will thus be seen that it is now the intention of the Committee to have the selective plan for distribution of publications to depository libraries controlled by regulations rather than the more rigid provisions of the old bill. This will admit of changes from time to time to meet new conditions that may arise after the plan is put in operation. It seems better for all concerned to leave all the details of depository library distribution to the administrative officers rather than to tie down such distribution with hard and fast provisions of law which are difficult of revision or repeal.

No new printing bill has been introduced at the present session of Congress and it does not appear likely that one will be unless Congress enters the field of general legislation, which seems improbable at this time. Nothing will be gained by reintroducing the bill until there is an opportunity for its consideration in either House. I am sure, however, that the Committee has not lost heart in the matter, though it has met with many disappointments during the years of its constant endeavor to bring about a much needed reform in the

printing and distribution of Government publications.

Although I have no authority to say so at this time, I am inclined to believe that when the printing bill is prepared for the consideration of the present Congress it will be somewhat along the lines of the abridged bill passed by the Senate during the closing days of the last Congress. That is, it may be confined chiefly to a revision of the printing laws that affect Congress. The bill will probably be amplified somewhat along that line so as to make it more complete than was the bill which passed the Senate at the last session of Congress.

I feel sure that it will continue to contain the provisions relating to the depository libraries, for the Committee fully recognizes the importance of such distribution and the valuable services that the libraries of the country have rendered in making Government publications available to the public.

The Committee also deeply appreciates the faithful interest that the American Library Association has taken in the printing bill, and I am sure it will highly value any suggestions that may come from your Association for the further improvement of the bill.

Again thanking you for this opportunity to submit a statement to you for the consideration of your Round Table, I beg to remain, with the best of wishes for a successful meeting, Yours very sincerely,

GEORGE H. CARTER, Clerk.

Mr. R. R. Bowker said he was very much gratified over the theoretical progress made in this printing bill. It has not been practical progress so far, for the reason that the two houses of Congress have not been able to get at this bill at the same session, and, of course, during the present war session there is not the slightest likelihood of this bill having attention. This Round Table has not been in a position to bind the Association, but it has been useful in making recommendations. There have been differences of opinion and seeming differences have existed. The American Library Association long ago laid down the principle that there should be only one form, one kind of title page, etc., for each government document, and that means keeping the executive documents separate from the long congressional series; that is fundamental. We

should get all that is possible from Congress in that direction, keeping before Congress the ideals which we believe could be and should be reached, and at the same time being very appreciative of the progress really made. It is a waste to have these long documents in one series and then have them separate on our shelves, involving extra labor and expense.

Mr. Godard said that in his talks with Mr. Carter at various times they agreed that we have reached a point where we cannot tell the congressmen what they shall or shall not do with their publications, and, of course, the documents are filed in such a way as to be immediately accessible. In the present bill we get the concession that while the title page may bear the number of the Congress and the document number the binding will not; the volume would be lettered as if it had nothing to do with Congress, but appear simply as a government document. If we can get it bound without bearing the congressional markings we will gain an important point. Mr. Carter leaves a great deal to be determined by the joint committee on printing and the superintendent of documents. We are getting so much we cannot afford to endanger what we may get for the sake of trying to get all we desire.

Mr. Bowker said that was one of the wisest points in the bill, leaving it to sensible people to do the right thing, without any provisions to that effect.

Mr. Bowker then offered the following resolution:

Resolved, That the hearty thanks and appreciation of the Public Documents Round Table are hereby extended to the Government officials (with the approval of the Council of the A. L. A.) over the progress made toward securing an adequate and complete system of Government publications in the interest of efficiency and economy.

The resolution was unanimously adopted.

Mr. Bowker also offered the following resolution, which was unanimously adopted:

Resolved, That the Association express its grateful appreciation and thanks to Mr.

George H. Carter for his coöperation and sympathy in connection with the work of the Joint Committee of Congress.

The work of cataloging public documents and congressional committee hearings was then discussed by Messrs. Hastings, Hodges and Godard, and Miss Goldberg, after which Mr. Hastings made the following motion, which was unanimously carried:

That for all important hearings some form of card should be printed as soon as it is believed the hearing is finished, or, if the hearing is to continue for some time, that an open entry card be printed.

It was agreed to submit the foregoing motion to the proper authorities at Washington.

Mr. Godard said that the superintendent of documents had been not only willing

but anxious to do everything he could to assist all libraries in securing documents which were accessible for exchange and in completing sets. A few years ago a valuable volume was published by him, giving a check list of government publications from the beginning down to 1909, and resolution of appreciation for that work he thought would be in order.

Mr. Dillard then offered the following resolution, which was unanimously adopted:

Resolved, That this Round Table express its appreciation to the superintendent of documents for the "Check-List of government publications, 1789-1909," and express the hope that a suitable index covering its contents may be made and published at the earliest possible time.

The meeting was then adjourned.

STATE LIBRARY ASSOCIATION PRESIDENTS' ROUND TABLE

The State Library Association Presidents' Round Table was held in the reception room of the Seelbach hotel, Tuesday, June 26, under the direction of Miss Alice S. Tyler, director of the Western Reserve Library School and president of the Ohio Library Association. Miss Ione Armstrong, president of the Iowa Library Association, acted as secretary. Sixteen state associations as well as the Ontario Library Association were represented.

In opening the meeting Miss Tyler stated the purpose of the round table was to discuss the possibilities of coöperation, to consider the fundamental questions that come up each year, to determine whether the districting of the states should be done by the state associations or by the state commissions, to inquire if it is the function of state associations to originate legislation, and to advise the affiliation of all state associations with A. L. A.

Mr. Utley asked what the state associations expected and most desired as a return for affiliation with the A. L. A. He

suggested the following benefits: The funds thus secured had made possible the publicity exhibit which is available for state meetings, likewise the bookbinding exhibit; also a collection of photographs and plans of library buildings which may be loaned to any state.

Miss Ahern suggested that the state associations arrange the dates of their meetings so as to avoid conflicts in the same general region. This would make it possible for speakers to go from one state meeting to another. She felt that arrangements for dates might be left until the meeting next year.

Mr. Bliss of Pennsylvania stated that their meetings must be held at a certain time.

Mrs. Thompson of Oklahoma asked for suggestions for a library institute.

Miss Wigginton of Kentucky suggested that the A. L. A. act as a clearing house for state programs. Mr. Utley stated that programs had been furnished when requested. Attention was called to the fact

that such programs appear in *Public Libraries and Library Journal*.

Miss Black of Ontario stated that their institute programs devoted much space to book selection and to rural problems. The government pays all expenses of conducting these institutes, every library, no matter how small, receiving a government grant of \$250 for this purpose and individual libraries being fined five dollars if they fail to send delegates. All expenses of delegates to library meetings are paid by the government.

Miss Palmer of North Carolina said their three district meetings were held in the fall and the state meeting in the spring.

Miss Fletcher of Vermont said their association received direct aid from the library commission.

In regard to districting the states Miss

Armstrong stated that the Executive board of the Iowa Library Association created the districts, and coöperated with the library commission in promoting the same.

Mr. Goodwin of Texas told of the difficulties of holding state library meetings where distances were so great.

Mr. Peacock of Rhode Island by way of contrast gave their time schedules, under which they hold three meetings each year, working through the state board of education, which pays all expenses.

Mr. Kerr of Kansas gave an outline of their last program, in which "The book" was the central theme.

In closing the discussion Miss Tyler strongly urged affiliation with the A. L. A., and that each state association should coöperate with the A. L. A. in war service.

LENDING DEPARTMENT ROUND TABLE

The second annual meeting of the Lending Department Round Table was held June 23, with an attendance of about two hundred. Owing to the unavoidable absence of Mr. Chalmers Hadley, Mr. Arthur L. Bailey took the chair.

The first paper, entitled "Prompt service," given by Miss Arabel Martin of Minneapolis, touched briefly on a number of points of present importance to workers in the circulating departments, with the object of rousing discussion on these points.

As the title of her paper indicates, Miss Martin's first plea was for promptness in service—"not a few hours or days after the request has been made but at the time of the demand. The rapidity and promptness with which the work is done can be accomplished only with the organization by which the department is kept in a state of readiness. Prompt service means the minimum of red tape. Leave out some of it in your rules, open more shelves, liberalize the allowance of books and the

time limits, show more books, more personality and less library machinery. . . . Efficient loan desk help costs more money but it is worth it, consequently a good investment if it is more costly. . . . Physical conditions can be much aided by scheduling each assistant to a variety or change of work each day. Oftentimes the proper adjustment of trays or the height of the desk or chair will result in less weariness; proper light adjustment means much. . . . One of the things to be righteously hoped for is the establishment of a sabbatical year by which each librarian is given at least six months every seventh year with pay. This would give a staff daily growing more mature and efficient, but not necessarily older, on account of the natural results of proper rest.

Other topics touched were, rushing reserved books through the bindery; ordering special books on request of patrons; issuing such books before they are cataloged; the use of parcel post; simplified registration; and the issuing and receiving

of books without the borrower's card. Apropos to the latter point, Miss Martin said: "Is it consistent with efficient business principles to refuse to accept books from a person who has returned from one to six without a card? If refused often they must take them to the office, or possibly home, or carry them about on a shopping trip. If he were given a receipt for the books returned and discharged later it is obvious it would be a great accommodation to the borrower and possibly not absolutely disastrous to the loan department. . . . Some of us never issue a book without a card, others issue on a deposit card, the deposit covering the price of the book . . . with a Firm card issued in the name of the firm . . . on special permits. These are all substitutes for a temporary card.

"Is there danger of stimulating the habit of using this kind of card instead of the regular? Evidently there is no real danger in the matter for some when we recall that Sioux City and a few others have dispensed with borrower's cards entirely."

No one from Sioux City being present that method was described by those who had visited Sioux City or had talked with members of the staff of that library and by one librarian who used a similar method in her library.

Among the questions raised were the following:

What receipt has the borrower to show he has returned the book?

Does it not take more of the borrower's time for him to have his application looked up each time a book is charged than it would if he presented a card with the book? In a library system with branches would it not mean much duplication of records or else cause the borrower to wait while his record was being obtained from the central library? Could this method be used where a limited number of books was issued?

Miss Jessie Welles of Toledo read a paper, entitled

A FLEXIBLE BOOK COLLECTION

(See p. 237)

There were present a number who had worked as branch librarians, in the stations, in the office of the superintendent of circulation, etc., in libraries where similar systems to those described by Miss Welles were being used who spoke of what an improvement a flexible book collection was over the fixed collections, both for library and patrons.

The question of what is to be done with the "dead wood" which inevitably collects in the main collection was touched, but time was too short to permit a discussion of this problem.

Mr. Arthur L. Bailey was chosen chairman for next year, and the meeting then adjourned.

AGNES F. P. GREER,
Secretary.

THEOLOGICAL LIBRARIES' ROUND TABLE

The Theological Libraries' Round Table met Saturday afternoon, June 23, with Dr. Frank G. Lewis in the chair. The minutes of the last meeting were read by the secretary, John F. Lyons, and were approved. Messrs. Root, Oko, and Carré were appointed a nominating committee.

After a short discussion on a few matters of business, the report of the committee

on Theological classification was called for. This committee was appointed last year at Asbury Park and consists of Miss Julia Pettee and Messrs. F. G. Lewis, and J. F. Lyons. The report was read by the chairman and was in part as follows:

During the year the committee has made an exhaustive survey of theological classification in the theological libraries of this

country and Canada and has gathered and made available a collection of existing schemes.

To that end a circular letter was sent to about 150 of the theological and religious libraries in this country and Canada. Replies were received from 67, all but 5, as far as we have statistics, of the important Protestant libraries in the United States; only 13 out of the 67 being from libraries of less than 10,000 volumes.

Three libraries reporting are not classified at all; 11 are practically on the old fixed shelf basis. In this group are some of our largest and most important libraries, Auburn, Lane, Princeton, the Dutch Reformed at New Brunswick. Four more, still largely on the fixed shelf basis, are introducing relative classifications. One library reports the old Poole system. All of the fixed shelf systems were barred from this discussion.

This leaves 52 libraries classified completely or in part by some relative system; 27 use Dewey for their entire collection; 6 in connection with an original scheme for theology, and 3 more with the fixed shelf location. Thus 36 libraries out of 52 have some connection with Dewey. Five have Cutter, in some form; 3 use the Hartford scheme or originals based upon it; 1 Lutheran seminary has followed Mt. Airy; 4 besides Union are putting in the Union scheme or are planning for it; 6 others have introduced original schemes of their own.

This shows that in the movement towards reorganization, Dewey is in possession of the field. We have tried to tabulate these Dewey replies. Only 4 of the 27 using the entire Dewey report no changes. Many of the changes are so extensive, we were tempted to class them as original schemes. We have, however, restricted the term, "Original scheme" to systems which have completely discarded Dewey.

We asked how satisfactory they found Dewey for a theological collection. The replies we sorted into 4 grades: emphatically no good, unsatisfactory, fairly satisfactory,

and satisfactory. Counting out the 6 libraries which have rejected Dewey for the strictly theological part of their collection, the replies are as follows: 2 emphatically no good, 11 unsatisfactory, 8 fairly satisfactory, 3 satisfactory. Remember that many of the libraries answering satisfactory have made extensive changes. We put this question to the theological libraries: If the Dewey Advisory Committee should recommend thorough-going changes for theology, would your library be willing to conform to this revision? Five answered yes, 14 said they would consider, and only 7 answered definitely no, or doubtful.

This is the case for the Dewey. Half of our larger libraries are classified by this system, but half of these are actively dissatisfied and ready to consider changes, if not to make them. Only 4 have made no changes at all.

Among the thorough-going revisions and expansions are the ones made by the Chicago Congregational Seminary, the Divinity School of the University of Chicago, and by Mr. Ayres of Garrett. One of the best revisions of Dewey has been made for the University of Pennsylvania Library by Dr. Jastrow. A number of libraries have sent to the committee various expansions and minor changes. We have gathered these into a portfolio which the committee places at the disposal of any libraries interested.

The question arises whether it would be worth while to make a standard revision of Dewey's 200's. The A. L. A. Dewey Advisory committee has ascertained that there is no demand for this from public libraries and they are not likely to undertake it. This question the committee wishes to leave open for debate by the Round Table. If the committee should study the various Dewey expansions and revisions and make recommendations, would the result be of enough value to libraries using Dewey to pay for the trouble?

To the libraries already using Dewey it is suggested, simply to withdraw from the Dewey scheme any class that breaks down completely, select an adequate classi-

fication for this special class and give it a notation which cannot be confused with the Dewey. The General Theological Seminary of New York did this for their liturgies which outgrew Dewey. The special notation seems the best disposition of single unwieldy groups. It is one defect of the Dewey that the notation for theology is restricted to the units between 200 and 299, making an unnecessarily long number. Why not use the complete series of units from 100-999? The Chicago Congregational Seminary based its classification upon Dewey but redistributed the Dewey notation so that the whole 999 units were largely used for theology.

In summing up for Dewey the replies, in the opinion of the majority of this committee, hardly warrant its adoption by any library contemplating reorganization. Mr. Lewis dissents, favoring Dewey, and he will give his reasons in a minority report.

To take up other general classifications, there seems to be little dissatisfaction expressed by the few libraries which have adopted Cutter. The most important of these is the Andover-Harvard. Dr. Gates has made a few changes and expansions and substituted a numerical for the letter notation for the entire sections of theology.

Without doubt the most important of the general classifications is going to be the Library of Congress scheme. We have the advance manuscript of the section for theology. It differs from all other schemes in the emphasis it places on denominational development. The denominational divisions are made the all-embracing groups. General denominational history, the history of the denomination in each country, denominational law and polity, liturgical, creedal and doctrinal developments are lumped together under denominational categories. This breaks up certain old orthodox groups, viz. church history by country, church law, liturgies and creeds. In theological libraries these are usually considered main groups with denominational subdivisions. The L. C. scheme leaves in these classes only general works covering several denominations.

There is much to be said for this denominational emphasis, but at least it is a mistake to scatter liturgies under the denominational groups. There certainly has been a continuity of development in liturgies that transcends denominational lines. As far as we can judge, if a library wishes to put in a general scheme this promises to be the preferable one.

Coming to original schemes, the Hartford is the pioneer. This is based on Hagenbach's encyclopedia and makes the main divisions of Exegetical material, Text, Introduction, and Commentary, rather than the more usual modern divisions: Whole Bible, Old Testament, and New Testament. It was an excellent scheme when made but as it has not been kept up to date it is quite inadequate now.

Mr. Reed's scheme for the Lutheran Seminary at Mt. Airy follows the Hartford cleavage of Text, Introduction, and Commentary as main divisions. It is worked out especially from the point of view of the Lutheran Reformation and has very useful suggestions for Lutheran material. A sharp line of division is drawn between the subject matter of Revealed Religion and other material and Dewey is used for non-theological classes.

Dr. Wilbur of the Pacific Unitarian school offers a special scheme, seemingly well worked out and fitted with special tables.

The Rochester classification and that made by Union Seminary of New York may be considered together. The Rochester Faculty demanded a scheme which would bring together theological and allied secular material used in the courses of instruction. The attempt was made, for instance, to correlate the church history of Europe with its corresponding political developments, i. e., the Holy Roman empire and the papacy; to group religious education and Sunday Schools with general educational theory, and to bring the social work of the church into relationship with community movements. But this attempt was not thorough enough to be completely successful. The Union scheme developed this

idea systematically throughout the whole classification and is an improvement upon the Rochester scheme. Dr. Charles R. Gillett was working upon a scheme for Union before the Rochester classification was begun and the present Union scheme is in large measure based upon this work. It has been tried out upon the classed subject catalog but is applied as yet only in certain sections to the books, and so is still largely tentative. It is indexed and is available in typewritten form. It is revised, as a matter of course, when it is put in and there probably will always be some places to expand or make over. A static classification for all generations is not possible. Like everything else of importance in the world it has to be kept up to date to be permanently useful.

Two other special schemes deserve notice, the scheme for the Day Missions library at Yale, and Miss Hering's scheme for the Missionary research library based upon it.

It will be seen that there are two types of classification in the field, one the general classification, the other the special classification is considered, second, upon of the special field of religion. On the relative usefulness of these two types, the committee disagrees. The majority favor the special classification. Mr. Lewis is in favor of a general scheme for which he will give arguments in a minority report.

The choice between these two types, it seems to the majority, depends upon two things, first, upon how important a matter classification is considered, second upon what a theological library wants. If we take the ground that the users of the library depend upon the catalog rather than upon the shelves, the classification is a matter of small importance and Dewey will serve as well as any other scheme. The majority report, however, regards classification as of large importance. It takes the position that when the shelves are accessible and well arranged, both professors and students go directly to them to a very large extent and for that reason a classification giving the most convenient

arrangement on the shelves is greatly to be desired. In the second place, granting the importance of classification, what do theological libraries ask of it? This is the real question in deciding between the two types.

There is one class of theological library barred from any choice. A divinity school library which is a part of a university collection must have, of course, the classification which best serves the needs of the whole collection and this is a general classification.

But there is no reason why theological libraries which are not parts of a general library should not have a classification which best serves their special needs. In the experience of the majority of this committee, the seminary men want that material together which is related from the point of view of their work. They want to go, for instance, to an alcove where they will find not only Sunday School material but all available on educational psychology and educational theory which they need in their work on religious education. When the men are studying missions they want all the information the library has on the missionary countries right at hand side by side with the missionary activities of that country, and so on all through the different departments of seminary work. There are certain fixed demands made by the work of all theological seminaries which the classification should take into consideration. We think theological libraries wish a classification which will do justice to these demands, and also that correlation can be obtained only by a special classification made from the point of view of the field of religion. A general classification loses sight of the whole purpose of the special collection.

The committee has made a practically complete collection of all existing special schemes, and of the adaptations and expansions of Dewey and Cutter. This material the committee places at the disposal of all libraries interested.

After the reading of the majority report, Dr. Lewis offered the chair to Mr. Harned

and gave his opinion as a minority report, the substance of which is as follows:

"While we have called our report one on theological classification, it actually deals with the whole field of religion, not even being limited to the field of Christianity, of which theology is ordinarily one aspect. In some sense, also, we are compelled to face the question of a classification of knowledge as a whole, at least in the relation of religion to the other branches of knowledge. More particularly we face the question of the classification of books on religion. We must think also of a notation for whatever classification we accept. Then, as a prior question, we must consider the relation between classifying books and cataloging the material which they contain.

"In my opinion the proper indexing of the material of books adequately by author, title and subject, including analyticals for significant chapters, is more important than the subject of classification. Books are made in such fashion that frequently even an ideal classification of them would fail to bring more or less of the material where it would be available. Only analytical subject heading can perform the service which is desired. Accordingly, while I regard the Dewey classification as anything but a proper analysis of religion, I find it a practical tool if the cataloging or indexing is carefully and thoroughly done.

"I find myself differing from the majority of the committee also on the question of whether a library of religion should use a general classification or should select a special one, such as has been done by Rochester, Union and some others. I regard the general classification as preferable even for such institutions. My reasons are in brief three: First, as I have proved through some years of daily work, a general classification is entirely practicable. The decimal classification can be used without serious difficulty. Secondly, a general classification is economic. We already *have* such classifications, and it does not impose upon users the necessity of familiarizing themselves with a special classification for each individual theo-

logical institution as they may go from one to another. Thirdly, a general classification is necessary for the welfare of religion itself when the subject is viewed in the large. If the notation which they employ from day to day appears as a general one and non-religious books are classed with those on religion, students are almost certain to come to feel that religion is all of life rather than simply one segment of it. A general classification quietly keeps before students the proper perspective of the different aspects of knowledge as men and women ought to view it.

"From this point of view, then, what should libraries do? I should be disposed to reply that those which are already using the decimal classification might very well continue to employ it, making such adaptations and expansions as may be necessary. The work of the committee has revealed that a number of important libraries and probably more smaller ones have not yet removed from the fixed shelf arrangement. In the course of time these and other libraries will recatalog and reclassify. The Library of Congress has already worked out in detail the classification which will be employed in that immense collection. Libraries planning to reclassify should consider the L. C. scheme. If not, I believe the adoption of the Dewey classification as well known and widely used would be advisable. As I have suggested above, this point of view must not be interpreted as an approval of the Dewey classification of religion. In fact as an analysis of the subject of religion it seems to me to be totally unsatisfactory. I have, therefore, brought with me an outline of an entirely different and far more radical analysis of religion as evidence of my non-acceptance of the Dewey analysis, though I find the notation practicable for ordinary use. In my analysis I have adopted some numbers equivalent to the Dewey notation, showing how such numbers might be used. Not that any such analysis will become in the near future or farther away the basis for a working classification. I only use it as evidence that while I can use the Dewey

classification without difficulty for practical purposes I do not accept it as a real analysis of the subject of religion as a whole."

A discussion of the report followed. Mr. Hanson said that the library of the Divinity school of the University of Chicago library would be reclassified according to the L. C. scheme, but that theological libraries not a part of a university might well favor a special scheme. Mr. Root said that both the classification and catalog were equally useful tools and agreed with Mr. Lewis that Dewey was perfectly practical for a theological collection. Mr. Voge suggested that recommendations made by theological libraries to the Decimal Advisory Committee would be considered by that committee. Mr. Harned moved that the

committees be continued for another year and instructed to present to the A. L. A. Advisory Committee on the D. C. suggestions toward a revision of the 200's. This motion was carried.

The question of a union list of religious periodicals and serials was discussed briefly.

A suggestion that the word theology in the name of the Round Table be changed to some broader term raised a lively discussion over the scope of the word. It was finally decided to change the name to the Round Table of the Libraries of Religion and Theology.

Dr. L. M. Robinson, Librarian of the Philadelphia Divinity School, was elected chairman for the next year, and Miss Julia Pettee of New York, secretary.

LEAGUE OF LIBRARY COMMISSIONS

Mid-year Meeting, Louisville, Ky., June 23, 1917

The mid-year meeting of the League of Library Commissions was held in the Red Room of the Seelbach Hotel, at 2:30 p. m., June 23, with Mrs. Elizabeth Claypool Earl, president of the Indiana Library Commission, presiding. Seventeen of the twenty-nine states belonging to the league were represented by twenty-two persons officially connected with the respective commissions.

Prof. Will D. Howe, head of the English Department of Indiana University, opened the program with a talk on "The part of state supported library activities in the educational program of the state." Mr. Howe spoke of the change in the ideal of library service from one of nourishing culture to one of training for service. The moving picture, the newspaper, and the library have taken their place beside the church, the school, and the home as factors of popular education. He made an appeal for popular support of libraries and declared that public sentiment must realize

that the library is the heart of the community.

The second part of the program was devoted to a discussion regarding the best unit for library extension—state, county, district or township.

Miss Minnie W. Leatherman of North Carolina read a paper on
THE STATE AS A UNIT FOR LIBRARY EXTENSION
(See p. 230)

Miss Harriet C. Long of the Brumback Library of Van Wert, Ohio, followed with a paper entitled

THE COUNTY AS A UNIT FOR LIBRARY EXTENSION
(See p. 232)

Mr. John A. Lowe, agent of the Massachusetts Free Library Commission, next outlined the plan in operation in Massachusetts in a paper on

THE LIBRARY DISTRICT AS A UNIT FOR LIBRARY EXTENSION
(See p. 234)

The subject of a paper by Miss Mayme C. Snipes, librarian of the Plainfield, Ind., Public Library, was

THE TOWNSHIP AS A UNIT FOR LIBRARY EXTENSION

(See p. 235)

In the discussion which followed, Mr. Spencer, representing New York State Grange, made a plea for the modification of the parcel post law so as to give increased service to the rural districts.

Miss Ahern, in her contribution to the discussion, referred to Professor Howe's talk and emphasized the fact that the people are paying for service and that in too many libraries this service is still perfunctory, that the personal touch is necessary, and that the librarians are the apostles of books. They are not giving books to the public, for the books belong to the public.

Miss Snipes answered many questions regarding her work at Plainfield.

Following this discussion, Mr. Lowe, of Massachusetts, again spoke, outlining the relation of the library commissions to the larger libraries of the state. He spoke particularly of this work in Massachusetts. The Massachusetts Library Commission law allows for direct financial aid to towns having a valuation of \$1,000,000 or less. In the last two years the commission has undertaken to be of more direct use to the larger libraries of the state, particularly in an advisory capacity. The files at the office are constantly used by the larger libraries for plans of library buildings, for comparative statistics, and for the employment of librarians and assistants. Visits are made to help in the planning of buildings, and recommendations are made to boards. In the last year, there were 44 appointments made on the recommendation of the commission.

Another work of which Mr. Lowe gave an interesting account was the weeding of libraries to remove the dead material. In making library surveys, the commission has accomplished much. These surveys are done generally on request of the library authorities. Conditions of the li-

brary and the town are investigated and recommendations made. In some cases where conditions are patently bad, the survey is made without an invitation from the local library authorities. In the work with foreigners in the larger cities, Massachusetts is doing more active work than any other state. The commission has a competent director in the person of Miss J. Maud Campbell, who helps in the selection of books in foreign languages, and arranges for lectures on American institutions to be given in foreign languages in the libraries. At these lectures, there are displayed groups of books in the language in which the lecture is being given.

One of the difficulties to be met in a state where most of the libraries are much older than the commission, is a feeling that the commission is in a way interfering with local independence.

The final part of the afternoon's program was given to an open discussion of what state commissions could do to meet the conditions occasioned by the present war. This discussion was led by Miss Fannie C. Rawson, of Kentucky. Miss Elizabeth B. Wales, of Missouri, said that in considering the part which her commission could play she had asked herself the question: What should I wish a library to do if I were a man going away? She emphasized the duty of the state commission to oversee the distribution of publications along the lines of conservation and other cognate subjects, to the small libraries of the state. Actual distribution by the commission may not be necessary, but the commission should see that each library is on the mailing list.

Mr. Robert P. Bliss, of Pennsylvania, sounded a note of warning against the temptation of librarians and library assistants to be attracted to other demands for war service at the expense of library service. He emphasized the necessity of sticking to the job, of helping people at home to keep from worrying and to maintain their mental balance.

Mr. James I. Wyer, Jr., of New York, opened his discussion by telling of a child

who came from a home saddened by the departure to war of young men in the family, to find in the library a cheerful place. He contrasted the present condition in England where the libraries are closed with that in France where even the smallest library has been given some task to do. As we get further into the war, there will be stricter economy in social activities, and the public library with its free recreation will be called upon to supply the resulting increased demand for amusement. It is essential that libraries stand valiantly for no diminution of income.

Mr. Matthew S. Dudgeon, of Wisconsin, in referring to Mr. Bliss' advise to stick to the job, said that libraries must continue their service, but they must do the usual thing in an unusual way and even some unusual things. He appealed to the libraries to do such things as distribute Red Cross literature, help societies with filing and recording, be the publicity agent

for useful literature and bulletins, collect historical material and collect books for soldiers. The library commission should see that libraries fall in line with all these movements.

Mr. Johnson Brigham, of Iowa, closed the discussion with a question as to the best method of supplying military camps with books. How far should the coöperation of the Y. M. C. A. be used and are trained librarians necessary at the camps? Should state commissions oversee the collection of books and money for these camps? The discussion of these questions was left until after the report of the specially appointed War committee to be made before the end of the Conference.

The second session of the League was a joint session with the National Association of State Libraries and the American Association of Law Libraries. This discussion will be reported in the proceedings of the former.

NATIONAL ASSOCIATION OF STATE LIBRARIES

Twentieth Annual Meeting, Louisville, Ky., June 22 and 26, 1917

(Joint Session with the American Association of Law Libraries.)

Auditorium, Henry Watterson Hotel, Friday, June 22, 2:30 p. m.

The meeting was called to order by Mr. G. G. Glasier, first vice-president of the National Association of State Libraries.

Vice-President GLASIER: Our President, Mr. Hewitt, is not here, and I have been asked to proceed until he arrives.

The first number on the program is an address of welcome by Hon. Edward J. McDermott of Louisville.

Mr. McDERMOTT: Mr. Chairman, Ladies and Gentlemen: I am very glad indeed to perform the pleasant task of welcoming you to our city. We feel honored by this meeting of your associations here, and I wish, as far as I am able, to extend appropriately to both associations a most hearty welcome to our city and state.

Many years ago I read Max Adeleir's book, "Out of the hurly-burly," wherein he tells of an embryo orator who had been persuaded that the main thing in a speech was the anecdote. He prepared three anecdotes, interlarded them with a few unimportant remarks, added a short, high-flown peroration and was ready for the occasion. When the meeting opened another speaker was called first, who told the budding orator's first anecdote. That made him somewhat uneasy, but still he had two left. Unfortunately, the second speaker called told the orator's second anecdote. When a third speaker, who told the dismayed orator's third anecdote, had closed, the chairman turned around to call on his young friend, but the would-be orator had leaped over the railing of the porch and was fleeing down the middle of the road, leaving a big cloud of dust behind.

I am almost in that sad plight now when I am expected to speak appropriately on your coming and on the work before you. Your calling, your tasks and your purposes are important, indeed. Though your numbers are not great, your opportunities and your services, here and at your home, may be great.

I realize how useful the state libraries and the law libraries are to every city. Before 1450, books had to be copied by hand and, because expensive, were rare. In this day, books come out in a stream like a great Mississippi flood, so that no man can use more than a small part of them; and we need libraries where they may be gathered with discrimination and at little cost. There are some enterprising law publishers who would ruin most of us at the bar, if we bought all their books. We must have the advantage of collective buying to get what we need at a reasonable expense.

It is plainly true that in this day, every man who wants to be something more than a mere smarter or a drudge, must know all of some one subject, and something of all other important subjects. In order that he may do that, he must have access to these extensive libraries, where he may not only faithfully pursue his own branch of study or his own calling, but where he may also have a chance to read what is best on other topics, not directly within his special line of work.

There are many persons who think that the only way to become a scholar or a cultivated man is to read great numbers of books. When Socrates once was passing through the streets of Athens, and looked into the window of a shop where there were a great many gems, and gold and silver ornaments and a great deal of plate

for sale, he said: "I am glad that there are so many things I do not want." I often say that of books.

It is not by the reading of the big library, not by poring over a great number of books, that men acquire culture, or that the mind is best disciplined, or gets the best use of all its powers; it is by the constant reading of the few great books. Macaulay and others have pointed out that evident fact too often ignored. "If I had read as much as other men," said Schopenhauer, "I should have been as ignorant as other men." It is by reading and re-reading, by studying constantly the few great masterpieces, that the mind and the will are best disciplined; and that the best culture is acquired.

You librarians furnish and make available the means of culture. You set forth the substantial food and also the dainties, fit for nourishment or innocent pleasure. As I have gone through life, I have noticed that many men—some who have only a moderate education and some who have had even a degree from a high university—have not improved by later study, and, at the close of life, were practically ignorant men. I have personally known men of that type. Their good start was used to little purpose. It is not what we learn at college, not what we learn from professors at universities, that makes us cultured; it is later—after our faculties have been well trained and our habits of application have been firmly fixed—that we acquire real culture and genuine power. And with these great libraries, which you build up and make serviceable, we are able to study with some success. The necessary tools are put into our hands. It is our duty to use them often and use them well.

I do not know how many law librarians are here, but let me say that the law libraries are most important to us. It is true that they are swelling to enormous proportions. In this day there must necessarily be many more books than formerly. I fear that a full law library of the future will fill a whole block in a town. Some relief must be found for the

coming lawyer. There must finally be a time when some men of great learning, brilliant intellect and great industry, as in Justinian's time, will endeavor to systematize and codify our law—will try to reduce it into something like a reasonable, if not a perfect, system, as James Bryce has said Germany has done, and France also. Whether that end, in this century, will be reached here or not I cannot say, but at any rate we must have all of the valuable law books gathered in a convenient place where some men of practical genius may find and carry out a reasonable remedy.

In conclusion, let me say that while we want to encourage natural science and all other subjects of importance to the world, we must not neglect the study of the great books that deal more especially with the imagination, or that inculcate moral principles and high ideals. We want to advance science, but we must also have a constant care for general literature, for the study of those books that may help to spiritualize our civilization. If the world needs any one thing at present more than another, it is not wider knowledge, but higher and better conduct, a higher type of men and women, with firmer principles of morality, charity and justice, and with a stronger will to practice them in daily life. In the making of the men and women of the future, the librarian of every state has a part to play, an important duty to perform.

I agree with Herbert Spencer that without popular education we could not well conduct a democracy or a republic; but I also agree with him in the statement that the results of popular education have not yet been such as to satisfy the great expectations that our ancestors had and that we have had, of its benefits in practical affairs. If our men and women are to read only newspapers, magazines, novels and the lighter sort of books—those things which merely entertain for the moment, which only keep us from real thinking, which only gratify whims, follies and prejudices, which take little account

of the real truths and the stern realities of this life and the life beyond—then we shall not have accomplished, by popular education, what we set out to accomplish. On the other hand, you, in your way, and the teachers and the professors in the schools and universities, in their way, may possibly raise such a standard of education and of culture in our country, that good books will be read and digested in the right way and be used for right purposes. If education for the masses shall make them better men and women, better bread-winners, and better citizens, and if education for the gifted few shall make them conscientious workers and wise leaders of their own country and of other nations, there will be good reason to rejoice that the art of printing was discovered and put to good use, and that the highest civilization which the world has yet known is not to fade away nor to decay, but to grow better and spread farther and to be of greater service to all mankind.

The next speaker, Hon. William Marshall Bullitt, explained that illness had prevented the preparation of the formal paper on "Government boards," for which he was scheduled. After speaking informally of the multiplicity of public commissions in the states and the difficulties in the way of getting facts about them, he suggested the preparation of a handbook to put forth this information.

Mr. BULLITT: It occurred to me that law libraries might coöperate to prepare a handbook which would show briefly for each state just what public commissions there were in that state, with reference to the statutes creating them, or to any book or article which might have been written concerning them, and possibly with a very brief note on their jurisdiction and function. I should be very glad to undertake the expense of printing such a pamphlet and to do what I can to help with the preparing and editing. It would probably contain a hundred or a hundred and fifty pages.

The question of accepting Mr. Bullitt's offer was then thrown open for discussion,

A motion was made and unanimously carried that the offer be accepted with thanks, that a committee of three be appointed to coöperate with Mr. Bullitt, and that the state law librarians send to him a synopsis of the laws of their respective states regarding public boards and commissions and their functions.

(The committee was later appointed as a committee of the American Association of Law Libraries, with Mr. A. J. Small as chairman.)

The next paper on the program was presented by Mrs. Maud Barker Cobb, state librarian of Georgia.

LAW AND LEGISLATIVE REFERENCE AS PARTS OF THE STATE LIBRARY

By **Mrs. Maud Barker Cobb,**

State Librarian, Georgia

The past decade has wrought great changes in both law library and state library work throughout the country. Slower and more tedious has been their evolution in the south, but none the less significant.

In Georgia the group of books, mostly law, which had accumulated at the Capitol through the years, was by Act of 1831 converted into a state library in the following words: "The convenience, benefit and usefulness of an extensive and well selected library at the seat of government seem too obvious to admit of doubt. Profitable, useful and efficient legislation can only obtain where the law makers are intimately acquainted with operation of the laws and the object to be obtained by them. The first is the result of experience and the last requires a careful examination of the enactment of contemporaries and predecessors."

Here, then, with the first state library law, was born the legislative reference idea in Georgia, bearing out the view that legislative reference work is a natural function of the state library—a part of the original design. No doubt this phase of the work would have had a normal,

gradual development had the state library itself enjoyed such development, but one cannot expect normal growth in a limb whose body suffers a case of arrested development. "For years the power to perform legislative reference work in the state of Georgia lay dormant, and it became necessary to ask the legislature to authorize it all over again, in order to obtain funds to put it into force.

More than one bill was introduced and died automatically, never having come to a vote. Realizing that Georgia legislators, like most people, have that skeptical instinct traditionally attributed to Missourians, we determined that they should be brought to a state of belief through their senses, and to that end set about making that most convincing of arguments, a practical demonstration. Letters were written to chairmen of committees offering to aid them in assembling data which they needed in the consideration of special subjects. With all the tact and efficiency at our command we laid ourselves out to serve especially those members who appeared to be most strongly opposed to the bill. They were clearly surprised at the gratuitous service, and deeply grateful for it. One lucky day a certain active floor leader of the house who does not know the meaning of the word passivity on any legislative measure great or small, and who had seemed but poorly impressed with our measure, came seeking assistance in the drawing of a bill that should put a quietus on his particular bête noire, viz.: popularity and beauty contests of the daily press. Precisely what he wanted was furnished him. "Add my name to your list of converts," he said. "If that is what your bill means, I'm for it." The method adopted proved effective, and once more was justified the theory that work is more eloquent than words, more effective than impassioned pleas before committees, more productive of results than recommendations to boards. In fact, work is a very effective means of getting somewhere.

During the three years of its existence the legislative reference department of

the State Library of Georgia has kept throughout each session a current index to bills, indicating, day by day, the exact status of each. In addition to the current index, the work of indexing bills has been carried backward through the past seven sessions. Georgia official material has been analyzed and cataloged. A card index is kept to items of local interest to the state appearing in the daily issues of the *Atlanta Constitution*. This local index has proved so valuable, especially in expediting reference to state political campaigns and controversies, state primaries, governors' proclamations and semi-official announcements, that it will not only be continued in future but will be carried through the entire file of the paper back to its earliest issue.

The wisdom of developing legislative reference work in state libraries is justified on the perfectly obvious ground that where the documents are there should the work be also—practical work and lots of it, work that transforms this quondam junk into a veritable gold mine of promptly available statistics, of readily located matter on just the subjects that are up for consideration by one's own legislature and state officers, of information on all practical everyday subjects that are of value to legislative, judicial, and executive departments of state government. There is no longer room in libraries for junk or for ornaments. Books that have been "slackers" must be made to give out what they have in them, to serve to the extent of their capacity. Quoting from Miss Hasse's excellent article in the April number of the *Library Journal*, "a library is a utility, not a monument." "Get the goods over," is the advice she gives.

Some knowledge of the use of law books is essential to the legislator who would worthily represent his constituency. All legislators are not lawyers, and something has been gained when the non-lawyer member is brought into the atmosphere of the law library, where he sees law books put to practical use, with the result that he is placed in possession of the informa-

tion that he needs. The experience repeated breaks down a fancied barrier; he begins to feel at home and form the habit of first-hand investigation. To counteract the "many fruitful sources of confusion," the state's entire collection, both documentary and legal, is thus readily available as a source to be drawn upon in legislative reference work.

Perhaps the most virile phase of state library work is legislative reference. It is dynamite to the sluggish. Its whole aim is to give service irrespective of handicaps. In Georgia, where the main handicap is lack of funds, we know from experience that a unification of these three classes of state work under one head has enabled us to give better service at less cost than would be possible with any one of the three activities operating separately. Since our legislative reference department has been put to a minimum of expense for books and equipment, it has been able to employ additional help for the development of its resources. It has been able to subscribe to the "Official Index to state legislation." This excellent work, sponsored by the American Association of Law Libraries and the National Association of State Libraries, has proved its value as a practical working tool. The State Library of Georgia has given substantial evidence of its appreciation of the splendid service rendered by the makers of the Index by becoming a coöperating library as soon as it was in position to do so, and in continuing to coöperate through the following year, namely: 1916. I desire to go on record to the effect that we regard the discontinuance of the Index as a distinct misfortune.

We make no attempt to exchange with other states printed copies of pending bills. The state of Georgia makes no provision for printing her legislative bills, nor are the journals printed until after the close of the session, when they appear in book form.

We do no bill drafting, which to my mind does not lie within the province of the librarian. I am aware that some of

you hold an opposite view, and I make the admission with bated breath.

Centralization of library interests grows more desirable with the increased rapidity of production. The stupendous vitality of the age calls for much that was undreamed of in an earlier philosophy. Librarians as a class are not deaf to the call. We think in larger terms than formerly, conscious that library work is a bigger thing than our own particular field of endeavor. As law librarians we are in touch with the noblest of professions. The whole field of law is today alive with momentous questions that must be answered. Never did lawmakers face more difficult tasks, never have the officers of government, both state and national, borne more weighty responsibilities. We, as librarians, law, state and legislative reference, even unto the least of us, have a part to perform in the supreme struggle which grapples the world, a part that involves a maximum of effort, zeal and efficiency. In a word, we must grow even as the times move—swiftly.

In the spirit of Montalembert, while "bowing respectfully to the past, and doing justice to the present, we salute the future and true progress."

The report of the joint committee on a national legislative information service, Mr. George S. Godard, chairman, was by motion postponed to a special session prior to the afternoon session, June 26.

Mr. Sumner York Wheeler then reported for the Committee on the Uniformity of session laws (a committee of the American Association of Law Libraries), of which he was chairman, that unexpected duties had prevented his preparation of a report for the 1917 Conference. This report was on motion accepted and the committee continued.

The joint session was then adjourned.

FIRST SESSION

National Association of State Libraries.
Auditorium, Henry Watterson Hotel, Friday, June 22, 8 p. m.

The meeting was called to order by President John P. Dullard.

President DULLARD opened the meeting by making some informal suggestions on possible lines of work for members of the association. He urged that something be done by the states whose publications are now indexed in the series of "Indexes of economic material in the documents of the states," edited by A. R. Hasse, to bridge the gap from 1904 to the present by either a topical index or a finding list. He called the attention of the members to handy lists compiled by the New Jersey State Library, one a list of all the annual reports, current publications, compilations of laws, etc., regularly issued by the various state departments; the other a descriptive list of laws and joint resolutions enacted by the legislature. The latter, which is published at the end of the legislative session, is arranged topically with a brief synopsis of each law and a reference to chapter number; its most important feature, Mr. Dullard explained, aside from its ready reference nature is the fact that the compilation is ready for the mails within forty-eight hours of the time the last bill is signed by the governor, thus anticipating the indexed session laws by several weeks. He described his successful campaign among the state departments of New Jersey, by circularization and personal appeal, to increase their use of the state library. The library has prepared blanks on which it regularly calls the attention of department officials to new books and articles in their field.

After these preliminary remarks by President Dullard, Mr. Charles W. Reeder presented the first paper on the program.

POPULARIZING STATE DOCUMENTS

By Charles W. Reeder,

Reference Librarian, Ohio State University

The states are printing annually some 10,000 documents, which contain much that is vital to the interest of our citizenship. Some people are familiar with these publications, because they are students of

government and its activities, or are engaged in enterprises which come under governmental regulation or control; but the great mass of our citizens know very little regarding the life and work of the various state departments. As librarians we take these documents which record the experiences and the investigations of our officials, study them, analyze them and attempt to present the facts and information to the people, when they come into our libraries. But the real problem is to reach more people, to get more of them interested in the affairs of the state and thus when interest is aroused, to use the means at hand in the state's own documents to supply the information desired.

Newspapers

One of the best means for popularizing state documents is through the newspapers. Each newspaper published in the capital city has one or more reporters assigned to cover the state offices. Other papers published in the state, as well as the various press associations, usually have representatives in the state capital. These men literally comb the state offices for news, and the documents constitute a source for many a story.

In this connection an attempt was made to ascertain the policy of certain important newspapers located in the various state capitals. The editors are a unit in saying that the state documents and their contents are treated like all other news items —on the basis of news value. This intangible characteristic was defined by Professor Bleyer, professor of journalism of the University of Wisconsin, in a speech before the library school of that institution, as follows: "News is anything that interests a number of people, and the best news is that which has the greatest interest for the greatest number."

Newspaper men say that some officials have a news sense and can see in their routine duties and in their reports, material which is of interest to the public. Other officials have no such characteristic, and any information which a reporter gets

is secured unknown to them in their conversation. Many of these stories are prepared as time copy, to be used when space is available. Other stories are held and used as Sunday features.

Many stories are overlooked until the publication is secured at the editor's office. Then the general practice is to assign a reporter to prepare a story on the document. He does so, laboriously plodding through the pages of statistics and uninteresting comment in order to manufacture sufficient copy on a subject with which he is not familiar, and concerning which he has great doubts regarding its news value. These newspaper men have said that they wished some means could be devised to eliminate the document pest—at least the work of going through the publications and attempting to pick out just the subject matter that is news.

The suggestion has been made that state officials should prepare summaries of the publications which could be handed to the newspaper men. This practice would enable the state official to emphasize the main points that are important and it would enable the newspaper man to have in writing the points which could be redressed in newspaper style for public consumption. The newspaper men say more space would be given to document stories if they were supplied with such summaries.

The Ohio Agricultural Experiment Station prints summaries as press bulletins. The station made an investigation lately to ascertain how effective its publicity methods have been. Reports received from Ohio newspapers and agricultural journals indicated that at least 486 newspapers in the state, scattered in 87 counties, and 88 farm papers in 26 states and Canada, used the press bulletins of the Ohio Station.

What has the librarian to do with this? I venture to suggest that the state librarian constitute himself an office of information for popularizing state documents. The librarian could even go so far as to prepare summaries of some documents, especially those which pertain very closely to

the life and activities of the community or to questions under discussion by the public. In a small way, he might do some work similar to that done by the Office of Information of the U. S. Department of Agriculture. This office prepares copy for the newspapers, practically all of which is taken from the department's publications. When the newspapers secure these summaries they fill in the date and print the material when space is available. All of this publicity regarding foods, vegetable gardens and conservation of supplies is conducted in this way.

Such popularization of documents functions in two ways: First in the dissemination of information collected by our governments. As such it is part of the system of public education for the American people. If the readers of newspapers never did anything more than absorb the knowledge gained in this way, the efforts would be worth while. In the second place, the popularization through the press will send more inquiries into the libraries, asking either for the report itself, or seeking some similar publication which will answer other questions in mind. This situation, however, is complicated because newspaper publicity generally is given before the actual publication and distribution of the document. The better way would seem to be that the document should be published and available, both to libraries and individuals, at the time it is being given publicity by the press.

Periodicals

Another means of popularizing state documents is through the periodical press. Many of these publications maintain departments devoted to the reviewing or listing of documents and other pamphlets. Mention might be made of the "Documents, reports, and legislation" section of the *American Economic Review*, the "Pamphlet" section of the *Survey*, and many others. This popularization is effective because many individuals as well as librarians check these publications for documents needed in their work. Calls for them are made either

upon the libraries or upon the issuing offices; and when the document is in the hands of the individuals the desired result has been accomplished and popularization has succeeded.

What has the librarian to do with this? Suppose in reading a magazine article you see listed in a footnote the state reports that are covered in the article, but observe that your state is missing. The librarian can suggest very diplomatically to that state department that it would be a good move to send its publications to that periodical. Such suggestions are received with favor and generally are followed. The librarian does not have to make it his business to go over all the state documents and prepare a list of periodicals to which they might be sent, and then notify each department. He can make the suggestion whenever such an occasion arises.

Individuals

In line with the two methods already discussed, a third means of popularizing state documents is to get them into the hands of certain classes of individuals who are interested in certain phases of state activity or regulation. For instance, the mine report to each mining company; the report on union wages and hours to the secretary of each local labor union; and a report on wages, hours of labor and fluctuation of employment to mercantile establishments.

Many state departments have mailing lists of individuals to whom their reports are sent. Such lists need constant attention to keep them within due proportions, as this individual distribution is often subject to many abuses. But if the distribution is done wisely it is a most effective means of popularization, because the document will reach the person for whom it was directly intended.

The librarian has a function here, because his correspondence will contain letters from individuals with all sorts of inquiries about the state's business. Each letter should be answered either with the correct data taken from a state report or

a page reference to the data, and the proper department notified to send the report to the individual or to place him upon a permanent mailing list. Many times the letter of inquiry can be referred to the proper department, but not without so notifying the inquirer. Further, if a librarian is so disposed, he can many times call the attention of individuals to state reports which they have overlooked in the preparation of magazine articles or in the writing of books.

Library Distribution

With all the efforts made to let the people know about the state documents, there ought not to be any failure by the designated state agency to get promptly these publications into the libraries of the state and of other states. The librarian will receive calls for some documents, the popularization of which has struck home to some individuals. If the library has not been supplied or is not sure of being supplied in the near future with these documents, part of our service has not been rendered to the citizens of the community. In this connection librarians can take a lesson from the distribution methods of large industrial concerns. First the territory is supplied with the goods, then the advertising campaign is conducted, and finally the sales are made. Reasoning by analogy, the state documents should be distributed to the libraries, the publicity conducted, and then when the people come to the library they will be supplied with the information desired from the publications.

The National Association of State Libraries has had a committee working on the question of distributing documents. Several reports have been made, and even a model law was drafted, the adoption of which it was thought would solve the problem in the various states. In all these schemes, the state library was picked as the central state executive agency for the distribution of the state documents. Some libraries have succeeded in maintaining a distribution service which is above criti-

cism, while others, due in many cases to local laws and lack of finances, have not succeeded so well. But recently a new agency has appeared on the scene, the Division of Distribution of Documents in Pennsylvania, and the State Document Department in Iowa.

The system in Pennsylvania was organized in 1913 by an act of the legislature, which was amended in 1915. Its purpose was to centralize the distribution of documents instead of having them distributed through the various departments, including the state library. Based on results secured under operation of this law, some \$50,000 to \$60,000 have been saved annually in printing, the yearly output of standard publications has been reduced by 135,000 copies and duplication in distribution has been eliminated. The printing law specifies the maximum number of copies of each report which can be printed. For the distribution of all these publications there are standard mailing lists, which are supplied by the various departments. In addition the state librarian has the authority to issue requisitions for 300 copies for distribution to libraries. At the present time 200 such institutions are receiving the Pennsylvania state documents. Furthermore, the law also provides that if any document which is not mentioned in the act is printed, there shall be published, in addition to the number called for, 310 copies, 300 for the state librarian and ten for the legislative reference bureau. This insures an adequate supply of all documents for library purposes.

The Iowa law became effective in 1915. Its plan and purpose was to give the State Document Department an independent standing, with authority and freedom to increase the usefulness of the publications of the state by editorial supervision and by greater care in the distribution. The law provides that "the completed manuscripts for all reports, documents and publications of whatever kind to be issued" or those "published by the state, or at state expense," are to be delivered to the state editor for him "to edit, revise

and prepare such manuscript for the printer's use." With regard to distribution, the law provides that the editor shall "fix the number of each report, document or publication to be issued" and "for the purpose of distribution he shall maintain a classified mailing list" supplied by "the several state officers, boards, commissions, departments, institutions and societies required to make reports for publication," to which list "he shall add such names as he finds proper."

In both states, the distribution of documents is made report by report. This is an expensive method, but it has many distinct advantages over a lot system, especially in getting the document to a library and to others while it is new and is receiving publicity in the public press.

Not being from Iowa or Pennsylvania, we can claim the right to pass on this system of distribution. It is a good business method to have centralized distribution of all documents. The industrial world about us is full of examples which indicate the correct methods to be applied to any distribution system, and why cannot these economic principles be made effective by our states in sending out their official documents? This central document department is independent of all the state departments, yet it is their agent, honoring their requisitions for publications to be sent to individuals or to libraries within or without the state. The reluctance of state officials to relinquish control of the distribution is the chief obstacle to reform. They cherish this official prerogative, not realizing that it involves a waste of public money and frequent failure to place the documents where they will serve the purpose of their publication.

As a system for the distribution of state documents, the experience of Iowa and Pennsylvania ought to be invaluable as an example for the profit of other states. The scheme holds great possibilities for saving much time and energy on the part of the state librarian. It is at least flexible and permits correction of some of the difficulties now inherent in the methods of

distributing documents. For instance, universities and large public libraries have been told by state libraries that exchange relations could not be arranged and that if documents of that state were wanted, they could be consulted in the state library. The document collections in many libraries have been built up and maintained, not because of the state exchange relation, but in spite of it. Under the Iowa and Pennsylvania systems, no such hindrance exists. The supply of reports is sufficient for exchange purposes, and the state librarian has only to issue the requisition and the documents come through as soon as published. In the event that the state library should not pass favorably on such a request, the way is open through each state official who will issue a requisition against his individual allotment.

If any librarian is interested in this distribution proposition, he will find interesting as well as profitable reading in the reports of the Pennsylvania Division for 1913, 1914 and 1915, and the report of the Iowa Department for 1915-16.

Selection of Documents

In the distribution of documents, provision ought to be made for selection on the part of an individual library of the publications desired. Recently the Michigan State Library asked all of its exchanges to indicate just the series of reports they wanted to receive. The purpose back of this action was a desire to cut down the expense of state printing and binding. The real idea of selection is, however, that a library will secure and maintain a file of such state reports as are needed for its particular community. In this connection it is interesting to examine an analysis by Miss Mary F. Carpenter of "Wisconsin documents for libraries of not more than 5,000 volumes," published January, 1916. The list of documents is divided into four groups: (1) Documents to keep; (2) Documents to keep latest number only; (3) Documents to keep last five numbers; (4) Documents

to avoid. Usefulness to the community is emphasized as the basis for such selection. Suggestions were given regarding the volumes to be accessioned, the series to be bound, the titles to be kept in pamphlet boxes, the making of subject cards for the catalog, and special mailing lists on which the libraries should be included. A similar study was made by Ernest J. Reece for the Illinois documents issued between Jan. 1, 1914, and June 30, 1915. (*University of Illinois Bulletin*, Aug. 16, 1915.) He listed the titles of the most important documents of general and permanent interest, together with the names of certain periodical publications which should be accessible in every community. Information was given as to methods of securing any of the documents desired.

If such an analysis were made by each state library as a basis for distribution or for the use of small public libraries in maintaining their document files, a great change would result in the attitude of the librarians toward these publications. Instead of being something to be dreaded, the documents would be looked upon as part of the equipment for reference work, and librarians would welcome them to their shelves.

Record of Documents

Since the state library is the organization which takes interest in the document questions, one of its functions should be the preparation of a record of the state's publications. Each state library should issue a periodical or bulletin designed primarily as an organ for the advancement of the library interests of that state. One section of this publication should be devoted to state documents, either containing lists of the state's own publications, or special articles on using documents. As examples of some state library periodicals, mention is made of the following: In *News Notes of California Libraries* there appears regularly a section giving the titles of California state publications received during each quarter. Beginning with January, 1917, *Texas Libraries* added

a section on state documents. The editor of this periodical has expressed the desire to render the same service to *Texas Libraries* for Texas documents that the A. L. A. *Booklist* renders for Federal documents. The Wisconsin *Library Bulletin* maintains a department under the heading "Shirt sleeve literature." The editor presents notes on many miscellaneous items extremely useful in reference work, specially Wisconsin official publications. The Wisconsin State Historical Society began in February, 1917, to issue monthly a Checklist of Wisconsin Public Documents. This list is complete, including all the publications filed away as part of the state's archives. Quarterly there appears in *New York Libraries* an article on New York state publications which are considered as being of interest to a large number of libraries.

In Ohio a *State Document List* is issued by the Ohio State University Library, and contains, not the titles of documents received, but the titles of documents to be printed. Under existing conditions it was impossible to maintain with any degree of completeness a file of Ohio documents, without consulting the minutes of the State Board of Printing Commissioners.

It was then found that libraries were having trouble with Ohio publications; so arrangements were made to mimeograph the titles of authorized documents and to send the lists to such libraries as desired them. This service has been rendered for nearly two years, and though small has been appreciated.

The chief characteristic of such state lists ought to be completeness. All state libraries and many others receive the *Monthly List of State Publications*, issued by the Library of Congress, but it is a record only of the material deposited in the document division. It does not purport to be complete. Many libraries check not only the Library of Congress list but also the special state lists, as both seem necessary in order to have a state document collection approach completeness. But the Library of Congress list cannot

be sent to each library within all the states. Some record is necessary for the libraries which come within the sphere of activity of each state library, and that some state library periodical maintain a department devoted to documents, seems to be a means for assisting in the popularization of these publications.

Public Affairs Information Service

Within the last few years we have witnessed the growth of an organization which has done much to popularize the state document, namely, the Public Affairs Information Service. The weekly bulletins, cumulated numbers, and annual volumes contain references to the most important documents of the states, this class of literature being only one of many canvassed for references on public affairs. The supporters of this service are of two types, the subscribers and the coöperators, but only to the latter class do the full benefits accrue. Examination of the list of libraries supporting this service shows that only half of the states are represented in this coöperative enterprise. Each state library in the United States ought to be a coöoperator, if not for its own sake, at least for the benefit of the other institutions supporting this service. Each state librarian owes it to the profession to keep the Public Affairs Information Service supplied with the state documents, so that patrons of the libraries in other states may have references to all important state publications. The weekly bulletins will place references to state documents in a librarian's hand, weeks and even months ahead of any other means of information. Illustrations of important documents located through this service are familiar to anyone who has used the bulletins—health insurance investigation reports, constitutional amendments, surveys, and laws of all kinds. The recording of such documents is distinctly popularization, because through such indexing they will be brought into use when otherwise most of these documents would never have seen the light of day at a reference desk. In this con-

nnection the issues of the weekly bulletin for May, 1917, have been checked in order to ascertain how many entries are based on state documents, and show 169 entries, based entirely on state publications. In the two issues for June there are 56 citations, not including references to the digests of several governor's messages. These do not include any references to state affairs, laws or activities as cited from magazines, federal documents or pamphlet sources.

Classification and Cataloging

Much effective popularizing of state documents can be done within a library by classification and cataloging. The state documents ought to be given the same identical treatment as the books or periodicals. If an individual name were substituted for the corporate name there would be no question about handling the documents. Suppose a library added six new books which were the official reports of state commissions on the minimum wage. They would be filed in a document section, with six different states, and lost to the student who may be searching in the catalog for material on this subject or looking over the volumes on the shelves in a hope of finding something not caught in the catalog. Many illustrations can be cited, such as efficiency and economy surveys, school codes, taxation reports, insurance investigations, workmen's compensation, industrial accidents, social insurance and finance. In the way of serials, any library would be glad to add sets on charities, public utilities, highway engineering, American history, agriculture, forestry, dairying, education, public health and law. Yet all these subjects are covered by the states in their official publications, and real library service means the classification of these documents by the side of the books, periodicals and pamphlets, and the cataloging of these documents so that the entire resources of the library will be indicated in the card catalog. It is not necessary for a library to do all this work at once, but step by step single sub-

jects can be covered until finally the whole document collection is unified with the library proper. This means that users of the library will become familiar with certain classes of documents, because they will be requested from entries in the card catalog or selected from the shelves.

Changes in format

The suggestion has been made that changes in the format would make the state documents more popular. It is true that beautiful ladies and bewitching scenes adorn the covers of our fiction, but few books of a serious nature carry any appeals to our curiosity. The Federal Government has been making the series of Farmer's Bulletins more attractive by cover illustrations, and by a readjustment of the printing on the title page. The subjects of the bulletins are now given prominence, while the series and government authorship are relegated to a minor position on the title page. Some such changes might be made in state reports. The title page could be composed in such a way that a librarian or a patron might think he had a pamphlet or brochure, instead of a document! The same situation exists within a state report. Many tables appear year after year, just because somebody some time inserted them. Even the boxes for statistics will be set one way just because it has always been done that way. Any change from the old style is exceedingly difficult. Any treatment so administered is heroic, and results are hard to secure. This problem of editorship has been tried in Iowa by the state document editor and some of his experiences and difficulties are detailed in the 1915-16 report. In Ohio the Board of Printing Commissioners has attempted some editorship in refusing to print certain tables and in requiring certain condensation in order to compress a report within a certain specified number of pages. Undoubtedly there is great opportunity to improve the physical make-up of the documents, but whether the initiative

lies with the librarian or with the state officials, you are in the best position to decide.

Personal familiarity

In conclusion, let me say that no very effective popularization of state documents can be secured except by personal familiarity of the librarians with these publications. The documents must be handled and studied in order to be appreciated. The librarian is in a unique position in his conversation, correspondence, reference work, writings and public addresses, to bring into play the information secured from contact with the state and its documents and to further their popularization among the citizens of the several commonwealths.

President DULLARD: We will now hear from Mr. Milton J. Ferguson, on "California news."

CALIFORNIA NEWS

By Milton J. Ferguson,

Assistant Librarian, California State Library

While the saying is "no news is good news," we in California feel that our news is good news. Ten years ago we were trying to arouse interest in library activities; at that time we felt we were succeeding beyond reasonable expectations. Today when we look back we see how far we have gone. I hope here tonight to tell you some of the things which make us proud of our development, but not content with it. My talk may perhaps remind you of the story told by the dictionary—it is somewhat disconnected—but I can assure you it is all true.

County Free Libraries

As you perhaps know, the first county free library act in California was passed in 1909. It contained unfortunately certain shortcomings which rendered it practically unusable. In 1911 our present law was enacted. Under it the progress made toward giving the rural population library service has gone forward with increasing effectiveness. California has 58 counties.

Today all but seventeen of these counties have adopted the plan, though five of them have not yet begun active operation. I call your attention particularly to this fact, for it has a certain significance in respect to the few figures which I will shortly give you.

You know, I take it, why California adopted the county unit instead of one either larger or smaller. The state itself is too great to be served from one center; villages, or townships (which we have in name only) are too small both in area and in a financial way. By hitting upon the county as a unit we adopt something which already exists. The larger management of the county library is placed in the hands of the board of supervisors, a governing body which is closer to the people than is any other official board and which has power to do things. The wisdom of both decisions has been fully demonstrated by the growth of the California county free library system.

Thirty-five counties there are at the present time serving the people within their borders, not with traveling library sets, not with a few books which may be exchanged only at rare intervals, but with all the books they may require and in quite the same satisfactory manner as obtains in an up-to-date city. The county does not depend upon its own efforts alone in this service; the rare, the expensive, the unusual requests are filled by county requisitions upon the state library—all without expense to the county or to the borrower. The state library furthermore acts as the great reference center for all the libraries; to it are sent the questions which a less well equipped library cannot easily answer.

The most evident movement which is taking place among the county libraries is the consolidating of the service within their boundaries by the smaller public libraries becoming a part of the county system. Nor is the consolidation confined entirely to the less important public libraries; for in June, 1917, the Fresno (city) Public Library decided to become a part of the Fresno County Free Library.

Under the county free library plan we are not content to reach the adults only. Hence this law is so framed that school districts may join and receive service. The experience of the districts which have taken advantage of this provision is that the library becomes a live force, the right books in satisfactory quantities are obtainable and the progress made by the school is appreciably quickened. In the counties having county free libraries, there are 2,141 school districts, of which number 1,009 have joined the county free library system. During 1916, 454 took this step.

Seven years ago there were no county free libraries in California; today there are 35 in operation. They are spending during the fiscal year 1916-17 \$415,849; they have gathered together 685,390 books.

Library School

For many years California had no school for the instruction of library workers. Now there are four at which training may be had, from the summer course offered at the University of California to the very creditable one-year course of instruction in the California State Library School. To me naturally our own school holds first place. Our fourth class has just graduated. The number of students we take is limited to fifteen, and they are required to be college graduates. The instruction embraces the usual subjects taught at a library school, with particular emphasis upon the county free library system. The value of our school in this direction may be judged by the fact that although the school is but four years old already five of its graduates are at the head of county free libraries.

Home Teacher of the Blind

The California State Library is, I believe, the only similar institution which boasts of a home teacher of the blind. I say boasts advisedly, for it is something in which we take great pride. This teacher, Miss Kate M. Foley, lives in Los Angeles and meets blind persons both in classroom work at the Los Angeles County Free Li-

brary and also individually in their own home in Los Angeles and the neighboring cities. Miss Foley is blind herself, but wonderfully cheerful, self-reliant and inspiring to the unfortunates who are fortunate enough to come in contact with her. She is an excellent public speaker and is in constant demand wherever bodies of a public welfare character meet. Indeed the number of her engagements is only limited by the demands of her regular duties. The general public which is accustomed to think of the blind in tearful mood learns from her that pity is not what the blind need, but sympathy, understanding and an opportunity to live their lives in as nearly a normal manner as circumstances may permit.

With the help of Miss Foley and the interest which her activities and those of the head of our books for the blind department have aroused in this branch of our work, we are rapidly learning about every blind person in California and are ministering to their needs for literature—we are trying to make their lives more worth while to themselves and to the community. We have over 900 blind readers on our list, most of whom live in California, but many of whom are scattered over the western part of the United States. Our books for the blind number about 6,700.

Sutro Branch

I will not make it as a statement, but will ask you to answer whether California is not the first state to have a branch state library. This feature we do have to an important degree in the Sutro branch of the California State Library, located in San Francisco. The making of this gift by the heirs of the late Adolph Sutro at the special solicitation of Mr. Sutro's daughter and the executrix of his estate, Dr. Emma Merritt, is not news, for it took place in 1913. The combination of insufficient funds and the difficulties of getting the collection into usable order delayed the opening of the branch until January, 1917. As perhaps you may know, quarters have been rented in the Lane

Medical Library building, which is the medical library of the Leland Stanford Junior University. The building is new, modern in design and fireproof; and the floor which we have is desirable in many ways. The location is somewhat removed from the business center of San Francisco; but this drawback, if such it is considered, will be remedied in a short time by the erection of the \$1,000,000 San Francisco state building in the civic center, in which the Sutro branch will perhaps have quarters.

The books in this collection, numbering about 70,000 volumes, are not ordinary public library material. No effort will be made in this case, as none has ever been made with the main library at Sacramento, to compete with the work being done by the public libraries. Our aim is to supplement the effort of all other libraries of the state. We expect the Sutro branch to become the nucleus of library material of a reference character which may not be especially suited to the needs of the public libraries. That this expectation is not vain is proved by the fact that already the California Genealogical Society and the Astronomical Society of the Pacific have deposited their very considerable collections in the Sutro branch, to be administered in all respects as a part of the original library for the benefit of the public generally. Here we shall be able to do a work of great value to the specialist and the scholar, to whose use we will bring what remains of the original Sutro Library after the fire of 1906, and for whom we will gather together the books and other material which collectors will, we are sure, be glad to place in the state's care for preservation and for the benefit of the whole commonwealth.

New Buildings

Recent months have seen a new departure in California in the gifts by the Carnegie Corporation for county free library branches, of which nine have been built or are being built. A main building has been given to Modoc County; and

Madera County has built its own central building. San Francisco has just completed a beautiful edifice in Italian renaissance style, measuring 190x305 feet and costing more than \$1,000,000. This structure stands in the San Francisco civic center, just diagonally across the street from the site of the new San Francisco state building. The University of California is about to complete a \$400,000 addition to the Doe Memorial Library building, which will make that structure as a whole cost more than \$1,000,000. The original plans contemplated this addition, so that the new building operations are not so much in the nature of an addition as they are of a completion.

Perhaps you will be more interested in the new state library building. I can only say that we have expectations. The matter of a bond issue to provide \$3,000,000 to construct a state library and courts building and an office building was approved by the people in 1914. In 1913 the citizens of Sacramento voted to purchase, as a site for these buildings, two city blocks, contingent of course upon the approval of the state bond proposition.

After much negotiation the city of Sacramento has succeeded in securing possession of these two blocks and has tendered title to the state. There are certain minor defects which must be remedied before the state can accept the land, but it is confidently hoped the whole transfer will be consummated within the next month or two.

In general, the state library is to have the three lower floors of a four-story building, of which the courts will occupy the top story. The area covered will measure about 200x250 feet, on a block of about 320x360 feet, facing the present Capitol building. The office building, which will of course be made to harmonize with the library-courts structure, will occupy a similar city block and will also face the Capitol. The book stacks, with a present capacity of half a million volumes, capable of expansion, will occupy the center of the library building, and little

dependence will be placed on natural light. The various departments of the library are not to be bound by walls of such a permanent character that expansion or readjustment may not take place without remodeling the building.

Publication

News Notes of California Libraries, which is now in its twelfth year, has seemed to us ripe for a change in editorial policy. When this periodical was started little was known collectively of the work being done by the libraries of California. We have perhaps been over-insistent upon statistics; but the result has not been disappointing. Now, however, we feel that an annual statistical number will suffice; the three remaining issues each year will contain articles of interest to librarians, educators, and, we trust, the people generally. The first number under this new plan, dressed in a colored cover and somewhat slenderer in form, bears the date of April, 1917.

Increased Funds

It is always highly gratifying for the workers in any department of government to feel that their efforts are appreciated. Educators and librarians have become an accepted fact in the life of our people. If they were suddenly snatched away the public would feel their loss, just as it realizes the importance of a street car system not when things are running smoothly but when the wheels are not turning. It is, therefore, a fact upon which we library workers in California are accepting congratulations that, in this year of war and forced economies, the State Board of Control, with its thorough knowledge of every need of every department of the government, recommended to the legislature an increase in the biennial fund of the state library from \$190,000 to \$250,000. And with scarcely a word of opposition the legislature adopted the new figure.

Furthermore, as evidence of the esteem in which the builder of the library system of California is held, the salary of the

state librarian was raised from \$3,600 to \$5,000. There were, it is true, a few dissenting voices, but even those few made it very plain that their opposition was not to the merits of the proposition but to the expediency of using funds for an increase in the salary of even a tried and worthy official when this great war is making so many undeniable demands. But in the end it was decided that the recognition of a servant of such merit could not, at this time, do other than reflect credit upon the state.

Finally I desire to bring to you the greetings and the best wishes of that staunchest friend and most able co-worker, J. L. Gillis. He cannot well be with you today in person, but what he is and what he stands for are with you and your work in spirit.

The President then announced the appointment of the following committees:

Committee on Nominations: Mr. Ferguson of California, Mr. Wyer of New York, Mr. Montgomery of Pennsylvania.

Auditing committee: Mr. Small of Iowa, Mr. Godard of Connecticut, Mrs. Cobb of Georgia.

Committee on Resolutions: Mr. Glasier of Wisconsin, Mr. Brown of Indiana, Mr. Kavanaugh of Kentucky.

The program closed with a review of the new Texas county library law, by Mr. John E. Goodwin, librarian of the University of Texas. Mr. Goodwin gave a short introductory statement of the problem of providing libraries for rural Texas, and followed with an abstract of the recently enacted law. The law is given in full, together with an outline of its chief provisions and other explanatory matter, in the "County library number" of *Texas Libraries* (July, 1917).

The meeting then adjourned on motion.

SECOND SESSION

National Association of State Libraries.
Auditorium, Henry Watterson Hotel,
Saturday June 23, 8 p. m.

The meeting was called to order by President Dullard.

The report of the Public Archives committee, in the absence of the chairman, Mr. H. R. McIlwaine, was ordered printed in the proceedings without being read.

REPORT OF THE PUBLIC ARCHIVES COMMITTEE

The following report of the Public Archives committee of the National Association of State Libraries is respectfully submitted. It follows in form previous reports, consisting of archival information for the year from each of the states and territories of the Union and the Library of Congress—so far as it has been possible to obtain this information—given, in the main, in the words of the various archival workers of the country who have replied to the circular letters sent out by the chairman of the committee. The number of persons responding to these circular letters, and consequently the number of states and territories for which information is given in the present report, is about the same as heretofore. Though very regrettable gaps appear in the report, still it is hoped that as a whole the report will be found of value.

Alabama—Dr. Thomas M. Owen, director of the Alabama State Department of Archives and History, has prepared a report on archive conditions in the state, supplementary to the report made to the Berkeley Conference, A. L. A. Bulletin, 1915, Vol. 9, pp. 309-310, viz.:

"There is nothing new to chronicle in reference to Alabama archives. From time to time as opportunity has offered, various groups of the collection have been re-examined, with some consequent rearrangement. Misfiled documents have been restored to their proper places.

"No chance has been found desirable in the policy projected in preceding reports. Indeed, the constant use of the documents has more than justified the decision to retain everything in the same order or classification as obtained originally in the offices of origin. The laws regulating the keeping of the given groups have been looked up, and references made in the

checklist, thus indicating as far as possible the genesis of all parts of the collection.

"Some few bound volumes and bundles of old papers have reached us from offices and departments which had not before turned over everything to us, and these have served to fill gaps. Very few items of this sort, however, can be expected in the future. It may be confidently stated that in Alabama the state archives have been as nearly centralized as such a thing is possible. It is further to be stated that no selections have been made, but that everything whatever heretofore preserved has been carefully husbanded. The only thing now remaining in the various offices, departments, commissions, bureaus and boards of the State are the bound books, letter files and document files in current use.

"Approximately 100 old volumes have been rebound in the preceding two years.

"The fall session of the legislature of Alabama passed an act of great importance, approved August 20, 1915, and which is here set out in full:

AN ACT to require the accurate keeping and safe preservation of all books, papers and documents of public officers and servants, and to provide the punishment for failure to comply with the terms of this Act.

Be it enacted by the Legislature of Alabama:

1. That it is hereby made the duty of all public officers and servants to correctly make and accurately keep in and for their respective offices, or places of business all such books, or sets of books, documents, files, papers, letters and copies of letters, as at all times to afford full and detailed information in reference to the activities or business required to be done or carried on by such officer or servant, and from which the actual status and condition of such activities and businesses can be ascertained without extraneous information; and all of the books, documents, files, papers, letters, and copies of letters so made and kept, shall be carefully protected and safely preserved, and guarded from mutilation, loss or destruction.

2. That the books, documents and files shall be uniform in size and general style of make-up and binding throughout the

several state offices and departments, and in their manufacture the best grades of paper, inks and binding shall be employed; and only papers, inks, typewriter ribbons, carbon papers, and ink pads of a permanent and nondestructive character shall be used in any of such offices or departments. In contracting for the record books, letter heads or other writing papers, follow sheets, inks, typewriter ribbons, carbon papers and stamp pads, the secretary of state or other officer, officers or agents charged with the selection or purchase thereof, are hereby directed to require substantial uniformity as above provided, and to select only such books or other materials as conform to the requirements herein specified, to the end that all state, county and institutional records may be lasting and permanent.

3. That it is hereby made the duty of all public officers and servants of the state whenever any book, paper or document pertaining to the affairs, business or transactions of their office, has ceased to be current, to deliver the same together with a list of such books, papers and documents, to the director of the department of archives and history, receiving in return therefor a receipt from such director which shall also contain a list of such books, papers and documents; and that all such books, papers and documents of officers and servants of counties and cities shall be, when they cease to be current, like manner delivered to the probate judge of such county, and to the mayor, president of the city commission or other executive officer of the city, and in like manner, such officer to whom such books, papers and documents are delivered shall give his receipt therefor.

4. That all public officers and servants of this state are hereby required to turn over to their successor in office, together with a list thereof, all current books, papers and documents pertaining to the business, affairs or transactions of their office, taking a receipt therefor, which said receipt shall also contain a list of all such books, papers and documents.

5. That it is hereby made a misdemeanor for any public officer or servant to violate or fail to comply with any of the provisions of this act, and any such person violating any of the provisions of this act may, upon conviction, be fined not exceeding five hundred dollars, and may also be sentenced to hard labor for the county for not exceeding six months, at the discretion of the court or jury trying the case.

6. That any officer or servant violating any of the provisions of this act, if such

violation is of such a nature as to render it impossible or impracticable to ascertain the correct status of the business, affairs or finances of his office without extraneous evidence, such a violation shall constitute a felony, and, upon conviction thereof, such officers or servant shall be punished by imprisonment in the penitentiary of this state for not less than two nor more than ten years.

7. That a public officer or servant, as used in this act, is intended to and shall include, in addition to the ordinary public offices, departments, commissions, bureaus and boards of the state, and the public officers and servants of counties, cities and towns, all persons whatsoever occupying positions in state institutions.

8. That all laws and parts of laws in conflict with any provision of this act are hereby expressly repealed.

"The same session, by act of August 31, 1915, in reorganizing the Board of Dental Examiners of the state, provided for the deposit of the entire collection of examination papers, including questions and answers, with a separate list of the names of those taking each examination, and the numbers under which the examination was taken, with the Alabama State Department of Archives and History. The examination papers so filed shall be preserved for five years, and shall at all reasonable office hours be open to examination by any citizen of the state."

Alaska—Hon. J. F. A. Strong, governor of Alaska, and custodian of the Alaska Historical Library and Museum, Writes (May 8):

"No forward step has been taken toward the erection of a suitable building in which the archives may be stored. These records are now as carefully safeguarded as is possible in all circumstances. Our collection includes many of the archives under the Russian régime."

Arizona—Mr. Thomas Edwin Farish, Arizona historian, writes (June 7):

"The archives of the territory of Arizona, up to the time of the removal of the capital from Prescott to Phoenix, in 1899, were very incomplete. Since that time, however, in the territorial offices the records have been kept of such offices, and upon the formation of the state, of course,

were transferred to the state offices. These records, I understand, are all accessible to the public."

Arkansas—On May 1, Mr. Dallas T. Herndon, secretary of the Arkansas History Commission, wrote a letter to the chairman of this committee and sent copies of the Bulletin of Information of the Arkansas History Commission for 1915 and 1916, containing printed reports of the secretary of the commission dated January 16, 1915, and January 8, 1916, and sent, in addition, a typewritten summary of his report made in January, 1917, not yet printed. These show the excellent work that the secretary has been doing and is doing in the collection and indexing of Arkansas historical material, both in print and in manuscript. Three paragraphs from the report for January, 1917, follow:

"Again, the commission has saved the state thousands upon thousands of its most priceless documents—books and official records. Except for the efforts of the commission, vast quantities of such material in and around the old state house would in all probability have gone to utter waste."

"The commission is required by law to prepare and publish rosters of all troops enlisted from Arkansas in all wars in which our people have participated. This duty has been performed acceptably for the Arkansas volunteers who served in the war with Mexico under Col. Archibald Yell."

"Much progress likewise has been made in the preparation of a roster of the Confederate soldiers who went out from Arkansas. The commission now has a roll of more than 20,000 names. These are arranged in alphabetical order. The name of each soldier has been recorded on a specially prepared card, and with the name of each soldier is to be found whatever else is known about his service."

California—Under date of March 16, Mr. Edward L. Head, keeper of the archives of California, writes as follows:

"Our archives are all contained in three vaults and two rooms. One room has been constructed during 1916 with an appro-

priation of \$3,500 from the 1915 legislature; it is fireproof, containing all-steel furniture, and measures 20x45 feet. We were greatly cramped, and this will give us more room in which to file our archives, making them easier of access. The legislature at this session passed a bill appropriating \$4,000 to install steel furniture in our corporation room, or vault, on the first floor, adjoining our business offices. There were old wooden filing boxes in this vault, and by placing steel ones there we will obtain one-third more room for filing space. The governor signed the bill yesterday; so we will go ahead and make the change as soon as we can get bids.

"Last year I prepared a report, with a full list of the contents of all of our state archives, for the American Historical Association, at the request of Victor Hugo Paltsits, chairman of the Public Archives Commission. It contains thirty-seven typewritten pages, and is the first report made in full upon the archives of California. Mr. Paltsits wrote that it would be printed during 1917, in the report on state archives.

"Our archives are in good shape and accessible to all who desire to take advantage of what they contain."

Colorado—A telegram, dated June 14, received from the state librarian of Colorado, gives the information that no change is to be reported in reference to the Colorado archives for the past year.

Connecticut—Mr. George S. Godard, librarian of the Connecticut State Library, reports as follows (May 10):

"Fifty-four probate districts out of the 114 in the state, extending from 1636 to 1914 in some districts, have placed their original files in the state library. These have all been arranged by estates alphabetically in their respective districts. The papers of nearly 100,000 estates, consisting of practically 500,000 documents, are now immediately accessible. By means of the official receipt for these papers the contents of the original volumes of records, which are retained in the offices of the several judges of probate, are made accessible, for the receipt is in the form of an index which

itemizes the several papers included in each estate.

"Some of the earlier churches in different parts of the state have taken advantage of the facilities offered and have deposited by official vote their official records. These semi-public records are of great importance in New England, for it was about the several churches that new towns were formed. It is principally to these church records that one must look for the vital records of Connecticut prior to 1850.

"Individuals continue to present collections of public and semi-public papers which have descended to them. These collections are placed with others and fully indexed. The contents of both the official and semi-official documents are made accessible by means of the photostat.

"County court records are now being received. Of the eight counties, the records of two have been received, and two others are arranging to deposit their original files—in some cases the volumes of records also.

"The latest large addition in the line of records is the 'Connecticut Military and Automobile Census' of 1917, which is now in progress. The records of practically 50,000 men of military age are available.

"The examiner of public records has by the General Assembly of 1917 been made responsible for the proper indexing of the land records in the 168 towns of the state. The paper, ink and bindings of these records have already been placed under his supervision. The examiner of public records is an official of the state library appointed for an indefinite term.

"The work upon the public records and archives of the state is progressing very satisfactorily."

Delaware — Mr. Walter G. Tatnall, state archivist of Delaware, writes (June 6):

"Since the last report the Public Archives Commission of Delaware has published two volumes of Delaware archives, composed of military records of the state from the Revolutionary War to the close of the War of 1812. These two volumes are classed

as numbers 4 and 5, number 3 being reserved for a future publication of revolutionary data found since publication of volumes 1 and 2.

"The work of the commission is concentrated upon the compilation of marriage records obtainable in the state, using as a basis 18,000 old marriage bonds found among the archives. The collection will be, as nearly as possible, a complete record of all marriages made in this state, and it will take four or five years to complete it. In addition to this, the commission is removing from all county buildings of the state all papers and books of date previous to 1850 and placing them in the Hall of Records, for classification and indexing."

Florida—No report.

Georgia—Mrs. Maud Barker Cobb, state librarian, writes (April 30):

"Since the 1916 report to the Public Archives Committee only one volume has been issued by the compiler of state records—volume 25, Colonial, entitled 'Original papers, Correspondence of Trustees, General Oglethorpe and Others, 1745-1750.'

"In 1916 a resolution was passed by the general assembly authorizing the compiler of state records to accept on deposit historical records, documents and books collected by state organizations of the D. A. R. for the service of the state for reference and for the inspection of the public.

"It is now planned, with the support of the Georgia Historical Association and all other patriotic societies of the state to introduce at the next session of the legislature, convening in June, a bill for the creation of a department of archives of which the present office of compiler of state records will be the nucleus, which shall be the central depository for every official record of any department whatever as soon as it ceases to be current, the archivist to be selected for a period of from four to six years by a commission composed of certain state officials, with offices at the seat of government.

"At the organization meeting of the Georgia Historical Association, held in April, a paper, with an accompanying bibli-

ography, was presented by Mrs. M. B. Cobb, state librarian. The bibliography incorporates all items contained in the American Historical Association Report, 1903, that could be located, and, in addition, a considerable number of records never before reported. It is distinctly a trial bibliography, as the careful collection and examination must be left to some person officially designated for the purpose and with unlimited time for the work."

Hawaii—Mr. R. C. Lydecker, librarian of the public archives of Hawaii, writes (May 18):

"In former communications I have outlined what Hawaii is doing in reference to the care and preservation of its archives. The bureau is now firmly established, and its value to the government and to the general public fully recognized.

"When the bureau was first established, in 1905, a large number looked upon it as a sort of fad. These people have been gradually educated up to the value of the work, and the bureau now has the support of all. After years of labor, the arrangement and classification are such that any document wanted is readily available. Thousands have been card-indexed, and this work is going steadily on, and the classification of those not indexed is such that it amounts to almost an index in itself.

"The legislature, appreciating what has been and is being done, made liberal appropriations for the coming biennial period. The bureau has now attained a high degree of efficiency, and, with the liberal support it is receiving, that efficiency will be increased. It took a campaign of education, but we have finally arrived, and were it proposed today to discontinue the work, a universal protest would go up from one end of the territory to the other. Hawaii has learned the value of its archives, and, though one of the smallest commonwealths under the flag, it stands in the front rank in this respect."

Idaho—The Idaho archives have recently been surveyed for the American Historical Association by Dr. Thomas M.

Marshall, of the University of Chicago, formerly associate professor of history at the University of Idaho. All offices and vaults in the capitol were examined. The report, which will cover about 100 pages, is now (June, 1917) being put into shape for publication in the annual report of the association.

Illinois—No report.

Indiana—Mr. Harlow Lindley, director of the Department of Indiana History and Archives, writes (May 7):

"During the year there has been published by the Indiana Historical Commission, in connection with the state centennial celebration activities, two volumes entitled 'Constitution making in Indiana.' These contain, in addition to a carefully prepared historical introduction, a complete record of all constitutional documents relating to Indiana from the resolution for the cession of Western lands in 1780 down to 1916.

"Most of the energies of the Department of Indiana History and Archives during the past year have been directed by the centennial movement in the state toward assisting schools and clubs in the study of the history of Indiana. The organization and classification of the public archives in our possession have gone on, and we are now preparing a volume for publication of early historical manuscripts relating to Indiana which go back to the middle of the eighteenth century. These are mostly from the collection of Laselle papers which this department secured a few years ago. Most of them are historical manuscripts, rather than public archives, although some of them do fall under the latter head."

Iowa—No report.

Kansas—Miss Clara Francis, librarian of the Kansas State Historical Society and Department of Archives, writes (May 1):

"The situation here as regards archives is not encouraging. Again the legislature failed to provide adequate equipment for our archives department, and thus for two years to come our work will continue greatly hampered. There have been no

large accessions to the department since 1916.

"A very interesting piece of work has been carried to conclusion in the arrangement and indexing of manuscript road maps and early county maps and plats of towns dating from 1855 to 1881. Many of these maps carry with them, besides the field notes, reports of the county commissioners. The working over of this material brings to light numerous extinct town sites and early historical locations, all of which will be of use to students in early Kansas history."

Kentucky—Mr. P. F. Taylor, former archivist of Kentucky, died in November, 1915, and no one has been appointed to take his place. (Information received in a letter from Mrs. Jennie C. Morton, regent of the Kentucky State Historical Society, dated May 5.)

Louisiana—No report.

Maine—Mr. William F. Livingston, assistant librarian of the Maine State Library, writes (May 3):

Such documents [the state archives] have not been transferred to a central depository but are kept mostly in the offices of their origin. The Maine State Library is limited in its facilities for storing any archives. The legislature, however, in 1917 passed a resolve relating to securing plans for a new state library building, the resolve providing that the governor of the state, and four other persons, to be appointed by him, one of whom shall be an active librarian, shall constitute a commission to investigate the needs for a state library building and report to the next legislature. Doubtless this commission in reporting to the next legislature the needs of a new state library building will emphasize the necessity of facilities for the surer preservation of public archives and for making them more readily available for the use of students; and the necessity that the new state library building shall have a proper depository for public archives, especially state archives.

"The Maine Historical Society, which has been printing, in its 'Documentary series,'

many original papers relating to the history of the state, has added two more volumes to the series, volumes 23 and 24, which contain documents relating to the Indians of Maine."

Maryland—Volume 36 of the "Maryland Archives" has been published by the Maryland Historical Society, the custodian of the colonial and revolutionary records of the state. This volume has the title "Proceedings and acts of the assembly, 1717-1729. Appendix of unpublished acts, 1714-1726." (Information furnished May 9, by Miss Nettie V. Mace, state librarian.)

Massachusetts—The Hon. Albert P. Langtry, secretary of the commonwealth of Massachusetts, reports as follows (May 11):

"A resolve has been passed by the legislature appropriating \$5,000 for the installation and maintenance of a photostat in the archives division. It is intended to reproduce the entire Massachusetts' archives manuscript collection, comprised in 322 volumes and covering the period 1630-1790. As the work of reproduction progresses, the volumes containing the priceless originals will be stored, and thereafter the bound volumes of photostat prints will be used by the clerks and visitors in making historical researches. In addition, the acquisition of the photostat will enable this office to furnish photostatic prints of documents, plans, etc., to historical societies and individuals."

Michigan—Dr. George N. Fuller, archivist of the Michigan Historical Commission, writes (May 7):

"The legislature has voted \$800,000 for a new addition to the state house, in which will be housed the state library and the archives of the historical commission. The appropriation of the commission has been raised from \$6,000 to \$15,000 annually. The commission will undertake at once the listing of materials in all local depositories of the state and the making of a complete descriptive bibliography of this material. As soon as the building is ready, work of taking over much of this local material will begin, to include all

documents over thirty years old which the commission may regard as having historical value."

Minnesota—Dr. Solon J. Buck, superintendent of the Minnesota Historical Society, writes (May 1):

"The inventory of the state archives prepared several years ago by Mr. Herbert A. Kellar has finally been published under the title of 'A preliminary survey of the more important archives of the territory and state of Minnesota.' It comprises pages 385-476 of the annual report of the American Historical Association for 1914, volume 1 (Washington, 1916). A number of separates of this inventory were furnished to us by the association and distributed to members of the legislature and state officers.

"The act of 1915 relating to the building of the Minnesota Historical Society provided that it should be erected for 'the Minnesota Historical Society and for the care, preservation, and protection of the state archives.' For the purpose of giving effect to this provision, 'A bill for an act to authorize the Minnesota Historical Society to act as custodian of the state and local archives and to provide for the collection and administration of public records' . . . was introduced at the session of the legislature just ended. This bill passed the Senate by a unanimous vote, but because of the pressure of legislative matters at the close of the session it was not acted upon by the House. The society inserted in its budget for the biennium 1917-19 a request for appropriations of \$3,000 for the first and \$5,000 for the second year of the biennium for archives work, but these appropriations were not made.

"The new building of the society will be completed in October, and it is expected that a beginning will be made of archive work on a small scale, in spite of the lack of appropriations and of specific authorization.

"In September, 1916, the society appointed a field agent, who, in connection with other work for the society, is making

an inventory of the archives of the various counties of the state. This work is progressing slowly, but it is expected that it will result ultimately in a guidebook to the county archives of Minnesota similar to the one for Illinois recently published by the Illinois State Historical Library."

Mississippi—Under date of May 7, the following report on the archives of Mississippi was sent by Dr. Dunbar Rowland, director of the Mississippi Department of Archives and History, and with it was sent an account of the work of the Mississippi Historical Society. This account is also here given in full because of the connection between the society and the archives department:

The Mississippi Department of Archives and History was created by an act of the legislature, approved February 26, 1902. The purposes of its creation, in broad terms, are the centralization, classification, and publication of the state's historical archives, the building up of a portrait and art gallery and museum, the collection of historical manuscripts of an unofficial nature, the establishment of an historical library of books, pamphlets and newspapers, and the diffusion of a knowledge of Mississippi history. These activities have been in successful operation for the past fifteen years.

As an agency for the custody of Mississippi archives, the department has collected and scientifically classified for ready use over one million historical documents, and a printed guide or finding list to the collections has been published. There is possibly a greater and more perfect centralization of the historical archives of Mississippi in one department, and under one control, than exists in any other state in the Union.

As an agency for the collection of transcripts of French, English, and Spanish archives concerning Mississippi history, the department has in its custody, arranged in bound volumes, the following transcripts: French, 1678-1763, 34 volumes; English, 1763-1781, 20 volumes; Spanish, 1759-1820, 9 volumes.

As an agency for the collection of Mississippi newspapers, the department has 2,000 files, extending from 1805 to 1917.

As a publishing agency, the department has published twenty-one volumes, consisting of historical sources, official and statistical registers and reports.

The department is supported by the state

and is governed by a board of trustees, consisting of nine members. Its executive officer is the director, and it is free from political control.

The principal publishing activity of the department, during the past year, has been the editing and publishing of the 'Letter books' of Governor W. C. C. Claiborne, invaluable historical sources for the history of the Old Southwest from 1801 to 1816. This six-volume publication is now being distributed.

The Mississippi Historical Society was organized in 1898, by Dr. Franklin L. Riley, who was at that time professor of history at the state university. He was the secretary of the society until his removal from the state, in 1914. The society is supported by an appropriation from the state and by annual dues from members. Its publications consist of fifteen volumes containing about three hundred monographs on subjects dealing with Mississippi history. The work of the society has been placed under the management of Dr. Dunbar Rowland, director of the State Department of Archives and History since its creation in 1902.

Under his management, a new series of publications has been begun, under the title 'Centenary Series,' in honor of the one hundredth anniversary of the state's admission into the Union. The first volume of that series has been published and is now being distributed. It contains four notable contributions to Mississippi history.

The society is not an agency for the collection of historical material, its purpose being to organize the historical spirit among the people and to afford a medium for the publication of historical monographs. It is believed that the coördination of the work of the society with the State Historical Department is the best method to insure its stability and usefulness. That purpose was in the thought of the legislature in providing the means for the support of the society.

Missouri—No report.

Montana—Mr. W. Y. Pemberton, librarian of the State Historical and Miscellaneous Library of Montana, writes (May 2):

"We have had an unusually good year in collecting historical manuscripts, and the legislature at its session just passed has allowed us an added appropriation for this work. A valuable collection of letters and official papers belonging to Major Martin

Maginnis, who was for six terms territorial delegate to Congress from Montana, has also come into our hands. We have still been unable to print the next volume of our 'Contributions,' but we hope to do so this coming summer."

Nebraska—No report.

Nevada—Under date of May 3, Mr. Frank J. Pyne, librarian of the Nevada State Library, writes that the Nevada archives are in the same condition as when the report for the preceding year was made.

New Hampshire—Mr. Arthur H. Chase, librarian of the New Hampshire State Library, writes (April 30):

"Public archives in this state are on file in the offices of origin. Fairly good indexes are kept, and they are accessible to the public. The secretary of state is at present engaged in making copies of all the town records of the state up to a certain date to be kept on file in his office."

New Jersey—No report.

New Mexico—Mrs. Anita J. Chapman, librarian of the New Mexico State Library, sends, with a letter dated May 19, a copy of the act passed by the legislative assembly of the territory of New Mexico in 1903, providing that the old Spanish and Mexican archives of New Mexico antedating the year 1850 should be sent to the Library of Congress for classification, study, and possible publication. The act provided that all should be returned to New Mexico within five years. Mrs. Chapman writes that up to date not one of them has been returned, that no copy of any one of them which may have been published has been received, and that no information in regard to them has been secured from the Library of Congress.

New York—Mr. Peter Nelson, archivist in the manuscripts section of the New York State Library, writes (May 21):

"The library has received no important accession of archive material during the past year. The supervision of local public records is now vested in the Division of Archives and History, of which Dr. James Sullivan became the director last September. On the same date Mr. James A. Hol-

den became assistant in charge of public records."

The following statement has been furnished by Dr. Sullivan for this report:

In New York state, under the present records law, there are 60 counties, 56 cities, 944 towns and 469 incorporated villages under the supervision of the Division of Archives and History. As New York and Kings counties have public records commissioners of their own, they do not come under the jurisdiction of this division. Since September 1, 1916, 116 towns and 30 villages have reported as having secured safety containers or as having built suitable and appropriate vaults. A careful survey made by Mr. Holden through the medium of correspondence shows that at present there are a total of 63 towns and 91 villages without any sort of record protection whatever. In addition to this, there are 132 towns and 76 villages in which there is either a lack of protection or some defect in methods.

Within the year new fireproof buildings or additions for the accommodation of records have been erected or acquired in Suffolk, Nassau, Bronx, Westchester, Rensselaer, Orange, and Albany counties. The new county building in Richmond is about completed and will be ready for occupancy in the near future. Sites for new buildings have been provided in Herkimer and Ulster counties.

In the cities of Albany and Canandaigua the city halls are being renovated and fireproofed. In Plattsburg plans for a new building have been projected. One new town hall has been finished and others have been voted in three of the towns of Long Island. New village halls have been opened in two villages of this state and one other has been voted, while plans have been drawn for still a fourth.

Records in Herkimer, Oneida, and Warren counties have been repaired and rebound where necessary. In many of the larger counties regular bookbinders are in the employ of the county, and the work of repairing and rebinding is conducted as a part of the regular office routine. The same may be said of the records which need recopying.

Conditions of overcrowding or lack of approved protection are still notably bad in Erie, Tompkins, Ulster, Clinton, and Lewis counties, as shown by reports or personal inspections. The same is true of the cities of Buffalo, Syracuse, and Utica.

In addition to the voluminous correspondence which has gone on with the record-keeping officials throughout the state,

personal visits have been made and conditions reported upon in the record offices of twenty counties, nine cities, twenty towns, and fifteen villages.

During the year lists of approved safes and containers and specifications for vaults have been prepared, and quite generally sent out.

The questions of standard inks, typewriter ribbons, and carbons, correspondence and record papers are being considered, and the results of the division's investigations will be, it is expected, published later in a department pamphlet. The division has also in preparation plans for inexpensive town and village halls to be constructed either of concrete or sheet metal so as to be completely fireproof. Further plans provide for the systematic cataloging of the public records of New York state. This work has already been begun in a small way, but next year it is hoped it may be actively proceeded with.

It is deeply to be regretted that reports from all over the state show there has been in the past a loss of most valuable historic material, either through fire, carelessness, negligence of officials, or through lack of interest on the part of those who should have protected the data from which our early state history might have been officially written.

As a whole, however, the public record work in New York state may be said to be proceeding in a satisfactory manner, the officials in charge having met, in most cases, with the hearty coöperation and assistance of the record-keeping officials and of the various boards having to do with the supply of the necessary funds for the work.

Taking it all in all, therefore, it can be stated that the prospects for the safeguarding and protection of records in New York state have never been as bright as they are today.

North Carolina—With a letter dated May 3, Mr. R. D. W. Connor, secretary of the North Carolina Historical Commission, sends the following summary of the work of the North Carolina Historical Commission for the year ending November 30, 1916:

1. Completed the arrangement and filing of the letters and papers of the governors of North Carolina, 1735-1889.
2. Reinforced 1,062 manuscripts, restored 2,689, mounted for permanent binding 5,435.
3. Made a card index to the documents in 24 different collections.

4. Added to the collections of the commission 46 photostat prints, 1,580 original manuscripts, and 30 bound volumes of documents.

5. Published one bulletin and reprinted 5 more.

6. The commission received, as trustee, two funds for historical research, one of \$500 annually, created by General Julian S. Carr, to be known as 'The Jule Carr research fund,' for the purpose of locating, collecting, and preserving relics and documents relating to the history of North Carolina; the other, the 'North Carolina Confederate history fund,' of \$25,000, donated by Mr. R. H. Ricks to the historical commission for the purpose of having written a history of North Carolina in the Civil war.

North Dakota—Mrs. Minnie Clarke Budlong, secretary and director of the Public Library Commission of North Dakota, gives the information in a letter dated May 1 that there has been no systematic work done as yet in North Dakota looking toward the preservation of the state archives.

Ohio—Mr. C. B. Galbreath, librarian of the Ohio State Library, writes (June 7):

"I very much regret to say that nothing has been done within the past year to preserve the archives of our state and to make them more readily available for use. In past years, the state librarian has appealed to the general assembly to make provision for a department of archives, but without result. It is difficult to interest any considerable number of our legislators. Our library commissioners are awaiting a more propitious time for the presentation of this subject, the importance of which they thoroughly appreciate."

Oklahoma—No report.

Oregon—Miss Corneilia Marvin, librarian of the Oregon State Library, writes, under date of May 4, that the secretary of state is the custodian of all the records of Oregon except departmental records, and that he is very careful of them, but that no special provision has been made for them. They are, however, carefully stored away.

Pennsylvania—Mr. Thomas L. Montgomery, librarian of the Pennsylvania State Library, sent on June 11 a copy of his report for 1916, from which the following paragraph is quoted:

"The division [Division of Public Rec-

ords] has completed the Northampton county papers in nineteen volumes and the Bedford county papers in eleven volumes; has indexed by names or subjects nineteen volumes of Provincial papers; and has organized and made accessible a large number of manuscripts connected with the organization of the state militia during the years 1820 to 1840, together with a mass of miscellaneous documents covering the same period, also marriage, birth, and death records of thirteen counties for the years 1852, 1853, 1854; and has prepared the index for two volumes of the 'Frontier Forts of Pennsylvania'."

Philippine Islands—M. de Griart, assistant director, Division of Archives, Philippine Library and Museum, sends under date of June 18 statistics which show increased activity in the classifying and filing of documents relating to lands and judicial matters and the making of index cards for notarial registers, proclamations, decrees, circulars, etc.

Porto Rico—No report.

Rhode Island—Mr. Herbert O. Brigham, librarian of the Rhode Island State Library and also State Record Commissioner, sent the annual report of the State Record Commissioner for 1916, from which it is learned that the work of his office relating to the inspection and care of the records of the several cities and towns of Rhode Island went on as usual throughout the year, but that the compilation of information relating to the service of soldiers in the Revolutionary war was handicapped by the illness of the record assistant. The research in Washington for material relating to the services of Rhode Island troops in the Revolutionary war, which has been going on for some years, will be completed the present year.

Mr. Brigham also sent a letter, dated April 21, from which the following quotation is made:

"Outside of the material contained in the report submitted there is no information of value. The archives in the state house are in the possession of the secretary of state and are placed in fireproof

receptacles. Their condition is excellent, and they are accessible to the general public, but it is to be hoped that during the present year a certain amount of rearrangement and classification of the material may be undertaken."

South Carolina—From an undated letter received from Mr. A. S. Salley, Jr., secretary of the Historical Commission of South Carolina, it is learned that during the year 1916 a volume entitled "Warrants for land in South Carolina, 1692-1711," fully indexed, was published by the commission. There was also compiled a roster of the lina volunteers, of the Confederate States men of the third regiment of South Caro provisional army, which was printed, and is a part of volume 2 of "South Carolina troops in the Confederate service." There was also prepared for publication a volume of "Commissions and instructions from the Lords Proprietors of South Carolina to officials in South Carolina" and "Journal of the House of Representatives of South Carolina for the session beginning January 8, 1782, and ending February 26, 1782." A number of manuscripts were indexed and a number were filed. A few additional records were acquired during the year, chiefly relating to South Carolina troops in the Confederate and the Revolutionary service.

South Dakota—Mr. Doane Robinson, secretary and superintendent of the Department of History of South Dakota, writes (May 5) that the report submitted last year covers conditions to date.

Tennessee—No report.

Texas—Mr. Sinclair Moreland, state archivist and historian, reports as follows (June 11):

"The Archive and History Department is, and should be, one of the most important departments of the state. In this department there should be a most careful and thorough classification of all papers, manuscripts, books, documents, etc., and then in turn a complete catalog and index of all classified papers. Unless this is done, the department, with its mass of material, is of very little value. With this in view, the Archive and History Department of the

Texas State Library has been very diligent in making the department more efficient in many ways.

"During the past winter the department received from the press its first series of 'Texas governors' messages.' The legislature made an appropriation to be expended in preparing for the press and printing volumes of Texas archives. It was thought expedient to publish the governors' messages first, beginning with the Coke administration and following chronologically the administrations of the several governors down to and including the administrations of the present governor, Hon. James E. Ferguson.

"The state archivist and historian is continuing his search for historical letters, documents, manuscripts, etc., and he hopes, before the year has passed, to be successful in securing many such papers. From one person was received a couple of interesting documents executed by Sam Houston. From another person was received a small package of letters written to Col. Juan N. Seguin, commander of the only Mexican company that fought in the cause of Texas. A painting of this worthy patriot was purchased of his son. This department recently purchased the memoirs of the late W. P. Zuber, one of the last survivors of the battle of San Jacinto. This is a very interesting and valuable work, on which Captain Zuber, during the last days of his life, spent much time, money, and thought. It reviews eighty years of his life in Texas.

"As a result of the Federal pension act of March, 1917, which includes frontier and ranger service from Jan. 1, 1859, to Jan. 1, 1861, and from 1866 to 1877, inclusive, this department has been besieged with inquiries from those who are eligible under this act, relative to records of service as shown by the numerous muster rolls of the periods designated. This necessitated immediate classification and indexing of the muster rolls, which work has just been completed.

"The Archive and History Department, in addition to its many other duties, operates an information bureau which deals

LOUISVILLE CONFERENCE

exclusively with historical questions. This is of much benefit to the people of Texas and other states."

United States, Library of Congress—Dr. Gaillard Hunt, chief of the Manuscripts Division of the Library of Congress, writes (May 1):

"There has been no change in the status of the archive question in Washington, nor do I apprehend that any notice will be taken of this matter until peace shall have been restored."

Utah—Under date of June 11, Mr. H. W. Griffith, librarian of the Supreme Court Library of the State of Utah, writes as follows:

"The general assembly of Utah at its last session passed the following act of importance relating to the archives of the state:

"The State Historical Society of Utah, founded on the 22d day of July, 1897, and incorporated under the laws of the state, and now in existence, is hereby recognized as a state institution, with full power to carry out the objects and purposes for which it was organized.

The said society shall hold all its present and future collections of property for the state, and it is hereby made custodian of all records, documents, relics, and other material of historic value, which are now or hereafter may be in charge of any state, county, or other official, not required by law to be kept as a part of the public records, ten years after the current use of same or sooner in the discretion of the heads of such departments, and copies thereof when made and certified by the secretary of said society under oath and seal shall have the same force and effect as if made by the original custodian.

The said society shall keep all collections made by it in suitable and convenient rooms to be provided by the secretary of state or the board of regents of the University of Utah, and shall properly catalog, arrange and display the same for the use of the public.

The board of control of said society shall keep a correct account of funds received and disbursed by it and shall make reports to the governor as in the case of other state institutions."

"Mr. J. R. Letcher, assistant secretary of state, who acted for a number of years as honorable secretary of the society, was

the gentleman instrumental in getting the society recognized."

Vermont—No report.

Virginia—The general assembly of 1916 made an appropriation with which to publish the journals of the Council of Virginia in its legislative capacity as the upper house of the general assembly of colonial Virginia. The library board decided that these journals should be printed in the same form as that used in the printing of the journals of the House of Burgesses, since the two sets of journals so manifestly supplement each other and council journals are, page for page, just as valuable, from an historical standpoint, as are the house journals. The records kept by the council were, however, less extensive from day to day than were the records of the house. Moreover, it has been decided not to print such speeches and communications as have already been printed in the house journals, but merely to give references to the printed house journals. Accordingly, it will be possible to print all the council journals in three volumes of five or six hundred pages each. All three volumes will probably be issued at the same time. Though much of the material has already been put in type, the exact date of publication of the set cannot now be given, since, owing to the fact that very few of these journals have been preserved among the archives of Virginia, transcripts have to be secured of copies sent at the close of each session to England, according to law, and there fortunately preserved, with very few exceptions, till the present day. The conditions existing at present in England and upon the high seas make the work of copying slow and transmission uncertain.

As a part of the report of the Virginia State Library for 1916 there was printed the special report of the Department of Archives and History for 1913. This report consists of a list of the colonial soldiers of Virginia similar to the two lists of Revolutionary soldiers of Virginia published as parts of the library reports for 1911 and 1912, respectively. Since 1913

the colonial list has remained in manuscript because the two governors of Virginia holding office since that time—who have had the power, according to law, of deciding what should be printed as parts of the library reports—have ruled against the inclusion of the list. However, the general assembly of 1916 so amended the law in reference to the library report as to permit the library board to have printed annually as a part of the report as much as 550 pages of matter deemed by the board to possess sufficient historical value to warrant its inclusion. It is expected that under the operation of the law as it now stands a great deal of the manuscript material of the library as well as much of the historical work of members of the staff of the library will be published in the future.

The metal shelving and filing cases provided for by the general assembly of 1916 have been put in place, and some of the work of transferring to these filing cases the manuscripts heretofore stored in pasteboard boxes has been done. Owing to the dearth of assistants in the Department of Archives and History, however, the head of this department will not be able for some time to announce the completion of this work. The unfortunate rise in the price of steel between the time of the passage by the general assembly of the act carrying the appropriation for the work and the time of the making of the contract was responsible for the result that only about three-fourths of the work originally contemplated could be done. The consequence is that on one of the walls of the archives room the old wooden shelving still remains.

The main work of the head of the Department of Archives and History for the year consisted in making a rearrangement of the legislative petitions. Some years ago these were arranged by counties, a very good arrangement for the county historian, but not for one studying statewide movements. It was thought best to give the whole mass of papers—probably 20,000 in number—a simple chronological arrange-

ment, without reference to the counties. In this arrangement the petitions presented at any one session of the general assembly are all found together, instead of being scattered, and the use of the petitions by the research worker of statewide interests much facilitated. The worker especially interested in local matters will in course of time have his demands met by an index.

Washington—Mr. J. M. Hitt, Librarian of the Washington State Library, writes (May 5):

"Though heretofore we have had no appropriations or room, and hence have done little archive work, yet I am happy to say that at the session of the legislature recently closed we received a small sum with which to commence operations. We have not done so yet, but expect to very soon. We have a good room and hope now to begin right. I cannot tell you exactly what the plans are, because they have not been determined, but we expect to go as far as the funds permit, in such a direction that the work will not have to be done over later."

West Virginia—Mr. Henry S. Green, state historian and archivist, reports (June 11):

"In my report of last year mention was made of the obstacles which have stood in the way of any rapid progress in the task of properly arranging, classifying and cataloging our state archives. Unfortunately little has been accomplished toward overcoming those obstacles during the current year. An effort to secure from the legislature affirmative, permissive legislation directing the deposit of archival material for preservation in the department was unsuccessful. In the absence of such legislation, the department is greatly handicapped in the task of collecting the large amount of valuable material now practically inaccessible and much of it very insecurely preserved. The manuscript records of military organizations participating in the Civil war, mentioned in my last report, are now in large measure ready for the printer, and typewritten copies of these

records are available for consultation by research workers."

Wisconsin—Dr. M. M. Quaife, superintendent of the State Historical Society of Wisconsin, writes (May 3):

"Wisconsin has, as previously reported, no regular public archives department. So far as the state government is concerned, the safe-keeping of the public archives is for the present well provided for in the new seven and one-half million dollar capitol, the last wing of which has been completed during the current year. The law provides that state officials may turn over any records five years of age and upwards to the State Historical Library for suitable indexing and preservation therein. Not much use has been made of this authority as yet. During the current year, however, one collection of much historical importance was turned over to the library under the authority of this law. It comprises the accumulation of papers in the adjutant-general's office for the fifty-year period from about 1840 to 1890. Naturally, the papers are of chief importance for the years dealing with the Civil war. No progress has as yet been made toward indexing and classifying them. It can only be said in a general way that the collection comprises upwards of 200 filing case boxes and at a rough guess may be supposed to contain from twenty to thirty thousand documents.

"One other important manuscript collection has come to the State Historical Library during the year. Strictly speaking, it does not pertain to the archives, since the papers are of private origin, rather than public. They constitute the lifetime accumulation of one of the state's most eminent public men of the present generation. Since the collection is not accessible to the public at the present time, no further account of it seems in order now.

"It may be pertinent to call your attention to the fact that at the annual meeting of the State Historical Society in October, 1916, in response to a report and recommendation of the superintendent, a committee of the society was appointed to

investigate the question of the condition of the public records of the state and report thereon at a succeeding meeting with a view to making such recommendations as might appear proper concerning the subject. Since the outbreak of the war it is not to be expected that any important action or results in this connection will develop."

Wyoming—Miss Frances A. Davis, librarian of the Wyoming State Library, writes (June 2):

"Nothing new has been done in this state since last year's report in connection with the archives. The legislature of 1915 provided for the construction of wings to the capitol, and additional space was provided for the state library and the historical society. The construction of this new building has given the state library more adequate space, and it is probable that additional effort toward the preservation of the archives of the state will be made."

H. R. McILWAINE,
Chairman.

The secretary-treasurer presented the following report.

REPORT OF THE SECRETARY-TREASURER, 1916-17

The financial report for the year is as follows:

Receipts

Balance as audited June 29, 1916..	\$555.52
Dues as follows for 1915-16:	
Connecticut state library	10.00
Hewitt, Luther E.....	2.00
Illinois state library.....	7.50
Iowa state library.....	10.00
Indiana bureau of legislative information	5.00
Kansas state library	5.00
Maine state library.....	5.00
Nevada state library	6.00
Northwestern university law school library	5.00
Wyoming state library.....	5.00
Wisconsin state library (\$1 previously recorded)	4.00

West Virginia state department of archives and history	5.00	Balance on hand June 23, 1917.....	336.01
Dues as follows for 1916-17:		Deposited in New York State	
Cole, T. L.....	2.00	National Bank	\$104.27
Connecticut state library.....	10.00	Deposited in Albany County	
Georgia state library.....	5.00	Savings Bank	222.56
Hewitt, Luther E.....	2.00	Check on hand.....	5.00
Indiana state library.....	5.00	Cash on hand	4.18
John Crerar library.....	10.00		
Kansas state historical society.....	5.00		\$791.41
Kansas state library.....	5.00	Dues amounting to \$156.00 remain un-	
Law reporting company.....	5.00	paid.	
Minnesota historical society.....	5.00	There are now fifty-one members of the	
Minnesota state library.....	5.00	association, the same number reported last	
Massachusetts state library.....	10.00	year; but a former member, Nebraska	
New Hampshire state library.....	5.00	State Historical Society, did not renew	
New York public library.....	5.00	membership, and Arizona State Library,	
Ohio state library.....	10.00	which had signified its intention of joining	
Oregon state library.....	5.00	and was reckoned in the above total, failed	
Pemberton, W. Y.....	1.00	to pay its dues. To balance, Ohio State Li-	
Pennsylvania legislative reference bureau	5.00	brary once more became a member and	
Pennsylvania state library.....	20.00	Kentucky State Library has just joined.	
Philadelphia free library.....	5.00		
Robertson, J. P.....	2.00	Thirty-one states are now represented in	
Rhode Island state library.....	10.00	the association, and in addition the Cana-	
Vermont state library.....	5.00	dian provinces of British Columbia and	
Virginia state library.....	5.00	Manitoba.	
Wisconsin library commission.....	5.00		
Worcester county law library.....	5.00	The usual routine duties of the secre-	
Reimbursement from L. E. Hewitt for telegram .....	.77	tary were performed this year except that	
Interest on savings bank deposit... Total receipts	8.62	the customary invitation to join the asso-	
		ciation was not extended to libraries elig- <td></td>	
		ible to membership. The secretary suggests	
		that this be done as soon as announcement	
		can be made of plans for the new year.	
		Notice of the amendments to the consti-	
		tution and by-laws, proposed at the 1916	
		conference, was sent to all members, as re-	
		quired by the constitution, one month in	

Disbursements

Postage and express.....	\$ 23.28
Telegrams	9.21
Typewriting and other clerical work	6.45
Multigraphing notices	3.58
Printing letterheads	4.75
Printing 1916 Proceedings.....	231.00
Reprinting 1916 Proceedings.....	99.48
Envelopes for mailing Proceedings	1.40
Reporting 1916 Convention.....	76.25
 Total disbursements	 \$455.40

Balance on hand June 23, 1917.....	336.01
Deposited in New York State	
National Bank	\$104.27
Deposited in Albany County	
Savings Bank	222.56
Check on hand.....	5.00
Cash on hand	4.18

Dues amounting to \$156.00 remain unpaid.

There are now fifty-one members of the association, the same number reported last year; but a former member, Nebraska State Historical Society, did not renew membership, and Arizona State Library, which had signified its intention of joining and was reckoned in the above total, failed to pay its dues. To balance, Ohio State Library once more became a member and Kentucky State Library has just joined.

Thirty-one states are now represented in the association, and in addition the Canadian provinces of British Columbia and Manitoba.

The usual routine duties of the secretary were performed this year except that the customary invitation to join the association was not extended to libraries eligible to membership. The secretary suggests that this be done as soon as announcement can be made of plans for the new year.

Notice of the amendments to the constitution and by-laws, proposed at the 1916 conference, was sent to all members, as required by the constitution, one month in advance of the date when they will be acted upon.

The proceedings were included in the Proceedings of the American Library Association and were also printed separately in an edition of 300 copies.

Two committees, the Archive committee, and the Joint committee on a national legislative information service, have served during the year.

Only twelve replied by letter to the secretary's request for news of state library progress. A few others submitted their annual reports. Probably the remaining

LOUISVILLE CONFERENCE

members had nothing of special interest to say.

Miss Cornelia Marvin, of Oregon State Library, sent in reply to the request for news, a copy of her biennial report of 1917, which is noteworthy because of its effective method of advertising the library's resources and value. "Messages from state library patrons," taken from letters of appreciation, are grouped under the heads: "What the state library means to people"; "What it means to public libraries." An appendix on county libraries contains important information on the workings of Oregon's county library system, from evidence contributed by several of the libraries in the state.

New York and California reported a considerable increase in appropriation in spite of the war year. Wisconsin State Library is reorganizing its document department with Miss Emma A. Hawley in charge. The Connecticut legislature has recently passed a law providing that all bills and resolutions introduced into the general assembly, before being transmitted to the committees to which they are referred, shall be turned over to the state library to be photostated. Massachusetts reported a change of librarian, Mr. Foster W. Stearns succeeding Mr. C. F. D. Belden, who resigned to accept the librarianship of the Boston Public Library. Three libraries reported war activity. New York has established a military information service and has taken steps to give book service to New York enlisted men wherever they are stationed. The John Crerar library has offered its services "to the government of the state as a means of dissemination of information in regard to the war, and has greatly strengthened its collection of books on military art and science and other topics of interest in connection with the present situation." The Connecticut State Library, through act of the general assembly, assisted in the taking of the state military census. Other matter submitted in the various reports concerned mainly progress along established lines.

In line with the effort to cut down the

size of the 1917 proceedings it has seemed best to limit this year's report to the abstract given above, and to incorporate into the report of next year such material now on hand as should be included.

The association is indebted to the New York State Library for the assistance given the secretary in her work.

ELIZABETH M. SMITH,
Secretary-Treasurer.

The report of the secretary was accepted.

REPORT OF AUDITING COMMITTEE

The report of the treasurer was referred to the Auditing committee, A. J. Small, chairman, which reported the accounts correct and the balance on hand verified at \$336.01. The report was accepted.

REPORT OF COMMITTEE ON RESOLUTIONS

The Committee on Resolutions, G. G. Glaser, chairman, presented for adoption the following resolutions:

WHEREAS, The National Association of State Libraries, in session at Louisville, Ky., has heard with pleasure and gratification of the selection of one of its members, C. F. D. Belden, as librarian of the Boston Public Library; therefore be it

RESOLVED, that this association express its recognition of Mr. Belden as a man of scholarly attainments, of high cultivation and long experience in library work, who has attained a national reputation in his chosen field, based on his successful management of large libraries. We see before him a great opportunity for more extensive usefulness and greater success. We therefore congratulate both the Boston public and the Boston Public Library directors on the selection of Mr. Belden as the librarian of the great Boston public institution. We deem his appointment a most fortunate one for the library and the people of Boston; and be it further

RESOLVED, that this resolution be spread upon our records.

RESOLVED, that The National Association of State Libraries express its thanks to the A. L. A. Executive committee, for its thoughtful arrangements in accommodating this association in its meetings at Louisville; to the local Committee of Arrangements of Louisville, for its consideration and careful plans in providing for our entertainment; to Hon. Edward J. Mc-

Dermott and Hon. William Marshall Bulitt, for their addresses delivered to the association; and to the management of the Hotel Watterson, for courtesies extended.

(A motion that these resolutions be adopted was seconded and agreed to.)

REPORT OF COMMITTEE ON AMENDING THE CONSTITUTION

The amendments to the constitution and by-laws presented by the committee at the 1916 convention were brought up for final action, in accordance with the section of the constitution requiring the passing of constitutional amendments by two successive conventions.

After discussion it was moved to amend section 1 of the proposed by-laws by inserting the phrase "actually engaged in state library work" after the phrase "based upon the number of employees on staff." It was urged in support that the section as originally proposed, requiring that the amount of dues be determined by the total number of employees on the staff, was unfair to institutions such as the John Crerar Library which had only a portion of their staff engaged in the work which would qualify them for membership. The amendment was adopted.

The proposed amendments were then voted on as a whole and adopted without further amendment as follows:

Constitution

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.

By-laws

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 actually engaged in state library work—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.

Discussion followed on the question of dues for individuals who should become members under the provision in section 3 of the constitution. It was moved by Mr. Small that the secretary be instructed to draw up a section of the by-laws providing for individual membership dues and that the incoming officers be constituted a committee to consider the desirability of further amendments, to report at the next convention. The motion was carried.

Election of Officers

The Committee on Nominations, M. J. Ferguson, chairman, presented the following ticket:

President—Mr. G. G. Glasier, State Librarian of Wisconsin.

First Vice-president—Miss Cornelia Marvin, State Librarian of Oregon.

Second Vice-president—Mr. H. R. McIlwaine, State Librarian of Virginia.

Secretary-treasurer—Miss Elizabeth M. Smith, State Library, Albany, N. Y.

The report was accepted and the secre-

tary instructed to cast the vote of the association for the nominations read.

There being no further business to come before the meeting, it was adjourned on motion.

SPECIAL JOINT SESSION

(With the American Association of Law Libraries.)

Auditorium, Henry Watterson Hotel, Tuesday, June 26, 2 p. m.

The meeting was called to order by President Dullard, who called for the report of the Joint Committee on a National legislative information service, postponed from the first joint session.

OFFICIAL INDEX TO STATE LEGISLATION

Report of Joint Committee on a National Legislative Information Service

Your Joint Committee on a National legislative information service respectfully reports:

About a year ago, you will recall, there was begun an extensive publicity campaign. Thousands of circulars, together with the printed report of the committee, were sent out to selected lists of libraries, lawyers and large business houses. This was followed by efforts in the same direction made at the Asbury Park meeting of the library associations, where your committee was given space in the main lobby of the headquarters hotel. During the entire week of the convention, two competent men were kept on duty answering questions and supplying sample copies. These activities resulted in an exceedingly heavy correspondence.

Efforts were also made to bring the Index to the attention of the American Bar Association at their convention in the late summer, and the committee is glad to report that favorable mention was made in at least two reports presented to that association.

As the first of the year approached, numerous committee meetings were held, and a great deal of time was spent by

the various members of the committee in efforts to arouse interest in the service and to increase the number of subscriptions. Seventy-seven prepaid telegrams were sent out in one day in the early part of January, and attempts were made to secure assistance from the large endowments.

As a result of these activities, thirty-three states agreed to coöperate by sending to the committee their printed material and information during 1917. Fourteen of these states agreed also to subscribe in whole or in part. There were also eighteen subscriptions from libraries other than coöperating libraries, and thirty-one subscriptions from law firms and corporations.

The subscriptions received amounted to \$12,400, while the total required for the publication during 1917, exclusive of any overhead charges, was estimated at \$27,500, or about seventy-six subscriptions more than were actually secured. When one considers that the amount already invested by Mr. Allen in developing the Index is over \$32,000, it is evident that it was quite impracticable to publish the Index under conditions which would have entailed an additional loss of \$15,000.

Although it may seem to some that the efforts of your Joint Committee have been fruitless, the numerous inquiries which have come to us since the abandonment of efforts to bring out the publication this year proves conclusively that the Index met a real need. These inquiries have been of such a nature, and so numerous, that more than ever your committee is of the opinion that with proper publicity and your continued support, the Index will be put upon a permanent basis. Hopes are entertained that it can be published in 1918, a so-called "off year" in legislation, when the cost, it is estimated, will be a little less than \$10,000.

If the sixty-three who subscribed in 1917 will renew their subscriptions at \$150 each, this estimated cost will be nearly met. If the subscription rate is reduced to \$100, thirty-three additional subscrip-

tions will be required. Some margin should be allowed, however, for possible increases in cost of paper and labor.

Your committee takes this occasion to thank the several state libraries, legislative reference bureaus and other libraries for their support in the past, although, owing to circumstances perhaps, it has not always been a concerted support. Each and every member of the committee regrets the handicap which they have personally suffered in their work as librarians because of their inability through lack of financial support to publish the Index during this year. They regret the disappointment felt by all coöoperators and subscribers. The committee would emphatically state to you, however, that the realization of the hopes for 1918 are dependent first of all on your continued assistance and financial support. Without such support nothing can be done next year. With your active assistance and support, we are reasonably certain to obtain the outside help requisite to placing the Index on a permanent basis. Without Mr. Allen's whole-hearted coöperation and financial assistance our enterprise would not have been possible. Now that the Index has been shown to be possible, workable and necessary, your committee feels more strongly than ever that the associations here represented owe it to themselves, to Mr. Allen and to the future users of the service to see that the work, so perfected, is continued.

For the Committee,
GEO. S. GODARD, Chairman.
FRANKLIN O. POOLE, Secretary.

Discussion followed. All who took part spoke in favor of attempting to continue the Index. Its value to business houses was pointed out. It was believed that a strenuous campaign for this class of subscribers would produce satisfactory results, and that such a campaign could best be conducted with a representative of the business interests on the committee.

Mr. Clarence B. Lester then moved that the report of the committee be accepted,

and that the joint conference authorize its continuance, with power to add to its membership such representatives from commercial organizations as might seem best, and that it be instructed to endeavor to work out some plan for the continuation of the Official Index to State Legislation.

The motion was seconded and carried. The meeting then adjourned on motion.

SECOND JOINT SESSION

(With the League of Library Commissions and the American Association of Law Libraries.)

Auditorium, Henry Watterson Hotel, Tuesday, June 26, 2:30 p. m.

The meeting was called to order by Mr. G. G. Glasier, newly elected president of the National Association of State Librarians, who announced the subject for discussion, "Coördination of state library activities," and turned the meeting over to the leader, Miss Fannie C. Rawson, secretary of the Kentucky Library Commission.

Miss RAWSON: The subject this afternoon will probably provoke a great deal of discussion. It will doubtless lead to no conclusions, but it will give those who have positive views a chance to get together. We will begin with two introductory papers and they will be followed by three topics. Those topics will be briefly and impartially introduced. After each introduction time will be given for informal and open discussion. Everyone is invited to take part. We shall have the pleasure of hearing first from Mr. J. I. Wyer, Jr.

RECENT STATE LIBRARY SURVEYS*

By J. I. Wyer, Jr.,
Director, New York State Library

This is a subject that I have thought a great deal about, have written about and talked about a great deal in recent years; so that any laws passed or any attempts made to bring unrelated state activities together in the library field are welcome news to me, as they make for greater unity

*Stenographic report of extemporaneous address.

and effectiveness in library work throughout the country. I will not spend any time speaking to the general subject, but will assume that my thesis and opinions in that regard are already well known. I wish to take up the recent events in two or three states that indicate a distinct effort not only in those states, but an effort which, I think, is symptomatic of feeling and effort in other states, to bring together commissions, boards and libraries that have been heretofore separate in an administrative way.

It does not form part of my plan to go at any great length into why these boards are separate. First of the series was the state library, founded before such a thing as a library commission or historical society was ever thought of. Those state libraries were early organized on a political basis. When, later, state historical societies came into existence, they were organized almost never politically, but privately; and they attracted to themselves the men, the scholars and statesmen sincerely interested in history and its preservation and writing. Later there came into development the library commission; and again there was almost no politics at all in its organization, and there has been almost as little in its administration. Commissions were organized neither by politicians nor historians, but by library people, and in many cases not by library people exactly, but by those with a kindred spirit to ourselves, women's clubs eager for library extension, citizens interested sincerely in the thing itself and with no desire for personal gain. So they would not tie up, in many cases, with the politically organized and managed state library. These new, precious plants of the library garden, needing culture and careful watering and kindly soil, were not allowed to be trampled under foot by a political organization. So in many cases we have the three of them side by side. Some of them may be flourishing; all may be flourishing in some places; but they are seldom flourishing equally and, in my humble opinion, none of them are flourish-

ing as well as they would if they were more firmly welded together.

I want to speak, first, of an effort made in the state of Washington within the last year to bring together the library activities in that state. The Washington survey was conducted by a commission, of which the chairman was Mr. John B. Kaiser, the librarian of the Tacoma library. It was appointed by virtue of a nearly obsolete provision in the law which in 1903 united the state work at Olympia, the traveling libraries' work and all of the work, practically, that was done by the state. This law brought together the state library, the traveling libraries and the law library under one commission, but left each one of them entirely separate in administrative functions and powers, with the result that the three separate chiefs appointed by the commission went to work and have gone on working as if there were no other two at work within the state.

The commission under which these state library activities were brought together and yet were not brought together, is comprised of the governor, the attorney-general and nine justices of the supreme court. I think I should not get a very large show of hands if I asked how many here would trade their organizations for a commission so constituted. However much some of you think you could improve on the governing board of the state library activities as it now exists, probably none of you, though having the utmost regard for the judiciary of this country, would care to be run by the attorney-general and nine supreme court justices, even if the governor were added to the commission. No member is a librarian or even a near-librarian.

In that law of 1903 there was a provision, dormant until a year or two ago, providing for an advisory committee that had never been appointed. The governor took advantage of this to appoint the board of which Mr. Kaiser was chairman. Of this advisory board of five members, two were appointed by the governor on his own initiative, two appointed by the governor from persons recommended by the

state historical society and the state federation of women's clubs; the fifth was the state superintendent of public instruction. Note that only one member of the commission to study libraries was a librarian. It organized into eight sub-committees, one on the state library; a second on library extension (including traveling libraries); a third on county and rural school library work; a fourth on coöperation between libraries of the chief state educational institutions and on the relations between the state university extension department and library extension; a fifth on library training, a sixth on libraries in state charitable and penal institutions, a seventh on library work for foreigners, and an eighth on library legislation. The chairmen of the eight sub-committees were members of the advisory board, and associated with them were other citizens of Washington—librarians, presidents of state educational institutions and, in one case, a state senator. The commission had a comprehensive program, well devised and carried out. I have its report. It is not in print. Possibly it may never be in print, because it was a frank, in some ways a confidential report on the conditions existing in that state, and it may seem wiser to all concerned not to publish it at all.

Its conclusions were these: That more money was needed, a larger use of trained help—the three agencies doing library work under state auspices were ignoring the trained help that was being created for them at state expense, in their own state, at the University of Washington; and far greater responsiveness on the part of the library commission itself—that is, the nine justices and the governor—to the needs of the situation and the opportunity that existed. There should be, so the commission says, well-defined policies and definite limitations on duties for each of the three branches under the charge of the library commission. Those were the things that the advisory committee, itself, said. It was easy to discover why they said them; and I thought, as I read

the report, that it was easy to discover some other things which it would, it may be, have shown us, if it had been quite daring enough. The trouble really seemed to be that there were three in one, and yet there were still three. The commission, in the first place, did not define the duties of these three branches, the state library, the traveling library and the legislative reference library; neither did it define the field of each plainly enough to prevent duplication, nor did it define the work as a whole in a way to make them feel that they were doing essentially one work, with the consequent need of a certain harmony and unity in policy. That seems to have been the fundamental difficulty with the library situation; the way was open for personal ambitions—I am saying, not what anybody in Washington ever told me or what is written in the report, but what I could read between the lines—personal ambitions ran away with each branch, each head trying to make a separate organization or a separate mission or a separate institution to his or her own glory. That seemed rather clear. In other words, that which would not have been so possible under one executive was possible under three and was done.

Now, I have no fault to find with one board and with dividing, under that one board, the state library work into three lines, but there must be a single executive. No commission, much less a commission of the governor and nine justices, can serve as a single executive. That is the legislative part of the business—a committee to determine the policy—and not the administrative part. The Washington situation might work very well, even under the judiciary, if the commission—the judges, the governor and the attorney-general—should elect one chief executive and say, "It is our policy to have these three divisions; give them all the independence you can; get as big persons as you can to run them, but under a single executive preserve the unity of their work."

I can't see what is coming out of this

report in the way of a positive, definite change or improvement. Certainly the report seems admirably done. Its conclusions seem sound. It ought to be a helpful library document. The main value of it at the moment is that it has been done; that it is available; and if its recommendations can by vigor, tact and industry be translated into legislation, it affords an admirable program, in my judgment, for the organization of the library forces of the state of Washington. I suppose there are people in the state of Washington in charge of one or another of the branches of library work under this commission who would stand here and tell you that it was a wholly mistaken report, that it was based on a mistaken notion of the functions of these divisions, that it was colored by undue personal prejudices and feelings. I think some of those opinions may be responsible for the fact that the report may not get into print. I am giving you merely my own personal opinion, based on some study of the situation and a careful weighing of the report as to its conclusions and value.

Miss DOWNEY: Under the existing arrangement in Washington does the head of each of the three divisions have direct contact with the board?

Mr. WYER: That is so at the present time. There is no one that speaks for the three divisions or comes between them and the board.

Miss DOWNEY: Under certain conditions might not that direct contact be better than to have a go-between or executive?

Mr. WYER: I say yes to that, but hardly with a commission as busy as this one is, with as little knowledge of library work, and, worse than all, with almost no interest in the work at all. It simply has let library matters in Washington go by default. I think that such a commission anywhere is too likely to let library matters go by default. If it were a commission created as library commissions are in many states, where the selection of all or a part of the commissioners has been

so safeguarded as to tend in the direction of getting someone who is interested in libraries or in educational work, I should say that might be a workable plan. It would be far better, certainly, than to have them run under two or three separate commissions, with the looseness that results. I am glad your question included the saving clause, "under certain conditions." I say yes, but those conditions emphatically do not exist in the state of Washington.

The next state I should like to take up is the state of Nebraska. I knew something about the conditions there a good many years ago. This is the situation: In the capital city is the state university, with the largest library in the state; also at the capital city there is a library commission, separate entirely and unrelated to the university library, except that the librarian of the university is ex officio a member of the state library commission, and sometimes has been chairman of it. At the capital, also, there is the Nebraska State Library, unrelated to either of the others except that its librarian too is ex officio a member of the commission. He is a political appointee. His chief business is clerk of the supreme court of the state. The appointment is always a political one, always has been; and the attention to the library and any interest in it on the part of the librarian have been incidental and, usually, uninformed. At the capital, also, is the state historical society, a state institution in that it is supported by state money; its policy, however, is determined and it is governed by a group of admirable, excellent citizens of Nebraska chiefly interested in history, professors in the university, professors in other colleges there, historical writers and students, gentlemen of culture and of means who are anxious to preserve the ancient landmarks and record the history of them in print. There are those four. In later years a fifth has been added, the legislative reference bureau. Its appropriations are made to the university and it is a part of the university organization, but it has

no connection with the university library in any way. There are thus five library wheels revolving in the state of Nebraska. In my day there were four. At one time there was very nearly passed a bill—it passed one year and all but passed another year—perhaps it did pass and was vetoed—which looked toward consolidation in this way: It would remove the general department of the state library to the university library, leaving the state library a law library only, and would consolidate the library commission with the university and the state library and put them under one executive at the university. That would have left two wheels instead of four. There was then no legislative reference department. Since the bill failed to pass, those five have all been running along separately. There has been considerable feeling, with some fighting, between the historical society and the legislative reference department. There has been some slight feeling between the historical society and the university library, the feeling being that they ought to be more closely connected. While there has been no particular bitterness among them all as a whole, yet I think it has generally been conceded and has come to be more and more believed that some closer administrative connection would be profitable all around.

Within the year a report has been prepared under the title "Coördination of state-supported library activities in Lincoln." This report must have been brought about—my own knowledge of the situation tells me that it could have been brought about—only by a great deal of finesse, diplomacy, tact and persuasion. It enumerates the present situation of these five libraries; it speaks of their disadvantages. It proposes the erection of a building by the state, at the university campus, in which all of these libraries will be brought together except the law library at the supreme court; it recommends the plan of retaining the state library as a separate legal collection for the use of the state; it would maintain the independent organ-

ization of each institution, but provide a maximum of service at a minimum expense. This plan has been endorsed by the governing boards of every one of these organizations—that is where the finesse came in. There is a considerable report, signed by a representative from each one of these organizations. It was published in accordance with a resolution passed by the Nebraska Library Association at its meeting last October.

An unsuccessful endeavor was made to enact it into legislation at the last session. I have this statement from an officer in the legislative reference bureau concerning the situation: The plan was presented to the legislature in the form of a bill; and the legislature gave it, apparently, very real consideration and wrote into its journal a special report which embodied this report and gave the legislature's own opinions about it without pronouncing against it. The special report seems to be an admirable, impartial review of the arguments pro and con. The legislature did not, however, report favorably on the bill, this being the message of the assembly to the senate, "It has adopted the conference committee reports on the three bills designed to carry this out, but it has refused to concur in certain senate amendments to the fourth bill." They appointed a conference committee, but the lateness of the session prevented an agreement. The statement concludes: "Eventually, I think that some kind of a combination will be effected. The idea certainly made a strong appeal to the more intelligent legislators. It will take some time to educate them. If it were the function of the legislative bureau to promulgate the idea among the members of the legislature, I am sure we could."

There seems to have been in the attempt to enact this law no split in the ranks of any seriousness, merely the difficulty that we all know is met in putting through the legislature a measure so far-reaching and so unusual in character. Most of us are aware that if we are trying to get a bill to create a library commission or to get

an amendment to such a bill or to inaugurate a new law, it takes several attempts to put the thing actually through.

So much for the situation in Nebraska. It has advanced to the point where an agreement has been reached to make out of five organizations two; and the legislature has not refused altogether to subscribe to that, but has, in general, agreed to the contention in the report.

I want to speak of the not so recent effort in the state of Oregon. I am not so thoroughly posted as to what was done there. In general terms it is this: Formerly there existed a state library, which contained the state law library, and a state library commission. The last-named in its early years acted as a kind of supplement to the state library, undertaking work which the state library could not do; it was, indeed, a commission with no library back of it except a few traveling library books. By the consolidation the general part of the state library collection has been combined with the state library commission under the name of state library, while the law collection has become the supreme court library. I am interested to note that nowhere do these consolidation plans seem to affect or care to affect the use of the state law library by the judges and the attorney-general. It is admitted that they should have a separate law library, to be run in their own way as a separate organization, but in Oregon that became the state law library and the term state library was turned over to the commission—the terms and the books, as I understand it, and the work, all except the work of the state law library. Under the new arrangement the state library and the commission, united in a way that they never were before, have been able to plan and develop a work which, as I read their biennial report recently issued seems to be, not only in variety but in volume as well, in proportion to its resources, on a par with the most active state libraries in the country. It would seem to me that a new life for the state library, a much more

useful and efficient life, has resulted since the consolidation in that state.

Miss RAWSON: The next subject is a paper on "State library administration in Illinois," by Prof. J. M. Mathews, assistant professor of political science, University of Illinois. In his absence Mr. Windsor has consented to read the paper.

SOME PHASES OF STATE LIBRARY ADMINISTRATION

By John M. Mathews,
*Assistant Professor of Political Science,
University of Illinois*

The writer does not hope to present anything really new, nor would he have the presumption to attempt to enlighten library experts on library matters. All that is here intended is merely to discuss briefly some familiar problems of state library administration from a somewhat outside point of view. What is here said is written from the standpoint of general state administration, rather than from that of library administration in particular. In order to afford a tangible background for this discussion, some account of the situation in Illinois may be given.

In 1914 the joint legislative committee on efficiency and economy of that state was engaged in investigating the organization of the state administration in its various phases, one of which was that of library administration. A representative of the committee made a digest of all existing laws relating to state library administration, and held conferences in Chicago and other places with members of the state library association for the purpose of getting various points of view upon the best method of reorganizing state library administration in Illinois in the interests of efficiency and economy. The results of these investigations are published in the report of the committee, a copy of which is or should be in every library here represented. The committee found that most states have given relatively little attention to the development or organization of the state library. In common with most other branches of state administra-

tion, the organization of state library facilities has grown up in a piecemeal and haphazard fashion, and many varieties of library organizations may be discovered in different states. Absolute uniformity in this respect is neither practicable nor desirable, for conditions in the several states vary so widely that a system of administration which secures economy and efficiency in one state will not always secure the same results in another state. There are some features of library organization and administration, however, to which it seems possible to attach the label "good" or "bad" in whatever state they may be found.

The consideration of the problem of state library administration naturally divides itself into two main questions, first, what should be the organization of the state library authorities, and, second, what should be the relation of the state library authorities to local libraries and library extension work? As to the proper organization of the state library authorities and facilities, three questions have been raised: (1) What shall be the body controlling library activities of the State? (2) How shall the state library and library extension activities be related? (3) What relation shall law and legislative reference have to other state library activities?

On account of the difference in conditions in various states, it is not possible to give a definite answer to these questions which would hold good for every state. Certain general principles, however, may be laid down in the light of which the special problems in different states may be brought nearer to solution. From the standpoint of general state administration, state library work should not be a wholly separate, distinct and independent branch of state administration, but should be brought under that general branch of state administration to which it seems to be most nearly related. In most states this will be the department of education. The organization of the various phases of state library work under the department of education should be de-

termined in accordance with the general principles of differentiation, in order to provide for specialization of work and division of labor, and integration, in order to secure coöperation and coördination between the various branches of the work. In states where there is a state department or state board of education, the board should appoint the state librarian, who should have general supervision over all or nearly all of the library activities and facilities of the state. Proper differentiation requires that there should be separate bureaus or divisions to have charge of the various branches of the work, such as reference work, library extension, etc. Proper integration, however, requires that all or practically all of the various branches of the work should be under the general supervision of a single authority, preferably the state librarian, appointed by the state board of education. The requisite measure of coöperation between the various library interests can be secured only by coördination and unification of control. Where the various libraries and branches of library work are subject to separate control, they do not always function in harmony with each other, friction is likely to develop between the officers in charge of the separate libraries, and the service afforded to those who make use of the libraries is likely to be less comprehensive and efficient. Where the several libraries and branches of library work are under separate control, it results that a book must in many cases be duplicated, or else there must be constant borrowing back and forth between distinct institutions, with the attendant difficulties and likelihood of friction. Lack of coördination means duplication of effort and facilities, waste of money and a decrease in efficiency. Special conditions may make complete coördination in some states impracticable as an immediate program of reform, but it should not be lost sight of as an ultimate ideal.

To the general principle of unified control, one or two exceptions may conceivably be made. The state law library and

legislative reference library, on account of their special character and close relation to the work of the supreme court and legislature, respectively, seem to fall somewhat apart from the general field of state library work. But even here some degree of coördination is desirable, which might be effected by making the state librarian an ex officio member of the boards in charge of the law and legislative reference libraries. What should be done with the state university library, especially if the university is not located in the same place as the state library, depends largely on what form of government is provided for the university.

The second main question is: What should be the relation of the state library authorities to local public libraries and the organization of new libraries? Some state supervision over local libraries is desirable because state library officials are usually more up-to-date and better posted on advanced methods in library administration than local officials are likely to be. It seems best that state supervision over local public libraries should be established in connection with the granting of state aid. In pursuing the policy of state aid to local libraries, it is, of course, necessary that the funds for such aid should be made available by legislative grant of a definite total sum. The provision of the Michigan constitution that all fines in counties, cities and townships for breach of the penal laws shall be exclusively applied to the support of the township and city libraries, besides being an indefinite and uncertain means of support, makes the libraries financially interested in law-breaking. Under this scheme, as the beneficent influence and civilizing effect of libraries become more potent in promoting law and order throughout the community, the efficiency of the libraries in achieving their purpose tends to dry up their source of revenue.

On the other hand, legislative appropriations for local libraries are liable to be made in accordance with the political influence of representatives from the dif-

ferent localities rather than in accordance with real local needs. State library officials should be watchful and endeavor to prevent this tendency from perverting the whole theory of state aid. In most instances, at least in the absence of a scientific budget system, a compromise will have to be made between political considerations and library needs. From the standpoint of library administration, it would be better that the funds, both for the state library organization and for library extension work, be appropriated in a lump sum, to be distributed in such proportion among the various library services as may be determined by the state library authorities.

The extent of the control exercised by the state library authorities over local public libraries, operating through the policy of state aid, should probably be confined to setting up a certain standard of equipment and management, such as prescribing qualifications for librarians of local libraries, and providing state aid for those that reach or surpass such standard and penalizing those that fall below it by withholding state aid. The standard set up by the state need not and should not be absolutely uniform throughout the state, but should vary in accordance with the capacity for library development in different localities. State aid should be so administered as to encourage and stimulate and not stifle local effort and local initiative in promoting library work and building up library facilities. Not absolute control, but supervision and inspection is the desideratum.

Apart from making available official publications for official use, the end and aim of library administration is not merely to establish a smooth-working mechanism, but to diffuse to the greatest possible extent throughout the community the knowledge and love of reading good books. By the extent to which this end is attained, the success of the particular type of library administration is to be judged. More important than machinery is the human element at the helm. State library laws should be flexible so as to allow a wide

scope of discretion to library officials, and particularly to the state librarian, in securing the best results. A matter of the first importance is the selection of a competent state librarian. It seems clear that the state librarian should not be an ex officio elective officer, who is chosen primarily for the performance of other duties and is only incidentally state librarian. Such an elective official is not likely to be a person versed in library matters and abreast of the most modern methods of library administration. As already indicated, the state librarian should be appointive by the state board of education or similar body, and should have large power, a large salary, and indefinite tenure of office. A single executive head of this character placed over the library work of the state will be more likely to bring about economy of administration, unity of policy, and more efficient and comprehensive services. Such a unified arrangement tends to prevent danger of confusion resulting from overlapping of work, and conduces to the coördinate development of the various branches of library activity.

Miss RAWSON: Our first topic for general discussion—"What shall be the body controlling library activities of the state?"—will be introduced by Miss Mary E. Downey.

Miss DOWNEY: There was a discussion similar to this at the Pasadena meeting, when Mr. James L. Gillis had a paper on this subject, especially on centralization of work. My own experience under various forms of organization leads me to say what I said then, that it really matters not under what form one works so long as there are people at the head who have sense enough to tell a person what to do or to let work be done. In such a state as California where there is breadth of view and a broad-minded policy there would be no objection whatever to having the work centralized. In the state of New York, where all the work could be done in harmony, it would make no difference whatever to the head of a department if

the work were centralized under one person.

Mr. WYER: It would make a good deal of difference what the board was that was over a man.

Miss DOWNEY: It is the make-up of the governing board that matters. If the board is one made up through politics, whose members have no idea of what a library is in its broad sense, it makes every difference in the world as to the ability of the head of the work to carry it out. On the other hand, if the board has even one commissioner whose heart and soul are in the work and who makes a study of the work of the library from one end of the country to the other, such as Indiana has had, that board can produce efficient work. Some of us think, no matter which organization we are working under, that ours is the best. It depends on the conditions. What will apply to one state will not apply to another, because there is such a difference in the organization, there is such a difference in the people, in the population, in the area. It depends on the personnel of the governing body, of the central head and the heads of the various departments. What we have to do is to try to get at the things that have a baneful influence in this work. They are, of course, politics—that depends on whose politics it is; and waste. I have seen much waste of energy in states, where great sums of money have been appropriated, with absolutely no result as tested by efficiency.

I have worked under the two forms of control. It has not made an atom of difference to me so far as I am personally concerned. It has not made any difference to me what the other departments were doing or how they were doing their work. That is not my business. I had occasion to say once that it did not make any difference to me who the state librarian was, so long as I would be permitted to do my own work efficiently. I think what we all want is to avoid being disturbed, where we are connected with a great organization, by things that we see that do

not affect us, and to be able to keep on doing our work as efficiently as we can.

Mr. BLISS: I am very much interested in getting the libraries of the state properly related, so that there will not be duplication and confusion in various lines. There are some things we ought to take into account. Economy is a good thing if we can wisely practice it; but economy which means a loss of result in the work that we are doing is not the right kind of economy; and the question is whether, by combining our forces, we will accomplish any better work or any more work than we are doing at the present time. When I look over the country I notice that the commissions which seem to be the most active, the commissions which are doing the biggest work, the commissions which are having the greatest influence on the library situation are the ones which are independent, which stand out as library commissions independent of other organizations. It is possible that statement might be disputed. There is a great deal in having a body at the head, directing a certain piece of work, taking an interest in the work. The board of education is the body we usually think of when we consider associating the library with some other body. But I sometimes question, as I look around over our own state, whether a person, because of the very fact that he is actively engaged in urging forward the formal style of education, is not thereby unfitted to control or to urge forward the informal style of education in which you and I are interested. The board of education has its own interests, and when we go before it the question is which one of these two interests is going to be taken up. The board of education has its own ends to accomplish, and I think I am right in saying that when the educational interests and the library interests come into conflict, when appropriations are needed, for instance, emphasis is going to be laid by the board of education on its own line of work. In our own state we have the state library and the state library commission. Under-

nearth the state library, as part of the state library work, we have a law library. We have a department of archives. We have a state museum with two or three branches, an educational museum, a natural history section and so forth, all under the state library. When the state librarian goes before the legislature to ask for appropriations, he has to ask for appropriations for each of these things. When we are all asking for increases, the tendency is very strong on the part of the legislature to say to the state librarian, by the time he gets down to the free library commission, "We have given you an addition for the museum, we have given you an increase for the department of archives, and we have given you enough additions to satisfy you"; and the library commission goes without. I don't know that just this thing has occurred, but I can imagine that it might. I might want \$50,000 for my work, but if I have to go to an intervening body and say, "I want \$50,000 for my work," and that body also wants \$50,000 additional for its work, the chances are that the emphasis is going to be laid on what the latter wants. One body cannot be interested equally in two lines of work. If it is interested in two lines, one of them is likely to suffer.

Mr. BROWN: Generally speaking, an ex officio board fails in large part to do its work. It is bound up with something else. It must pay attention to that. My observation has been that ex officio officers on the board fail to do their work properly. I am working under the state board of education; I am an officer of the state board. Members of that board have been my colleagues in educational work in the state for twenty-five years. They are good friends of mine—they rarely come to see me. Of course, it is very pleasant to be treated as nicely as that, to feel that there are men who have supreme confidence in you and let you do things; but when I need an extra appropriation or want a new building or an increase of the staff, the members of the board of

education, individually and as members of the board, are too busy to see the legislative committee, too busy to go before the finance committee or the ways and means committee of the house, and the result is that I have to make my fight alone. Having no political skill, having no "pull," I find it a difficult thing to do. I dare say that is the way with nearly all of us who are educators instead of politicians. It is not very pleasant for me to say that, but I do know that the members of the board of education with whom I have talked think I am right. They say, "We haven't time to give you. You go ahead and do the best thing you can."

In Indiana we have the public library commission, the supreme court library, the legislative bureau and the state library. We all feel that the supreme court library should remain as an independent body. It seems to be something separate and apart, and I fancy that an independent commission would leave it in the control of the supreme court. I do myself believe that there ought to be a vital connection between these other organizations and the educational work of the state. I don't know where to bring it in, except by asking the superintendent of public instruction to be a member of the commission. But the objection in our state is that the superintendent of public instruction is, unfortunately, elected by politics. He is named in a political convention, and that makes the office partisan.

I am perfectly willing to risk the naming of an independent commission, say five members, to control these bodies. Our governor promised Mrs. Earl and myself that if the bill for consolidation went through this year he would appoint people interested in library work and educational, altruistic, matters. Three members of the commission are to remain, and an additional member is to be appointed. I have made up my mind that there should be an independent commission. The ex officio board does not have time to give the

matter any consideration or to do any work. With a separate commission working earnestly, I think that we could accomplish our purpose.

Miss DOWNEY: I believe that in the newer states it is much easier to get an appropriation for a branch or a department already existing than it is to pile up more and more departments. The tendency in the new states is to keep down expense of equipment, to use the equipment that already exists. The establishing of a central department seems to many people like a great saving of money.

Mr. BOWKER: May I ask leave to present briefly a matter that has been under discussion in another body, which it was thought worth while to present here? The matter of the Carnegie contract was discussed at length at the trustees' section. Most of you know that in six states the Carnegie Corporation, finding that a considerable portion of libraries had either not kept their maintenance agreements or declined to fulfill their obligations, was disposed to refuse to make further grants in those states, to the detriment of libraries and communities which deserved help. The figures showed six states where, out of 288 grants, fifty-five libraries had proved recreant. In the course of discussion before the trustees' section it was brought out strongly that the state library commission and public opinion in general were the means through which these wrongs, as it were, could be righted. In many cases a failure to report had put the state in a wrong position. In many other cases it was a matter of dereliction. I came across to this body to urge that each state endeavor to keep its record as clean as possible, in order to avoid this discouragement to library giving. On the whole the percentage of lapses has been very small. The notorious cases are said to be one in which a \$10,000 Carnegie building was sold—one can scarcely see how, legally—for \$3,500 and was turned into a dwelling; and another, where the report came in

that there was no longer a Carnegie library existing, with the exception of the front and rear walls. These, however, are exceptions; and I believe that in another year we shall have a very different report from the Carnegie Corporation.

Miss RAWSON: The next subject is, "How shall the state library and library extension activities (including traveling libraries) be related? Shall one executive control? Shall they be independent of each other and all dependent upon a central board of control? Shall they be entirely unrelated?" Mr. Matthew S. Dudgeon will introduce this discussion.

Mr. DUDGEON: I was informed that I was supposed to be somewhat opposed to any centralization of power and that, therefore, I was at liberty to present that side of the contention. I do not know that I am opposed to it in one sense. I am not very greatly interested in the subject, because, it seems to me, in looking the country over and studying this state and that state, it is not a question of mechanics and machinery so much as it is a question of personality and good hard work. It seems to me, no matter what your machinery be, if you have good people working enthusiastically and skillfully, you will get good results. On the contrary, no matter what the machinery be, you will get poor results unless these conditions are fulfilled. In other words, the personal equation is a bigger element than the mechanical element, and a board, which will work enthusiastically, employ initiative, do your work without opposition, without duplication and without hampering conditions, is what you need; and the question is how can you get that. Theoretically, I will concede, there is a good deal in centralization. In governmental affairs it seems to be the day of centralization. We are not able to do as many things in the state as we formerly did. Witness, for example, the taking of railroad rates out of state control. Centralization can go too far in both government and private enterprises. For instance it went a good way in Kansas, and

instead of removing duplication of position and friction resulted, as I understand, in putting a hampering supervision on the initiative and efforts of the individual institution. Some say that in Iowa there were similar results. I once heard a man who was an absolute crank on efficiency and centralization in business, say that he had found a limit to centralization; when you carried it, he said, to a point where it was difficult to get a single man of sufficient ability to have a comprehensive grasp of all the departments put under him, you got a failure. He deliberately broke up a well-centralized plant into smaller units so that he could put a specialist in charge of each department who could face his special problems without being hampered by going to a supervising power. That is the danger in too much centralization. It will become a hampering supervision rather than helpful coördination. We are getting along pretty well in a good many states, not because there does not arise a little rivalry or opposition but because the good judgment of intelligent people prevents opposition and friction between departments. If you can get harmony so that you will not have duplication and opposition, it will be better than running the risk of going into this over-centralization scheme.

Mrs. EARL: I feel very strongly on this point myself. I have tried to work out the ideal solution. I know that many of you do not agree with me, but I hope to live to see many states try out this plan, and I sincerely hope that Indiana, before many years, will have tried it.

One commission or board with but one single purpose should have the control of all library activities of the state if the best and most rapid development is to be the object.

I began the study of library interests in 1897, and have carefully listened for years to this subject from all its angles. I have studied the functions of all departments and the type of men holding prominent position in them and have been thoroughly convinced for some time that the ideal can

only be approached through one board over all activities. This body should be non-political, composed of *five* persons, two of whom should be women, appointed by the governor because of their special fitness to safeguard the interests for which they were selected. One appointee shall be approved by the state legislature, one by the supreme court, one by the state library association, and one by the federation of women's clubs.

The activities of the commission should be in five departments, or more as the need may arise, coöperating most cordially but each to itself, and each directed by a man of distinct ability in that special line of library work. As I think of it now, there should be the historical or state library, the law library, the legislative reference, the library extension, and school library departments. Each head should be responsible only to the commission. A board member who does not know enough to appoint heads of departments who will only need the moral support of the board and not its help in management, is not worthy his position on the commission.

The historical or state library department should contain the archives of the state and such other matter as the student of literature and history would need, with a scholarly man at its head who appreciates the great value and importance of this department.

The law library should contain everything that pertains to the needs of the courts and the student of law, with a specially fitted librarian in charge.

The legislative reference department should contain all material needed for drafting bills and information bearing upon pending legislation, anticipating if possible all legislative requirements, with a specially equipped man in command.

The library extension department necessarily divides itself into three divisions: Organization, instruction and traveling libraries. Organization includes creating library sentiment, organizing new and reorganizing old libraries and state institutions, with the meeting of all calls

for assistance from over the state. Instruction includes summer schools and personal instruction in libraries and at the headquarters. The traveling library department includes the usual work of that division, the traveling libraries to be used as much as possible as a means to an end. All lending of books both to groups and individuals throughout the state and all general reference work should be done by this division. The library extension department, if it would measure up to its opportunity, requires one of the biggest men in the library profession. He should be a university man, a full library school graduate, a diplomat, a ready speaker, and should have every other quality that will help him to meet all kinds and types of people as fellow men.

The one board proposition is the only logical, sensible, and economical solution of the future progress of library development.

Library interests should be as clear cut as school interests, and all under one library board as the schools are under the state board of education, with the most cordial coöperation between all departments and the school interests of the state. It is a perfectly natural fact that one board cannot have two interests, without at times favoring one at the expense of the other.

Why not a director?—(1) Because a middleman is not necessary and is therefore a needless expense.—(2) The heads of departments should be his professional equals and would therefore prefer a board.—(3) Two heads are better than one.

Why all library activities under one board? Because there should be an interlacing of interests and knowledge of other departments, to bring the best results without overlapping and to maintain the most cordial and helpful relations between all the departments. The strongest reason for one board of representative citizens is that it will safeguard each department and command the attention and respect of legislators, who will not question motives because there will be but one side officially presented to them. I am convinced that

more than half of our legislative failures come from a lack of coöperation between departments, an inability to get together and to use fair judgment toward one another which would be overcome under one board. Do you think big men at the heads of departments could sit around a table with a representative board and discuss their problems and needs, without receiving a larger viewpoint and desire to coöperate to the fullest extent—realizing that what helps one helps all sooner or later?

Putting other departments under the state librarian is a failure, and naturally so, because each job requires a special type of man, each as big professionally as the other, who should be independent so far as his department goes, responsible only to the commission who coöperates with him to make his department a success.

Putting library interests under boards of education, as we have them now, would be suicide by slow death, for the reason that the school side would be stressed at the expense of the public library and the dignity of the profession.

Indiana is fortunate now in having big enough men at the heads of its various library activities to work together in a helpful way, yet we realize that a reconstruction of library interests would be advantageous to the state.

Library progress has been hindered and blocked long enough by the selfish or visionless attitude of some state librarians, and the time has come for jealousy and selfishness to give way to constructive measures. A practical ideal should be approved, not a plan to suit this or that state or this or that man.

Mr. WINDSOR: May I ask Mrs. Earl, would it be constitutional to provide that the governor should appoint from a list of names?

Mrs. EARL: I do not know about that.

Mr. WYER: Mrs. Earl's statement was most admirable as a statement; but I can't agree with her when she wants to eliminate the one directing, guiding force. I can't quite fancy Wanamaker's highly organized department store without a Wanamaker

connected with it. I do not believe it would run very long without its present organization. I know that the railroads of the country at the present time, representing as big economic and industrial organizations as we have, all need a general manager for their business. They have separate departments, but each department is not turned loose to run itself. There must be a general manager in our own profession. No one who has had a hand in managing a highly organized institution would like to contemplate the unnatural disorder and inefficiency which would result in the Library of Congress without its present illustrious head and in the New York library without its director. We can't get along without the directing and centralized force. That is just the situation which Washington state has had for thirteen years, and is now trying to get away from.

Miss DOWNEY: I am interested to learn how you would have the board meetings; would each department head meet with it alone?

Mrs. EARL: No, every department should be present, so that each will know the others' needs.

Mr. FERGUSON: If you got as heads of the departments men of the caliber mentioned, you would have to pay them salaries much greater than the work entailed would warrant.

Mr. BLISS: I should like to ask Mrs. Earl why it is she wants to have this commission appointed practically by five different organizations.

Mrs. EARL: Because they are the organizations that are interested in these problems. This plan puts someone on the board who will safeguard their interests.

Mr. BLISS: Why not have the appointing done by one person and leave that person perfectly free to appoint?

Mrs. EARL: Because this year we might have a democrat who would want to put in henchmen and friends. I should like to take it out of politics as much as possible.

Mr. MONTGOMERY: As a matter of

fact, the governor is much more able to control.

Mr. BLISS: Have you found cases where that same general principle is carried out to advantage? I know of one library board which is appointed by four or five organizations of the town, with unfortunate results.

Mrs. EARL: It seems unfair to pick out a place here and there. I know of many places where it does not work out at all; but I know that the principle is right.

Miss RAWSON: The next topic is: "What relation shall law and legislative reference have to other state library activities?"—introduced by Mr. Thomas L. Montgomery.

Mr. MONTGOMERY: I want to say first that I am very much opposed to the directing of library activities by commissions. I think that nothing that is permanent should be carried out by commissions. It is a logical thing to appoint a commission to investigate a question that the legislature wishes to know about; but it isn't in the nature of a commission to be permanent.

It is my belief that state libraries and other forms of state library activity ought to be coupled up if possible, with one exception. The legislative reference work, I think, is not part of the work of the state librarian. It is my idea that the legislative reference librarian has an entirely different field. He should be sequestered in that work and should not be responsible to anyone in doing it. He is in close touch with the members of the legislature; he has to keep their confidences. He has to act under great responsibility, and unless he has full right to do as he chooses, according to his own conscience and judgment, it does not seem quite right to charge him with that much responsibility.

(There was no further discussion of this topic.)

Mr. GALBREATH: If the library activities are to be controlled directly by the governor, of course the choice of the li-

brary staff and others engaged in the work will have to be purely political. That is a pretty safe proposition. Now, the commission form, a commission that shall control the library activities of the state, may be the best possible system and it may be the worst, depending entirely upon the commission. So the big question that we have to consider at this meeting is whether anything other than a purely political board is possible. I understand that it is believed by some that something better is possible.

Mr. SANBORN: I think the history of our commission and its appointees is rather interesting. It has been running since 1899. We have three commissioners; and, with one small change after the commission was two or three years old, we have had the same three commissioners for eighteen years. Really, politics has never entered in. Our governors are elected for four years. Each governor has a right to appoint two on the commission. Our present governor, a republican, has appointed a prominent democrat of the state.

Mr. GALBREATH: I want to congratulate our neighboring state, Indiana, over the fact that their experience with their governors has been so happy. When we have a public opinion that will encourage and command that sort of service from our governors, libraries will not be troubled by politics. There is a growing public opinion against the prostitution of educational work of any kind to partisan ends, and I believe that governors will gradually come to understand that they will serve their own interests best by serving the educational interests of the state best.

Miss FLETCHER: I have watched the governors' appointments in Vermont for fifteen years and during all that time there has been but one appointment that could be suspected of being a political appointment.

On motion, the meeting was adjourned.

AMERICAN ASSOCIATION OF LAW LIBRARIES

The twelfth annual meeting of the American Association of Law Libraries was held at Louisville, Ky., June 22-26. Representatives from fourteen states were in attendance. Two separate sessions and two joint sessions with the National Association of State Libraries were held.

The Hon. Edward T. McDermott of Louisville opened the conference with a cordial welcome and a most interesting talk on the value of library service. He was followed by the Hon. William Marshall Bullitt, of Louisville, who gave an informal talk on commissions, in which he offered his services to a committee if one should be formed for compiling a list of all the commissions in the United States. Mr. Bullitt's offer was eagerly accepted, and Mr. A. J. Small, state law librarian of Iowa, was made the chairman of the new committee.

The first separate session was presided over by President Luther E. Hewitt, librarian Philadelphia Bar Association, who gave as his official address a resumé of events in the life of the Association and in the law library world, during the ten years just past. In the absence of Dr. Edwin R. Borchard, law librarian and professor of law at Yale University, his paper entitled "Recent developments in international and municipal law," was read by Mr. Edwin H. Gholson of the Cincinnati Law Library. Dr. Borchard analyzed the present status of those phases of the law and refuted the charge so often made that their principles to-day are inactive. Military service at Fort Madison prevented Mr. J. T. Fitzpatrick of Albany from giving his paper, "Printed cases on appeal." Mr. Summer York Wheeler, librarian of the Essex County (Mass.) Law Library, read a paper, "Present day law libraries and their service to the community at large." Mr. Wheeler confined his talk to the county law libraries of Massachusetts and gave a very vivid and interesting description of his work.

It was hoped that Mr. Louis B. Wehle,

of the Louisville Bar, would open the second separate session with his address on "New forces and the law," but a sudden call to Washington on military business prevented him. Mr. Frederick B. Crossley, librarian of the Northwestern University Law School was unable to be present at the meeting and had been prevented by stress of work from completing his paper on "Criminology," which, however, will appear later in the *Law Library Journal*. The ever important subject of instruction in legal bibliography for the law student was presented by Miss Mary S. Foote, librarian of the New Haven County Bar Library, in a masterful paper entitled, "Need for college instruction in the use of law books." It is hoped that Miss Foote's paper and the reports of Mr. F. C. Hicks, law librarian of Columbia University, as chairman of the Committee on legal instruction, will result in bringing before the law schools of the country the need for such instruction. The round table on "Valuation of a law library" was ably conducted by Judge Charles B. Seymour, of Louisville, in the absence of Miss Susan A. Fleming, whose serious illness prevented her from attending the meeting. Mr. Andrew Mettee, librarian of the Baltimore Company of the Bar, gave a carefully prepared discussion of the subject. It was learned with regret at this session that, owing to the unusual demands made upon the Carnegie Institute by war conditions, the publication of Mr. T. L. Cole's bibliography of session laws, which it was hoped would be undertaken by that body, has been postponed. At this session also, having learned that an act for reprinting the session laws of Illinois was awaiting the governor's signature, the Association sent a telegram to Governor Lowden conveying interest in the passage of such a bill.

The program of the second joint session was concerned in the main with matters of interest to state libraries and law libraries as a part of state libraries. A report which had been looked forward to

with interest by members of both associations was that of the Committee on national legislative information service, Mr. George S. Godard, state librarian of Connecticut, chairman. This report concerned itself with the "Official index to state legislation." After untiring efforts on the part of the committee and unsolicited generosity on the part of Mr. F. W. Allen in subsidizing the undertaking, it was found necessary to discontinue the work for 1917. It is hoped to revive it in 1918, when the expense of publication will not be so great, owing to the fact that comparatively few legislatures meet in that year. The committee was continued with an expression of appreciation for its services.

Resolutions of appreciation were extended to the American Library Association for their courtesies; to the National Association of State Libraries for their helpful collaboration; to the Louisville

Committee on Arrangements for the many pleasures bestowed during our stay; and to the speakers whose papers formed the foundation of our conference.

The following officers were chosen to serve for the year 1917-1918:

President, Edward H. Redstone, Social Law Library, Boston, Mass.

First Vice-President, Edwln H Gholson, Cincinnati Bar Library.

Second Vice-President, Miss Susan A. Fleming, Louisville Bar Library.

Secretary, Miss Elizabeth Beal Steere, University of Michigan.

Treasurer, Mrs. Maud Barker Cobb, State Library, Atlanta, Ga.

Executive Committee: Officers of the Association, and Luther E. Hewitt, Philadelphia Bar Association; C. Will Shaffer, State Law Library, Olympia, Wash.; Franklin O. Poole, New York City Bar Association.

SPECIAL LIBRARIES ASSOCIATION

FIRST SESSION

The ninth annual meeting of the Special Libraries Association was called to order at 10 o'clock on the tenth floor of the Seelbach Hotel, Louisville, by the president, Dr. C. C. Williamson, librarian of the Municipal Reference Library of New York. Mr. Lee read an address by Matthew Brush, president of the Boston Elevated Railway Company, entitled "The so-called librarian's real province." This was printed in *Special Libraries* for June. "The business library as an investment," by Paul H. Nystrom of the International Magazine Company, was an unusual contribution to the field of library economy. It was an excellent address as to the practical value of a business library figured from the view point of a business executive. The last paper of the session was by J. E. Fitzgerald, chief of the editorial division, Bureau of Foreign and Domestic Commerce, Washington. In his talk on "A government system of filing

commercial information," Mr. Fitzgerald described the work of his department and how the filing of the Daily Consular Reports and other publications is handled. Discussion of the morning's program followed and E. E. Judd, also of the Bureau of Foreign and Domestic Commerce, said a few words regarding exhibits of foreign goods which the bureau intends to send to manufacturers who are interested in foreign trade.

SECOND SESSION

The second session was devoted to the general topic "Qualities and training necessary for business librarians." Josephine A. Rathbone of the Pratt Institute School of Library Science read the first paper on "Library school courses as training for business librarians," and reviewed what library schools are doing for such training. Ralph L. Power, of the College of Business Administration of Boston University, was the next speaker, who took as his subject

"Business education for business librarians." Mr. Power emphasized especially the training in business administration, together with library courses at one and the same time. "The personal qualifications of the business librarian" was read by Mrs. Cora Hinkins Farrar, house librarian of Sears, Roebuck & Company. After the papers of the morning were delivered a discussion was opened by Ethel M. Johnson, librarian of the Women's Educational and Industrial Union, Boston. Miss Johnson delivered a remarkable discussion on the subject of training for business librarianship from the several viewpoints. Her experience in a special library, coupled with previous training in a library school, has given Miss Johnson a broad outlook on the subject. One fact brought out in the program was that Boston University is to offer new courses of training for business librarianship.

THIRD SESSION

The last session of the association was devoted to the general topic, "Relation of the special business library to the public library." A paper on "Public vs. special libraries" was read by Miss A. R. Hasse, chief of the economics division, New York Public Library. The speaker made special mention of concrete instances in which her division in the library has been of distinct service to the business public. "What a public library can do for the business man," by Florence Spencer, formerly librarian, but now on the staff of the National City Bank of New York, was the next on the program. Owing to the ab-

sence of Miss Spencer her paper was read by Ada McCormick, municipal reference librarian at Cleveland. The last number, "Oneness in library work," by George W. Lee, librarian of Stone and Webster, Boston, closed the annual convention of the Special Libraries Association. The majority of papers will be printed later in "Special Libraries."

BUSINESS SESSION

The officers for the following year were elected at the business meeting as follows: President, Dr. C. C. Williamson, librarian, New York Municipal Reference Library; vice-president, John A. Lapp, director, Indiana Bureau of Legislative Information, Indianapolis; secretary-treasurer, Ralph L. Power, librarian and curator, Boston University. Executive board: Guy E. Marion, business library organizer, Woburn, Mass.; Elizabeth Dobbins, American Telephone and Telegraph Library, New York; and the president, vice-president and secretary-treasurer.

(NOTE.—The editor of the official publication, *Special Libraries*, was not appointed for the following year, but the matter came up for consideration before the Executive Board in August. Mr. Power was chosen as editor-in-chief, with associate editors as follows: H. H. B. Meyer, Library of Congress; D. N. Handy, Insurance Library Association, Boston; Maud A. Carolin, Detroit Edison Company Library; Helen Norris, Commonwealth Edison Company Library, Chicago; Ethel M. Johnson, Women's Educational and Industrial Union Library, Boston; and R. H. Johnston, Library of the Bureau of Rail way Economics, Washington.)

R. L. POWER,
Secretary

ATTENDANCE SUMMARIES

By Position and Sex

	Men	Women	Total
Trustees	21	9	30
Library Commissions	8	18	26
Chief Librarians	106	127	233
Heads of Dept's and Branch Lib'n's	28	149	177
Assistants	9	168	176
Library School Instructors ..	15	15	
Library School Students..	2	2	
Editors	12	3	15
Commercial Agents	18	..	18
Others	51	80	129
	253	571	824

New Hampshire	1	South Dakota...	1
Mississippi	1	Wyoming	1
New Jersey.....	5	Wisconsin	18
New York.....	60	Tennessee	20
North Dakota...	3	Texas	11
North Carolina.	3	Utah	4
Oklahoma	2	Vermont	1
Ohio	87	Washington ...	3
Oregon	4	West Virginia ..	1
Pennsylvania ..	28	Canada	2
Rhode Island...	5		
South Carolina..	1	Total.....	824

By Geographical Sections

6 of the 6 New England States.....	29
5 " 5 North Atlantic States and District of Columbia.....	113
5 " 6 South Atlantic States.....	11
8 " 8 North Central States....	379
6 " 6 South Central States.....	242
8 " 14 Western States	32
3 " 3 Pacific States	16
Canada	2
Total.....	824

By States

Alabama	9	Indiana	87
Arkansas	3	Iowa	13
California	9	Kansas	8
Colorado	2	Kentucky	207
Connecticut	3	Louisiana	1
Delaware	4	Maine	1
District of Col- umbia	11	Maryland	5
Florida	2	Massachusetts ..	18
Georgia	4	Michigan	24
Illinois	92	Minnesota	20
		Missouri	39

By Libraries

Libraries having one or more representatives

Louisville Public Library.....	69
Cincinnati Public Library.....	31
St. Louis Public Library.....	21
University of Illinois Library.....	17
Chicago Public Library.....	17
Cleveland Public Library.....	14
Minneapolis Public Library.....	14
New York Public Library.....	12
Cossitt Library, Memphis.....	10
Carnegie Library, Pittsburgh.....	8
Ohio State Library.....	8
Detroit Public Library.....	7
Evansville (Ind.) Public Library.....	7
Grand Rapids Public Library.....	6
Indiana Public Library Commission...	6
Indiana University Library.....	6
Milwaukee Public Library.....	6
New York State Library School.....	6
Birmingham Public Library.....	5
Gary Public Library.....	5
Indianapolis Public Library.....	5
Kansas State Agricultural College Li- brary	5

[Note.—The above figures from the library schools do not show the full attendance of students, as several from the classes of 1917 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; catgr., Cataloger; ln., Librarian; asst., Assistant; br., Branch; sch., School.

- *Prefixed to a name indicates participation in Mammoth Cave trip.
- Abraham, Effie G., head catgr., Miami Univ. L., Oxford, O.
- Acomb, Irene Alice, Hyde Park Br. P. L., Cincinnati, O.
- Adamson, Ruth E., child, ln. P. L., Evansville, Ind.
- Adelberg, Carolyn E., ln's sec'y F. P. L., Louisville, Ky.
- Ahern, Mary Eileen, ed. Public Libraries, Chicago, Ill.
- Alexander, Julia, asst. Issue Dept. Cossitt L., Memphis, Tenn.
- *Allen, Amy, organizer State L., Columbus, O.
- Allen, Mrs. Philip Loring, Reedsburg, Wis.
- Allison, Young E., Louisville, Ky.
- Altgelt, Henrietta W., child, ln. Carnegie L., San Antonio, Tex.
- Anderson, Annie Stuart, Ky. Home Sch. for Girls, Louisville, Ky.
- Anderson, John R., bookseller, N. Y.
- *Andresen, Margaret Steele, Louisville, Ky.
- Andresen, Cecille Catharina, asst. P. L., N. Y.
- *Andrews, Clement Walker, ln. The John Crerar L., Chicago.
- Armstrong, Ione, ln. F. P. L., Council Bluffs, Ia.
- Austen, Willard, ln. Cornell Univ. L., Ithaca, N. Y.
- Babcock, Helen S., ln. Austin High Sch. Br. P. L., Chicago.
- Baechhold, Elsie L., engineering ln. Univ. of Ill., Urbana, Ill.
- Baer, Harriet Irene, ln. Douglas Park Br. P. L., Chicago.
- Bailey, Arthur L., ln. Inst. F. L., Wilmington, Del.
- Bailey, Louis J., ln. P. L., Gary, Ind.
- Baird, Mrs. Bertha S., ln. P. L., Mason City, Ia.
- *Baker, Adaline Maitland, reviser Catalog Dept. Newberry L., Chicago.
- Baker, Marion C., In. So. Division Br. P. L., Milwaukee, Wis.
- Baker, Mary Ellen, head catgr. Mo. Univ. L., Columbia, Mo.
- Ball, Fanny D., ln. Central High Sch. L., Grand Rapids, Mich.
- Banes, Mary, child, ln. P. L., Birmingham, Ala.
- Barclay, Mary Louise, Louisville, Ky.
- Bargr, Frances A., asst. P. L., Columbus, O.
- *Barickman, Mrs. Rena M., ln. P. L., Joliet, Ill.
- Barker, Ruth McClintock, head catgr. Cos-sitt L., Memphis, Tenn.
- Barker, Thomas A., trus. F. P. L., Louisville, Ky.
- Barker, Tommie Dora, ln. Carnegie L., and director L. Sch., Atlanta, Ga.
- *Barlow, Ruth C., Jr. asst. P. L., Chicago.
- *Barnes, Grace, asst. catgr. Univ. of Ill. L., Urbana, Ill.
- Barnett, Mrs. Evelyn Snead, Louisville, Ky.
- *Barrette, Lydia M., ln. P. L., Jacksonville, Fla.
- *Barry, Evelyn E., juvenile ln. Reddick's L., Ottawa, Ill.
- Bartholomew, W. H., trus. F. P. L., Louisville, Ky.
- Batman, Marie, asst. Order Dept. F. P. L., Louisville, Ky.
- Bauer, Katherine, asst. Br. L. Dept. P. L., Cincinnati, O.
- Beatty, Cora M., asst. Ref. Dept. F. P. L., Louisville, Ky.
- Beck, Sue, ln. P. L., Crawfordsville, Ind.
- Beer, William, ln. Howard Memorial L., New Orleans, La.
- Behrens, Clara L., asst. Order Dept. F. P. L., Louisville, Ky.
- Bell, Bernice W., head Child. Dept. F. P. L., Louisville, Ky.
- Benson, Andrew T., Boy Scout Executive, Louisville, Ky.
- Berryman, Sallie T., ln. Crescent Hill Br. P. L., Louisville, Ky.
- Billingsley, Mary P., chief of Public Documents Div. P. L., Kansas City, Mo.
- Birge, Anna G., asst. A. L. A. Booklist Of-fice, Chicago, Ill.
- Bishop, Jessie E., head Circ. Dept. P. L., Cedar Rapids, Ia.
- Bishop, William Warner, ln. Univ. of Mich. L., Ann Arbor, Mich.
- *Black, Mary J. L., ln. P. L., Fort William, Ont.
- Blackman, Florence, Louisville, Ky.
- Blackwelder, Paul, asst. ln. P. L., St. Louis, Mo.
- *Blair, Irene E., ln. P. L., Sedalia, Mo.
- Blair, Mirjah G., head catgr. and ref. ln. Oregon State L., Salem, Ore.
- *Blake, Ada S., principal Louisville Collegiate Sch., Louisville, Ky.
- Blanc, Mrs. H. W., pres. Woman's Club, Louisville, Ky.
- Bliss, Robert F., asst. sec'y F. L. Commis-sion, Harrisburg, Pa.
- Blue, Thomas F., ln. Colored Br. F. P. L., Louisville, Ky.
- Boette, Louise H., asst. child, ln. Carondelet Br. P. L., St. Louis, Mo.
- Bogie, Sarah C. N., chief of Child Dept. Carnegie L., and principal Carnegie L. Sch., Pittsburgh, Pa.
- Bond, Ethel, instructor Univ. of Ill. L. Sch., Urbana, Ill.
- Booth, Mary Josephine, ln. Eastern Ill. State Normal Sch., Charleston, Ill.
- Borden, William Alanson, pres. Borden Bookstack Co., Westport, Conn.
- Bostwick, Arthur Elmore, ln. P. L., St. Louis, Mo.
- Boswell, Jessie Partridge, ln. Municipal Ref. Bureau, Cincinnati, O.
- Bowerman, George F., ln. P. L., Washington, D. C.
- Bowker, Richard Rogers, ed. Library Jour-nal, N. Y.
- Bowker, Mrs. Richard Rogers, N. Y.
- Boyd, Margaret E., Louisville, Ky.
- Brace, Maria C., ln. P. L., Waterloo, Ia.
- Bradford, Ruby C., Indianapolis, Ind.
- *Brennan, Winifred, br. ln. P. L., Gary, Ind.
- Brett, Charles E., Louisville, Ky.
- Brett, William Howard, ln. P. L., Cleve-land, O.
- Briggs, Walter B., asst. ln. Widener Mem. L. Harvard Univ., Cambridge, Mass.
- Briggs, Mrs. Walter B., Cambridge, Mass.
- Brigham, Gwendolyn, asst. A. L. A. Office, Chicago.
- Brigham, Herbert Olin, ln. R. I. State L., Providence, R. I.
- *Brigham, Johnson, ln. Iowa State L., Des Moines, Ia.
- Brooks, Maud D., ln. P. L., Olean, N. Y.

- Broomell, Ellyn Chapin, asst. Armour Inst. of Tech., Chicago.
- Brown, Demarchus C., In. Indiana State L., Indianapolis, Ind.
- Brown, Flora M., asst. Walker Br. P. L., Minneapolis, Minn.
- Brown, Gertrude Le Roy, asst. In. P. L., Evanston, Ill.
- Brown, Walter L., In. P. L., Buffalo, N. Y.
- Brown, Mrs. Walter L., Buffalo, N. Y.
- Browning, Earl W., technology In. P. L., St. Louis, Mo.
- Bruce, Robert G., In. Technical L. E. I. du Pont de Nemours Co., Wilmington, Del.
- Brunot, Eugenia, child. In. Dayton St. Br. P. L., Cincinnati, O.
- Bunzell, Alma P., In. Pleasant Ridge Br. P. L., Cincinnati, O.
- *Bryan, Elizabeth, loan asst. Univ. of Illinois L., Urbana, Ill.
- Buck, Charles William, Louisville, Ky.
- Bucklin, Winnie, In. P. L., Fargo, N. D.
- Buerck, Frank T., Louisville, Ky.
- Bunn, Arralee, head Sch. Dept. Cossitt L., Memphis, Tenn.
- Burgoyne, George W., convention reporter, Chicago.
- Burton, George Lee, Louisville, Ky.
- Buschmeyer, John H., Mayor of Louisville, and trus. P. L., Louisville, Ky.
- Bushfield, Minnie L., asst. In. Ohio State Archaeological and Hist. Soc. L., Columbus, O.
- Butler, Emma E., In. Camp Washington Br. P. L., Cincinnati, O.
- Butler, Mrs. Pierce, Louisville, Ky.
- Cain, De Laila R., asst. Carnegie L., Jeffersonville, Ind.
- Caldwell, Bessie, In. P. L., Martinsville, Ind.
- Caldwell, Hazel G., catigr. and general asst. P. L., Lakewood, O.
- Caldwell, Lena Esther, In. P. L., Flint, Mich.
- *Campbell, Clara Evelyn, child. In. P. L., St. Joseph, Mo.
- Campbell, Ida B., asst. Cabanne Br. P. L., St. Louis, Mo.
- Cargill, Joseph V., asst. In. P. L., Milwaukee, Wis.
- *Carr, Henry J., In. P. L., Scranton, Pa.
- *Carr, Mrs. Henry J., Scranton, Pa.
- Carré, Henry Beach, In. Theological L. Vanderbilt Univ., Nashville, Tenn.
- Carter, Bertha, In. Oak Park and River Forest Twp. High Sch. L., Oak Park, Ill.
- Carter, Lillian M., head catigr. P. L., Milwaukee, Wis.
- Carter, Sylvester J., ref. In. P. L., Milwaukee, Wis.
- Cauble, Mrs. F. P., L. Board, Salem, Ind.
- Cecil, Nellie W., supt. night work Carnegie L., Marshall, Tenn.
- Center, Sara E., asst. In. Biddle Law L. Univ. of Pa., Philadelphia, Pa.
- Chapman, Lila May, vice-director P. L., Birmingham, Ala.
- Chidester, Maud, child. In. P. L., Evanston, Ill.
- Childress, Mrs. Lillian H., br. In. P. L., Evansville, Ind.
- Clark, Annette L., In. P. L., New Albany, Ind.
- Clark, Pearl M., Seymour, Ind.
- *Clavinger, John S., In. P. L., Jackson, Mich.
- Clinton, Lucile Anne, Minneapolis, Minn.
- *Cobb, Edith H., asst. F. P. L., New Bedford, Mass.
- Cobb, Mrs. Maud Barker, In. Georgia State L., Atlanta, Ga.
- Cockran, Jennie O., head of Stations and Extension Dept. F. P. L., Louisville, Ky.
- Cochran, Mary Rudd, Div. of Sociology F. L., Cleveland, O.
- Coldewey, Anna, asst. Catalog Dept. F. P. L., Louisville, Ky.
- Cole, George Watson, In. Henry E. Huntington L., N. Y.
- Cole, Theodore Lee, law bookseller, Colorado Bldg., Washington, D. C.
- Colwell, Emily K., catigr. State L., Columbus, O.
- Compton, Charles Herrick, ref. In. P. L., Seattle, Wash.
- Conwell, Louise, br. In. Avondale Br. P. L., Cincinnati, O.
- Coon, Mrs. Mary E., In. Jefferson Co. Medical L., Louisville, Ky.
- Corse, Nancy M., loan In. P. L., Evanston, Ill.
- Corwin, Euphemia Kipp, In. Berea Coll. L., Berea, Ky.
- Cottell, Dr. Henry A., Louisville, Ky.
- Cottell, Mrs. Henry A., Louisville, Ky.
- Countryman, Grata A., In. P. L., Minneapolis, Minn.
- Craig, Edmund L., sec'y Evansville P. L. Board, Evansville, Ind.
- Craig, Evelyn M., trus. P. L., Vevay, Ind.
- *Craig, Mrs. Louise R., In. Miles Park Br. P. L., Cleveland, O.
- Craver, Harrison Warwick, In. L. of Engineering Societies, N. Y.
- Crawford, Mrs. Newton G., Louisville, Ky.
- Crocker, Ruth E., br. In. L. Assoc., Portland, Ore.
- Crofts, George D., In. Law L., 8th Judicial District, Buffalo, N. Y.
- Cromwell, Mrs. William, Frankfort, Ky.
- Crone, Albert, Library Journal, N. Y.
- Crumley, Susie Lee, asst. In. Carnegie L., chief instructor L. Training Sch., and organizer Georgia L. Commission, Atlanta, Ga.
- Cunningham, Arthur, In. Indiana State Normal Sch. L., Terre Haute, Ind.
- Cunningham, Jesse, In. P. L., St. Joseph, Mo.
- Curry, Mrs. Belle, In. P. L., Parsons, Kan.
- Dana, John Cotton, In. F. P. L., Newark, N. J.
- Daniels, Joseph F., In. P. L., Riverside, Cal.
- Datz, Harry R., Library Bureau, N. Y.
- *Davis, Elizabeth H., asst. ref. In. Kansas State Agric. Coll. L., Manhattan, Kan.
- *Davis, Frances A., In. Wyo. State L., Cheyenne, Wyo.
- *Davis, Georgia Sylvia, statistician P. L., Grand Rapids, Mich.
- Davis, Grace E., asst. In. Emeline Fairbanks Mem. L., Terre Haute, Ind.
- Davis, Jennie Louise, asst. In. Cossitt L., Memphis, Tenn.
- Dean, Frances M., In. P. L., Greenwood, Ind.
- *De Gelder, Gertrude E., asst. Crunden Br. P. L., St. Louis, Mo.
- Denney, Mary J., In. P. L., Westfield, Ind.
- *Derby, Grace E., asst. In. Kan. State Agric. Coll. L., Manhattan, Kan.
- *Dettwiler, Frances H., In. P. L., Hillsboro, O.
- *Deveneau, George A., In. Coll. of Agric. L., Univ. of Ill., Urbana, Ill.
- *Dice, J. Howard, l. organizer L. Organization Dept., Columbus, O.
- Dieher, Sarah A., asst. Shelby Park Br. F. P. L., Louisville, Ky.
- Dietz, J. W., educ. director Western Electric Co., Chicago.
- Dillard, Florence, In. P. L., Lexington, Ky.
- Dipboye, A. J., In. P. L., Columbus, Ind.
- Dixon, Vera, M., asst. In. Iowa State Coll. L., Ames, Ia.
- Dixon, William B., Louisville, Ky.
- Dixon, Mrs. William B., Louisville, Ky.
- Dohbs, Mrs. Katherine Whipple, Louisville, Ky.
- Doerffer, John, trus. P. L., Milwaukee, Wis.
- Donahue, Gladys Louise, sr. asst. Austin Br. P. L., Chicago.
- *Donaldson, Jean I., catigr. O. State L., Columbus, O.
- Doren, Electa C., In. P. L., Dayton, O.

LOUISVILLE CONFERENCE

- Doud, Margery, asst. Circ. Dept. P. L., St. Louis, Mo.
- Douglas, Antoinette, ref. asst. P. L., St. Louis, Mo.
- Downey, Mary E., L. sec'y and organizer Dept. of P. Instruction, Salt Lake City, Utah.
- *Dove, Katherine, order asst. Univ. of Ill. L., Urbana, Ill.
- Drake, Alice L., In. F. L., Jackson, Tenn.
- Dunn, Millie K., asst. P. L., Indianapolis, Ind.
- Dudgeon, Matthew S., sec'y Wis. F. L. Commission, Madison, Wis.
- Dulaney, Lena L., asst. In. West. Ky. State Nor. Sch. L., Bowling Green, Ky.
- Dullard, John P., In. N. J. State L., Trenton, N. J.
- Duncan, Jessie, asst. P. L., Columbus, Ga.
- Dunham, Mary, ref. In. Ind. Univ. L., Bloomington, Ind.
- *Dunlap, Fanny, Head catlgr. Kan. State Agric. Coll. L., Manhattan, Kan.
- Durham, Josephine E., In. F. P. L., Danville, Ill.
- Durning, M. Elizabeth, asst. catlgr. F. P. L., Louisville, Ky.
- *Earhart, Frances E., In. P. L., Duluth, Minn.
- Earl, Mrs. Elizabeth Claypool, pres. Ind. P. L. Commission, Connersville, Ind.
- Ecker, Victor K., Louisville, Ky.
- Edwards, Florence, In. F. L., Horse Cave, Ky.
- Edwards, Lillie S., asst. East Colored Br. F. P. L., Louisville, Ky.
- Egbert, Mabel, In. Goodyear Tire & Rubber Co., Akron, O.
- *Eggers, Edward E., In. Allegheny Carnegie F. L., Pittsburgh, N. S., Pa.
- Engle, Emma R., supervisor of Child. Work F. L., Philadelphia, Pa.
- Englander, Frieda, br. In. Winton Place Br. P. L., Cincinnati, O.
- English, Mary Goode, asst. Circ. Dept. F. P. L., Louisville, Ky.
- Engstdorf, Caroline, head catlgr. P. L., Birmingham, Ala.
- Enis, Rev. B. A., O. P., Louisville, Ky.
- *Estabrook, Lillie O., In. F. L., Newburgh, N. Y.
- Eudy, Harriman, Louisville, Ky.
- Eudy, Mrs. M. P., Louisville, Ky.
- Evans, Adelaide F., chief catalog. Dept. P. L., Detroit, Mich.
- Evans, Mrs. Alice G., In. F. P. L., Decatur, Ill.
- Evans, Orrena Louise, In. Woman's Council of Nat'l Defense, Ill. Div. Information Com., Chicago.
- *Falley, Eleanor W., asst. In. Northwestern Univ. L., Evanston, Ill.
- Fanning, Clara E., Clipping Collection P. L., Minneapolis, Minn.
- *Parquhar, Alice M., asst. Br. Dept. P. L., Chicago.
- *Farr, Mary P. L. organizer, Philadelphia, Pa.
- *Farrar, Mrs. Cora Hinkins, In. Sears, Roebuck & Co., Chicago.
- *Faxon, Frederick Winthrop, mgr. L. Dept. Boston Book Co., Boston, Mass.
- Fay, Laura M., asst. Child. Dept. F. P. L., Louisville, Ky.
- Fay, Lucy E., In. Univ. of Tennessee L., Knoxville, Tenn.
- Feazel, E. A., In. Cleveland Law L., Cleveland, O.
- Fehrenkamp, Winifred, lecturer In. L. Sch., and architectural In. Univ. of Ill., Urbana, Ill.
- Fellows, Jennie Dorcas, sub. In. Classification N. Y. State L., Albany, N. Y.
- Ferguson, Kate D., In. Douglas Township L., Gilman, Ill.
- Ferguson, Milton James, asst. In. California State L., Sacramento, Cal.
- Fetter, Mrs. Geo. G., Pewee Valley, Ky.
- *Field, Pearl L., supt. Circ. Dept. P. L., Chicago.
- Fifield, Alta Doty, br. asst. P. L., Cincinnati, O.
- Fihe, Pauline J., In. Walnut Hills Br. P. L., Cincinnati, O.
- Finck, Bert, Louisville, Ky.
- Finney, Grace B., chief of Circulation Dept. P. L., Washington, D. C.
- *Firebaugh, Mrs. Katharine H., In. Marshall Field & Co. (employees) L., Chicago.
- Fisher, Katharine, In. P. L., Attica, Ind.
- *Fisse, Irene, asst. Catalog Dept. P. L., St. Louis, Mo.
- Fitzgerald, J. E., chief Editorial Div., Bur. Foreign & Domestic Commerce, Washington, D. C.
- Fjeldstad, Nina, child. In. Norwood Br. P. L., Cincinnati, O.
- Flagg, Charles A., In. F. L., Bangor, Me.
- Fleming, Susan, In. Louisville Law L., Louisville, Ky.
- Fletcher, Fanny B., trus. Fletcher Mem. L., Ludlow, Vt.
- Flexner, Hortense, Louisville, Ky.
- Flexner, Jennie M., head of Circ. Dept. F. P. L., Louisville, Ky.
- Flourney, Mrs. George, Ky. L. Commission, Paducah, Ky.
- *Floyd, Flerence M., asst. Ky. L. Commission, Frankfort, Ky.
- Foley, Mary, asst. Catalog Dept. F. P. L., Louisville, Ky.
- Follett, Sarah M., In. P. L., Carmel, Ind.
- Ford, Eva M., asst. sec'y A. L. A., Chicago.
- Forrester, Mrs. May K., In. Sprague Br. P. L., Salt Lake City, Utah.
- Forstall, Gertrude, asst. catlgr. John Crerar L., Chicago.
- Fox, Fontaline Talbot, Louisville, Ky.
- *Foye, Charlotte Henderson, senior asst. John Crerar L., Chicago.
- Frazee, Katherine, In. P. L., Seymour, Ind.
- Freeman, Marilla Waite, In. Goodwyn Inst. L., Memphis, Tenn.
- Freeman, Medora E., In. P. L., Middletown, O.
- Fretageot, Mrs. Nora C., asst. In. Working-men's Inst., New Harmony, Ind.
- Fuller, George W., In. P. L., Spokane, Wash.
- Fullerton, Caroline Q., ref. In. F. P. L., Louisville, Ky.
- Furnas, Marcha M., asst. catlgr. Ind. State L., Indianapolis, Ind.
- *Gable, Olive, In. P. L., Fowler, Ind.
- Gaertner, William, trus. Grosvenor L., Buffalo, N. Y.
- Gaines, Miriam, Louisville, Ky.
- *Galbreath, Charles B., In. Ohio State L., Columbus, O.
- *Gallaway, Irene D., In. Nicholas P. Slms L., Waxahachie, Tex.
- *Gallaway, Margaret, In. Ark. Agric. Coll. and Experiment Sta. L., Fayetteville, Ark.
- *Galpin, Stella B., loan asst. Univ. of Ill. L., Urbana, Ill.
- *Gardiner, Jacquetta, In. Massey L. Ont. Agric. Coll., Guelph, Ont.
- Gardner, Julia M., 1st asst. 58th St. Br. P. L., N. Y.
- Gates, Marguerite L., asst. F. P. L., Newark, N. J.
- Gaylord, H. J., Gaylord Brothers Library Supplies, Syracuse, N. Y.
- Gholson, Edwin, In. Cincinnati Law L., Cincinnati, O.
- Gilmere, Alice F., asst. Ref. Dept. F. P. L., Louisville, Ky.
- Gilmere, Marion Foster, Louisville, Ky.
- Glasgow, Stella R., head Circ. Dept. Reuben McMillan, F. L., Youngstown, O.
- Glasier, Gilson G., In. Wis. State L., Madison, Wis.

- *Godard, George Seymour, In. Conn. State L., Hartford, Conn.
- Goddard, William Dean, In. Deborah Cook Sayles P. L., Pawtucket, R. I.
- *Goldberg, Bessie, chief of Catalog Div. P. L., Chicago.
- Gooch, Harriet Bell, instructor Sch. of L. Science, Pratt Institute, Brooklyn, N. Y.
- Goodloe, Abbe Carter, Louisville, Ky.
- *Goodrich, Francis L. D., asst. In. in charge of Ref. Dept. Univ. of Mich. General L., Ann Arbor, Mich.
- Goodwin, John Edward, In. Univ. of Texas, Austin, Tex.
- Gottlieb, Mildred, loan In. P. L., Gary, Ind.
- Goulding, Philip S., catalog In. Univ. of Ill., Urbana, Ill.
- Goulding, Mrs. Philip S., Urbana, Ill.
- Grad, Sarah Belle, asst. Hebrew Union Coll. L., Cincinnati, O.
- Graffen, Jean E., chief Periodical Dept. F. L., Philadelphia, Pa.
- Grauman, Edna, br. In. Boys' High Sch. Br. F. P. L., Louisville, Ky.
- Grauman, Emma, prin. Eastern Departmental Sch., Louisville, Ky.
- Gravett, Nettie K., supt. Travel. L. Ohio State L., Columbus, O.
- *Gray, Esther, catlgr. P. L., St. Louis, Mo.
- Green, Henry S., state historian and archivist, Dept. Archives and History, Charleston, W. Va.
- Greene, Margaret, In. F. P. L., Minot, N. D.
- Greer, Agnes F. P., head Br. Dept. and Training Class P. L., Kansas City, Mo.
- Griggs, Lillian, br. In. Barr Br. P. L., St. Louis, Mo.
- Groesbeck, Mrs. Mamie O., asst. catlgr. P. L., Little Rock, Ark.
- Grout, Edith Nellie, asst. Ref. Dept. P. L., Minneapolis, Minn.
- Guinn, L. Mel, In. Bradley Polytechnic Inst. L., Peoria, Ill.
- Guntermann, Bertha, head Order and Accession Dept. F. P. L., Louisville, Ky.
- Gunthorp, Mattie J., Evanston, Ill.
- Gunthorp, Pauline, head catlgr. Univ. of California L., Berkeley, Cal.
- Gynner, Rosina C., In. Sterling Br. P. L., Cleveland, O.
- Hadley, Climers, In. P. L., Denver, Col.
- Haffner, Alfred (G. E. Stecher & Co.), Booksellers, N. Y.
- Hague, Edith asst. Kan. State Agric. Coll. L., Manhattan, Kan.
- Haldeman, William B., Louisville, Ky.
- Haldeman, Mrs. William B., Louisville, Ky.
- Halleck, Reuben P., Louisville, Ky.
- Hamilton, Esther In. F. L., Liberty, Ind.
- Hamm, Mrs. A. K., In. P. L., Meridian, Miss.
- Hanson, J. C. M., assoc. director Univ. of Chicago L., Chicago.
- Hardin, Mrs. E. Magoffin, auditor P. L., Hardsburg, Ky.
- *Hardy, Mary T., asst. Ref. Dept. P. L., Grand Rapids, Mich.
- Harned, Robert E., In. Drew Theological Seminary, Madison, N. J.
- Harris, Rachel D., asst. East Colored Br. F. P. L., Louisville, Ky.
- Harrison, Elizabeth Lee, asst. Berea Coll. L., Berea, Ky.
- Harrison, Katherine B., asst. P. L., St. Louis, Mo.
- Harrop, J. W. (U. P. James, bookseller), Cincinnati, O.
- Hart, Lewis B., trus. Grosvenor L., Buffalo, N. Y.
- Harte, Mamie J., asst. In. South Side Br. P. L., Milwaukee, Wis.
- Hasse, Adelaide R., chief Documents Div. P. L., N. Y.
- Hastings, C. H., chief Card Section, L. of Congress, Washington, D. C.
- Hatch, Ruth W., In. College Hill Br. P. L., Cincinnati, O.
- Hayes, Charles S., Library Bureau, Chicago.
- Hawkins, Jean, instructor State Library Sch., Albany, N. Y.
- Hawley, Margaret B., In. Norwood Br. P. L., Cincinnati, O.
- *Hayes, Mildred, catlgr. P. L., St. Louis, Mo.
- Hazeltine, Alice I., supervisor Child. Work P. L., St. Louis, Mo.
- Heins, Dorothea, station In. P. L., Superior, Wis.
- Henley, Lillian, H. W. Wilson Co., White Plains, N. Y.
- Henry, Mrs. W. H., Louisville, Ky.
- Hephburn, William M., In. Purdue Univ. L., Lafayette, Ind.
- Herr, Hardin H., trus. F. P. L., Louisville, Ky.
- *Herrman, Jennie, In. San Diego County L., San Diego, Cal.
- Hewitt, Luther E., In. Law Assn. of Philadelphia, Philadelphia, Pa.
- Hibbard, Mrs. Rosa M., In. Kansas City Medical L. Club, Kansas City, Mo.
- Hicks, Mary L., In. Dayton St. Br. P. L., Cincinnati, O.
- Hier, Stella, br. In. Madisonville Br. P. L., Cincinnati, O.
- Hill, Frank Pierce, In. P. L., Brooklyn, N. Y.
- Hill, Galen W., In. Millicent L., Fairhaven, Mass.
- Hinckley, George Lyman, In. Redwood L., Newport, R. I.
- Hinesley, Pearl, asst. Circ. Dept. F. P. L., Louisville, Ky.
- Hirst, Mary J., head Civics Dept. P. L., Cincinnati, O.
- Hirth, Mrs. Madelene, asst. Circ. Dept. P. L., Detroit, Mich.
- Hitchler, Theresa, supt. of cataloging P. L., Brooklyn, N. Y.
- Hobbs, Mrs. Mattie S., Salem, Ind.
- Hodge, Cordelia B., head of Traveling L., F. L. Commission, Harrisburg, Pa.
- Hodges, Nathaniel Dana Carille, In. P. L., Cincinnati, O.
- *Hoefer, Laura, asst. to secy., Mo. L. Commission, Jefferson City, Mo.
- *Holden, Edna, asst. In. P. L., Logansport, Ind.
- Hooper, Susie E., In. P. L., Lawrenceburg, Ky.
- Hopkins, Jessica, In. Carnegie P. L., Paducah, Ky.
- Hopper, Anna L., Louisville, Ky.
- Horne, Grace, in charge Travel. L. Ind. P. L. Commission, Indianapolis, Ind.
- Horton, H. E., Am. Steel & Wire Co., Chicago.
- Horton, Marion L., stud. N. Y. State L. Sch., Albany, N. Y.
- Houchens, Josie Batcheller, In. Binding Dept. Univ. of Ill. L., Urbana, Ill.
- Howe, Prof. Will D., head of English Dept. Univ. of Ind., Bloomington, Ind.
- Hubbell, Jane L., In. P. L., Rockford, Ill.
- Hubbuch, Antoinette M., asst. Catalog Dept. F. P. L., Louisville, Ky.
- Hughes, Lyde, In. Withers L., Nicholasville, Ky.
- Hume, Jessie Fremont, In. Queens Borough P. L., Jamaica, N. Y.
- Humphrey, Mary Brown, In. Girls' High Sch. Br. F. P. L., Louisville, Ky.
- Hunt, Cari, ed. Associated Advertising, Indianapolis, Ind.
- *Hutchinson, Eva B., P. L., Indianapolis, Ind.
- *Hutchinson, Lura C., head of Apprentice Class P. L., Minneapolis, Minn.
- *Ingersoll, Helen F., supervisor of Child. Work P. L., Denver, Colo.
- Irwin, Mrs. W. C. K., Louisville, Ky.
- Jack, Isabell H., mending staff P. L., Cleveland, O.
- James, Hattie S., In. Lane P. L., Hamilton, O.
- Janes, Leila A., br. In. P. L., Evansville, Ind.

LOUISVILLE CONFERENCE

- *Janvrin, Charles E., departmental In. Natural History L., Univ. of Ill., Urbana, Ill.
 Jarvis, Katharine, In. Park Coll. L., Parkville, Mo.
 Jayne, Nannie W., In. P. L., Bluffton, Ind.
 Jeffers, Le Roy, mgr. Book Order Office P. L., N. Y.
 Jennings, Judson Toll, In. P. L., Seattle, Wash.
 Jennings, Kathleen P., Louisville, Ky.
 Johnson, Alice Sarah, ref. asst. Univ. of Ill. L., and lecturer in L. Sch., Urbana, Ill.
 Johnson, Ethel M., In. Women's Educational and Industrial Union, Boston, Mass.
 *Johnson, Mildred, In. Sch. of Commerce L., Northwestern Univ., Chicago.
 Johnson, Thomas A., asst. In. So. Baptist Theolog. Seminary L., Louisville, Ky.
 Johnson, Mrs. Thomas A., Louisville, Ky.
 Johnson, Wenda N., In. Oak Cliff Br. P. L., Dallas, Tex.
 Johnston, Charles D., In. Cossitt L., Memphis, Tenn.
 Johnston, Richard H., In. Bur. of Railway Economics, Washington, D. C.
 Johnston, W. Dawson, In. P. L., St. Paul, Minn.
 Jonas, Edward A., editorial writer Louisville Herald, Louisville, Ky.
 Jones, Clara B., In. P. L., Osgood, Ind.
 Jones, Florence L., ref. asst. P. L., Indianapolis, Ind.
 Jordan, Alice M., child. In. P. L., Boston, Mass.
 Jordan, Lois M., head Order Dept. P. L., Minneapolis, Minn.
 *Josenhans, M. Alma, asst. Catalog Dept. P. L., Detroit, Mich.
 Josselyn, Lloyd W., In. F. P. L., Jacksonville, Fla.
 Judd, E. E., commercial agent, U. S. Dept. of Commerce, N. Y.
 *Jutton, Emma Reed, loan In. Univ. of Ill. L., Urbana, Ill.
 Kavanaugh, Frank K., In. Kentucky State L., Frankfort, Ky.
 Keator, Alfred D., assoc. In. Carleton College L., Northfield, Minn.
 *Keith, Effie A., head catlgr. Northwestern Univ. L., Evanston, Ill.
 Kelley, Mrs. Pearl Williams, director L. Extension, Tenn. Dept. of Education, Nashville, Tenn.
 Kelly, Mrs. Eleanor M., Louisville, Ky.
 Kelly, Frances H., In. South Side Br. Carnegie L., Pittsburgh, Pa.
 Kelso, Tessa L., In. Baker & Taylor Co., N. Y.
 Kepner, Harry F., pres. L. Bd., Corydon, Ind.
 Kerr, Willis Holmes, In. State Normal Sch. L., Emporia, Kan.
 Kesel, Ruth, catlgr. Univ. of Pittsburgh L., Pittsburgh, Pa.
 King, Margaret I., In. Univ. of Kentucky L., Lexington, Ky.
 King, Wynne, Louisville, Ky.
 Kinkead, Robert C., Louisville, Ky.
 King, Gertrude, Louisville, Ky.
 Klingelman, Mrs. M. C., In. Biddle Law L., Univ. of Pennsylvania, Philadelphia, Pa.
 Knapp, Ethel Marjorie, catlgr. Ind. Univ. L., Bloomington, Ind.
 Knapp, M. Winifred, head catlgr. Indiana Univ. L., Bloomington, Ind.
 Knott, Richard G., music critic Evening Post, Louisville, Ky.
 Knott, Richard W., ed. Evening Post, Louisville, Ky.
 Kohler, Minnie M., In. P. L., Moline, Ill.
 Kratz, Ethel G., In. P. L., Champaign, Ill.
 Krausnick, Gertrude, asst. Washington Univ. L., St. Louis, Mo.
 Krauss, Bertha Katherine, 1st asst. State Traveling L., Columbus, O.
- Krock, Arthur B., mng. ed. Courier-Journal and Times, Louisville, Ky.
 La Berge, Helene M., In. Independence Park Br. P. L., Chicago.
 La Mar, Eleanor E., asst. catlgr. P. L., Des Moines, Ia.
 Lacy, Mary G., asst. U. S. Dept. of Agriculture L., Washington, D. C.
 *Langfitt, Helen R., br. In. Allegheny Carnegie L., Pittsburgh, N. S., Pa.
 Lapp, John A. dir. Ind. Bureau Leg. Information, Indianapolis, Ind.
 *Lawrence, Edith C., asst. Catalog Dept. Univ. of Chicago L., Chicago.
 Leach, Robbie Mai, In. North Memphis Br. Cossitt L., Memphis, Tenn.
 Leatherman, Marian, In. History & Political Sci. Seminary, Univ. of Ill. L., Urbana, Ill.
 Leatherman, Minnie W., sec'y N. C. L. Commission, Raleigh, N. C.
 *Ledbetter, Mrs. Eleanor E., In. Broadway Br. P. L., Cleveland, O.
 *Lee, George Winthrop, In. Stone & Webster, Boston, Mass.
 Leonard, Mary Finley, Louisville, Ky.
 Leslie, Eva G., child. In. Soulard Br. P. L., St. Louis, Mo.
 Lester, Clarence B., chief Dept. of Legislative Ref. Instruction, Wis. F. L. Commission, Madison, Wis.
 *Letherman, Dorothy, asst. Catalog Dept. P. L., Gary, Ind.
 Lewis, Frank G., In. Bucknell L., Crozer Theological Seminary, and American Baptist Hist. Soc., Chester, Pa.
 L'Hommedieu, Alma J., asst. Catalog and Ref. Depts. P. L., Cincinnati, O.
 Lindley, Anne L., Salem, Ind.
 Lindley, Harlow, In. Earlham Coll. L., Richmond, Ind.
 Lindley, Mrs. Harlow, Richmond, Ind.
 Lindley, Mrs. W. B., Salem, Ind.
 Lockhart, Zella M., In. P. L., Owensville, Ind.
 Long, Elizabeth V., asst. In. P. L., Jacksonville, Fla.
 *Long, Harriet C., In. Brumback L., Van Wert, O.
 Lord, Betty T., br. In. P. L., Los Angeles, Cal.
 Loving, Emma, Louisville, Ky.
 *Love, John Adams, agent Mass. F. P. L. Commission, Boston, Mass.
 Lunn, Minnie, asst. Order Dept. F. P. L., Louisville, Ky.
 Lydenberg, Harry M., chief ref. In. P. L., N. Y. City.
 Lynch, Julia T., asst. In. F. P. L., Salt Lake City, Utah.
 Lyons, John F., In. McCormick Theological Seminary, Chicago.
 McAfee, Georgia G., in charge of Stations, P. L., Evansville, Ind.
 Macauley, Mrs. Fannie C., Louisville, Ky.
 McBride, Henry B., Louisville, Ky.
 *McCarthy, Ada Josephine, L. Supplies Dept. Democratic Printing Co., Madison, Wis.
 McCauley, Pauline, In. P. L., Waco, Tex.
 McClelland, Ellwood H., technology In. Carnegie L., Pittsburgh, Pa.
 McCollough, Ethel F., In. Carnegie P. L., Evansville, Ind.
 McConnell, Josephine, child. In. P. L., Lakewood, O.
 McCord, Rose, Wooton, Ky.
 McCormack, Josie, asst. Order Dept. F. P. L., Louisville, Ky.
 McCormick, Ada M., In. Municipal Ref. Br. P. L., Cleveland, O.
 McGill, Anna Blanche, Louisville, Ky.
 McGill, Josephine, Louisville, Ky.
 MacGlasson, Marie, In. Armour & Co. L., Chicago.
 *McGraw, Katherine, asst. catlgr. Univ. of Ill. L., Urbana, Ill.

- McIntire, Ella, In. Huron Coll. L., Huron, S. D.
- McManis, Rumania K., In. P. L., Tyler, Tex.
- McMillan, James A., In. Univ. of Rochester L., Rochester, N. Y.
- McCullen, G. Elizabeth, stud. N. Y. State L. Sch., Albany, N. Y.
- Macpherson, Maud R., Watertown, Wis.
- Mahan, Sara W., asst. In. Ky. State L., Frankfort, Ky.
- Mahony, Bertha E., dir. Women's Educ. and Indus. Union, Boston, Mass.
- Maloney, Marie E., asst. Circ. Dept. F. P. L., Louisville, Ky.
- Mann, Margaret, chief catlgr. Carnegie L., Pittsburgh, Pa.
- Marion, Guy E., business library organizer, Woburn, Mass.
- Marlatt, Nellie W., sr. asst. Austin Br. P. L., Chicago.
- Marrett, Joseph E., Louisville, Ky.
- Marrot, Joseph F., leg. ref. In. State L., Austin, Tex.
- Marshall, Mary L., assoc. In. Wheeler L. So. Ill. State Normal Sch., Carbondale, Ill.
- Martel, Charles, chief of Catalog Div. L. of Congress, Washington, D. C.
- Martin, Mrs. George Madden, Louisville, Ky.
- Martin, Arabel, head of Circ. Dept. P. L., Minneapolis, Minn.
- Martin, Lena, In. P. L., Gadsden, Ala.
- Mason, Alfred D., secy Ed. of Directors, Cossitt L., Memphis, Tenn.
- Mason, Mrs. Anna P., asst. P. L., St. Louis, Mo.
- Mason, Julia A., In. P. L., Princeton, Ind.
- Massee, May, editor A. L. A. Booklist, Chicago.
- *Mast, Clara, in charge South High Sch. Br. P. L., Grand Rapids, Mich.
- Matson, Charlotte, asst. Business Br. P. L., Minneapolis, Minn.
- Maury, Mary Claiborne, ref. and 1st asst. In. Carnegie L., Nashville, Tenn.
- Mayes, Olive, In. Alabama Girls' Tech. Inst. L., Montevallo, Ala.
- Menzel, Mrs. Herbert W., Louisville, Ky.
- Merrill, Julia Wright, chief br. In. P. L., Cincinnati, O.
- Mettee, Andrew H., In. L. Company of Baltimore Bar, Baltimore, Md.
- Meyer, Hermann H. B., chief bibliographer L. of Congress, Washington, D. C.
- Meyers, Mrs. Sidney J., Louisville, Ky.
- Miesse, Lulu M., In. P. L., Noblesville, Ind.
- Milam, Carl H., director P. L., Birmingham, Ala.
- *Millard, Jessie Hodge, child. In. L. Assoc., Portland, Ore.
- Miller, Clara, In. McClymonds P. L., Massillon, O.
- Miller, Mrs. Minnie Dearing, In. Jefferson Br. F. P. L., Louisville, Ky.
- Montgomery, Thomas L., In. Pa. State L., Harrisburg, Pa.
- Moody, Mrs. Virginia G., in. State L., Columbia, S. C.
- Morgan, Grace E., catlgr. Mercantile L., Cincinnati, O.
- Morgan, Helen Harrison, asst. Catalog and Ref. Dept. P. L., Cincinnati, O.
- *Morris, Mary E., asst. Order and Ref. Dept. O. Sta. L., Columbus, O.
- Morton, David, Louisville, Ky.
- Morton, Joy G., asst. Catalog Dept. Cossitt L., Memphis, Tenn.
- Moser, George F., ed. Louisville Anzeiger, Louisville, Ky.
- Moses, Beatrice S., Louisville, Ky.
- Moth, Axel, chief of Ref. Catalog Div. P. L., N. Y.
- Mott, T. A., trus. P. L., Seymour, Ind.
- Moulton, John Grant, In. P. L., Haverhill, Mass.
- Mullen, Catherine G., asst. Child. Dept. P. L., Louisville, Ky.
- Mullen, Mary E., asst. State Normal Coll. L., Greensboro, N. C.
- Mullins, Rev. Edgar Y., trus. F. P. L., Louisville, Ky.
- Mumford, Rosalie, head Order Dept. P. L., Detroit, Mich.
- Murphy, Ethel Allen, Louisville, Ky.
- Musgrave, Charles H., Louisville, Ky.
- Nance, Bell, 2d asst. P. L., New Albany, Ind.
- Nelson, Esther, In. Univ. of Utah L., Salt Lake City, Utah.
- Netherton, Geneva, asst. Parkland Br. P. L., Louisville, Ky.
- Newberry, Marie A., asst. Main Reading Room P. L., N. Y.
- Newman, George R., mng. ed. Evening Post, Louisville, Ky.
- *Nichols, Albert Rodman, asst. In. P. L., Providence, R. I.
- Nicholson, Mrs. Charles, Louisville, Ky.
- Nisbet, Lillian F., asst. Catalog and Ref. Depts. P. L., Cincinnati, O.
- Noll, Amy W., in charge Circ. Dept. Iowa State Coll. L., Ames, Ia.
- Norman, Carl, mgr. Albert Bonnier Publishing House, N. Y.
- Norman, Oscar E., In. Peoples Gas Light & Coke Co. L., Chicago.
- Norris, Loraine, In. Shelby Park Br. F. P. L., Louisville, Ky.
- *Norton, Dorothea Guelph, asst. Child. Room 98th St. Br. P. L., N. Y.
- *Norton, Margaret C., asst. catlgr. Vassar Coll. L., Poughkeepsie, N. Y.
- Noyes, Fanny A., reviser in Catalog Dept. Newberry L., Chicago.
- *Nuns, Annie A., asst. supt. Wis. State Historical Society, Madison, Wis.
- Nystrom, Paul H., 118 W. 49th St., N. Y.
- O'Brien, Edward J., trus. F. P. L., Louisville, Ky.
- O'Connor, Mary T., child. In. Price Hill Br. P. L., Cincinnati, O.
- O'Sullivan, Patrick, Louisville, Ky.
- Ohr, Cerene, sch. ref. asst. P. L., Indianapolis, Ind.
- Ohr, Elizabeth, asst. P. L. Commission, Indianapolis, Ind.
- Ogden, E. Lucy, In. States Relations Service, U. S. Dept. of Agric., Washington, D. C.
- Oko, Adolph S., in. Hebrew Union Coll. L., Cincinnati, O.
- Ossman, Philip, trus. F. P. L., Louisville, Ky.
- Ousley, C. C., sec'y Louisville Convention and Publicity League, Louisville, Ky.
- Onthouse, Emma G., asst. P. L., Evansville, Ind.
- *Painter, Bess M., child. In. Allegheny Carnegie F. L., Pittsburgh, N. S., Pa.
- *Palmer, Mary Bell, In. Carnegie L., Charlotte, N. C.
- Parham, Nellie E., In. Withers P. L., Bloomington, Ill.
- Parker, Glenn, Baker & Taylor Co., N. Y.
- Parker, John, In. Peabody Inst., Baltimore, Md.
- *Parsons, Mrs. Emma K., ref. In. Univ. of Missouri L., Columbia, Mo.
- Partch, Isa L., In. Ostius Br. P. L., Detroit, Mich.
- Patterson, J. Ritchie, supt. Binderies Div. P. L., Chicago.
- Patterson, Mrs. J. Ritchie, Chicago.
- Patterson, John L., dean Univ. of Louisville, Louisville, Ky.
- Patton, Adah, classifier Univ. of Ill. L., Urbana, Ill.
- Peake, A. L., ref. asst. F. P. L., Louisville, Ky.
- *Peck, Helene D., asst. Art Dept. P. L., Minneapolis, Minn.

LOUISVILLE CONFERENCE

- Peacock, Joseph L., in. Memorial and P. L., Westerly, R. I.
- *Pendry, Eliza Ruth, in. Englewood High Sch. Br. P. L., Chicago, Ill.
- Pettee, Julia, head catigr. Union Theological Sem. L., N. Y.
- Phali, Edith, in. National Cash Register Co. L., Dayton, O.
- Phelan, John F., chief of Branches P. L., Chicago.
- *Phelps, Edith Allen, 415 E. 9th St., Oklahoma City, Okla.
- Phillips, Viola B., ref. In Reuben McMillan F. L., Youngstown, O.
- Phipps, Gertrude E., Catalog Dept. Univ. of California L., Berkeley, Cal.
- Pickett, Frances, in. Judson College Carnegie L., Marion, Ala.
- Pierce, Marian Marshall, child. In. P. L., Flint, Mich.
- Pirtle, Alfred, Louisville, Ky.
- Plaschke, Paul A., Louisville, Ky.
- Piatt, Brainard, Louisville, Ky.
- Poindexter Bertha F., in. P. L., Jeffersonville, Ind.
- Pollard, Annie Archer, 2nd asst. In. P. L., Grand Rapids, Mich.
- Pool, Franklin Osborne, in. Assoc. of the Bar L., N. Y.
- Pooley, Mary H., in. Hughes High Sch. L., Cincinnati, O.
- Porter, Felicia G., supt. Circulation Carnegie L., Nashville, Tenn.
- Porter, Washington T., trus. P. L., Cincinnati, O.
- Potts, Marian E., in. Coll. of Indus. Arts L., Denton, Tex.
- Powell, Lucy Lee, asst. Order Dept. P. L., Minneapolis, Minn.
- Powell, Mary, chief of Art Dept. P. L., St. Louis, Mo.
- *Power, R. L., in. College of Business Administration L., Boston Univ., Boston, Mass.
- Powers, J. D., L. Board F. P. L., Louisville, Ky.
- Pratt, Mary B., in. Highland Br. F. P. L., Louisville, Ky.
- Preston, Nina Kate, visitor State Bd. of L. Commissioners, Ionia, Mich.
- Price, Anna M., sec'y Ill. L. Extension Commission, Springfield, Ill.
- *Price, Franklin H., Binding and Exchanges F. L., Philadelphia, Pa.
- Proctor, Georgia, in charge Pennsylvania Coll. for Women L., Pittsburgh, Pa.
- Proudfoot, Helen, child. In. P. L., Des Moines, Ia.
- Purer, William A., supt. Delivery Station Dept. P. L., Chicago.
- Purnell, Margaret Mill, asst. Gilbert M. Simmons L., Kenosha, Wis.
- Putnam, Herbert, in. L. of Congress, Washington, D. C.
- Ranck, Samuel H., in. P. L., Grand Rapids, Mich.
- Randle, Elvira J., asst. Circ. and Ref. Dept. F. P. L., Louisville, Ky.
- Raney, M. L., in. Johns Hopkins Univ. L., Baltimore, Md.
- Rankin, Lois, br. In. Cossitt L., Memphis, Tenn.
- Rathbone, Josephine A., vice-director Sch. of L. Science, Pratt Inst., Brooklyn, N. Y.
- Rauch, Rabbi Joseph, Louisville, Ky.
- Rawson, Fannie C., sec'y Kentucky L. Commission, Frankfort, Ky.
- Ray, Dr. J. Morrison, trus. F. P. L., Louisville, Ky.
- *Redstone, Edward H., in. Social Law L., Boston, Mass.
- Reeder, Charles W., ref. In. Ohio State Univ. L., Columbus, O.
- *Rees, Mrs. Neva E., in. P. L., Newark, O.
- *Reich, Pauline, in. Carnegie West Br. P. L., Cleveland, O.
- Reid, Mary Estele, Eastern Ky. State Normal L., Richmond, Ky.
- Reid, Prof. O. L., supt. Public Schools, Louisville, Ky.
- Reid, Mrs. O. L., Louisville, Ky.
- Reinke, Caroline E., ref. In. F. L., Cincinnati, O.
- Retsing, Mrs. Lulu B., in. P. L., Corydon, Ind.
- Remann, Henry C., in. Lincoln L., Springfield, Ill.
- Resor, Marguerite Burnet, head catigr. Univ. of Cincinnati L., Cincinnati, O.
- Rice, Mrs. Alice Hegan, Louisville, Ky.
- Riley, Cale Young, Louisville, Ky.
- Riley, Blanche L. Board, Corydon, Ind.
- Ridgway, Mrs. Florence H., asst. In. Berea Coll L., Berea, Ky.
- Rigby, Camille C., sr. asst. Humboldt Br. P. L., Chicago.
- Riggs, Winifred, 1st asst. P. L., East Cleveland, O.
- Riley, W. F., trus. P. L., Des Moines, Ia.
- Ritter, Clement V., bookseller, Chicago.
- Roberts, Blanche C., vice-director and child. In. P. L., Columbus, O.
- Roberts, Effie L., in. Carnegie L., Wabash, Ind.
- Roberts, Flora E., in. F. P. L., Pottsville, Pa.
- Roberts, Mary Hilda, asst. ref. In. Indiana State L., Indianapolis, Ind.
- Robertson, Archibald T., Louisville, Ky.
- Robinson, Flora, asst. Divoll Br. P. L., St. Louis, Mo.
- Ronan, Elizabeth C., asst. state organizer Ind. P. L. Commission, Indianapolis, Ind.
- Root, Azariah Smith, in. Oberlin Coll. L., Oberlin, O.
- Rose, Grace Delphine, in. P. L., Davenport, Ia.
- Ross, Ora Thompson, trus. P. L., Rensselaer, Ind.
- Rother, Otto A., Louisville, Ky.
- Rothrock, Mary U., in. Lawson McGhee L., Knoxville, Tenn.
- Rowell, Warren C., rep. H. W. Wilson Co., N. Y.
- Rudolf, Victor H., Louisville, Ky.
- Rupert, Mrs. Joseph, L. Board P. L., Frankfort, Ky.
- Rush, Charles E., in. P. L., Des Moines, Ia.
- Russell, Mabel L., child. In. P. L., Cincinnati, O.
- Rutledge, Arthur M., Louisville, Ky.
- Ryan, Gertrude, in. Alabama Dept. of Archives and History, Montgomery, Ala.
- St. Clair, Alma G., asst. Jefferson Br. F. P. L., Louisville, Ky.
- Sampey, John R., in. Southern Baptist Theological Seminary L., Louisville, Ky.
- Sample, John D., Louisville, Ky.
- Sample, Mrs. John D., Louisville, Ky.
- Sampson, Jeannie Read, in. P. L., Shelbyville, Ky.
- *Sanborn, Alice Evelyn, in. Wells Coll. L., Aurora, N. Y.
- Sanborn, Henry Nichols, sec'y and state organizer Ind. P. L. Commission, Indianapolis, Ind.
- Sanborn, William F., in. P. L., Cadillac, Mich.
- Sanders, Dora L., in. Vanderbilt Univ. L., Nashville, Tenn.
- Sawyer, Ethel R., director of Training Class, L. Assoc., Portland, Ore.
- Sawyer, Mrs. Harriet Price, principal L. Sch., P. L., St. Louis, Mo.
- Schaefer, Ida Lea, asst. Hebrew Union Coll. L., Cincinnati, O.
- Schmidt, Karl, Louisville, Ky.
- Schmidt, Mrs. Karl, Louisville, Ky.
- Scoggin, Leila, Louisville, Ky.
- Scott, Carrie E., asst. state organizer Indiana P. L. Commission, Indianapolis, Ind.
- Seely, Blanche M., supt. of Branches and Stations P. L., Minneapolis, Minn.

- Segner, Charles A., mng. ed. Louisville Herald, Louisville, Ky.
- *Sehon, Maude, asst. Child. Dept. F. P. L., Louisville, Ky.
- Semonin, Camille, In. Pedagogical L., Louisville, Ky.
- Settle, George Thomas, In. F. P. L., Louisville, Ky.
- Settle, Mrs. George T., Louisville, Ky.
- Severance, Henry Ormal, In. Univ. of Mo. L., Columbia, Mo.
- Seymour, Charles E., pres. Louisville Law L., Louisville, Ky.
- Shackleton, Carl, Louisville, Ky.
- Shandelle, Rev. Henry J., In. Higgs Mem. L., Georgetown Univ., Washington, D. C.
- Shane, Susan R., In. Museum L., F. P. L., Louisville, Ky.
- Sheeky, Lavinia, asst. Order Dépt. F. P. L., Louisville, Ky.
- Sheffield, Pyrrha Buchner, catlgr. P. L., Chicago.
- Sheppard, H. Mark, Associated Press, Louisville, Ky.
- *Sherman, Clarence Edgar, In. P. L., Lynn, Mass.
- Shirley, Mrs. Mary C., trus. Carnegie P. L., Washington, Ind.
- *Shoemaker, Helen R., In. Oak Lane Br. F. P. L., Philadelphia, Pa.
- Shriner, Emma J., In. Louisville Normal Sch., Louisville, Ky.
- *Simonsen, Mrs. Ernst, Jefferson City, Mo.
- Simpson, Frances, asst. director Univ. of Ill. L. Sch., Urbana, Ill.
- Skarstedt, Marcus, In. P. L., Evanston, Ill.
- Skarstedt, Mrs. Marcus, Evanston, Ill.
- *Small, A. J., law In. Iowa State L., Des Moines, Ia.
- Smith, Elizabeth M., head Order Sec. N. Y. State L., Albany, N. Y.
- *Smith, Margaret Inglis, asst. Ref. Dept. P. L., Detroit, Mich.
- Smith, Mellie Morris, advanced catlgr. and ref. In. P. L., Cincinnati, O.
- *Smith, Walter McMynn, In. Univ. of Wis. L., Madison, Wis.
- Snipes, Mayme C., In. P. L., Plainfield, Ind.
- Snook, Vera J., In. Reddick's L., Ottawa, Ill.
- Spaulding, Forrest B., supt. Traveling L's P. L., N. Y.
- Spears, Mrs. Anne M., In. P. L., Covington, Ky.
- Speed, Mary Louise, 1624 Beechwood av., Louisville, Ky.
- Spence, Alfred L., trus. F. L., Jasper, N. Y.
- Spohn, Esther, asst. Stations Dept. F. P. L., Louisville, Ky.
- *Stafford, Enid M., In. P. L., Buhl, Minn.
- Stahel, Emma, child, In. P. L., Covington, Ky.
- Stanley, Augustus O., Gov. of Kentucky, Frankfort, Ky.
- Starr, Augusta, br. In. P. L., Minneapolis, Minn.
- Stechert, F. C., pres. F. C. Stechert Co. Inc., booksellers, N. Y.
- Steele, Elizabeth K., In. F. P. L., Lorain, O.
- Steere, Elizabeth Beal, asst. law In. Univ. of Mich., Ann Arbor, Mich.
- Stegemeyer, Annarie, child. In. East End Br. P. L., Cincinnati, O.
- *Steiner, Bernard C., In. Enoch Pratt F. L., Baltimore, Md.
- Sterling, Alice M., In. F. P. L., New Castle, Pa.
- Stevens, William F., In. Carnegie L., Homestead, Pa.
- *Stevenson, Luella M., 1st asst. In. Carnegie F. L., Braddock, Pa.
- Stewart, W. K., Louisville, Ky.
- Stichtenoth, Senta L., In. Cummlnsville Br. P. L., Cincinnati, O.
- Stiles, Gertrude, supervisor of binding P. L., Cleveland, O.
- Stimson, Florence, in charge Clrc. Cincinnati Univ. L., Cincinnati, O.
- Strohm, Adam, In. P. L., Detroit, Mich.
- *Strong, George Franklin, In. Adelbert Coll. L., Western Reserve Univ., Cleveland, O.
- Sturgis, Sarah Louise, 1st asst. P. L., Fort Wayne, Ind.
- Sumner, Clarence W., In. Univ. of N. Dakota L., University, N. D.
- Swanwick, Frances H., sec'y F. P. L., Joplin, Mo.
- Swanwick, Mary B., In. F. P. L., Joplin, Mo.
- Swope, Blanche A., In. Univ. of Pittsburgh L., Pittsburgh, Pa.
- Taber, Fanny T., asst. Avondale Br. P. L., Birmingham, Ala.
- Taggart, Anne Van Cleve, supt. branches P. L., Grand Rapids, Mich.
- Tandy, Mrs. C. S., trus. P. L., Vevay, Ind.
- Taylor, Artie Lee, asst. Portland Br. F. P. L., Louisville, Ky.
- Taylor, Florrie Lee, asst. Circ. Dept. F. P. L., Louisville, Ky.
- Taylor, Jessie M., In. Parkland Br. F. P. L., Louisville, Ky.
- Taylor, Marion E., Louisville, Ky.
- Taylor, William, supt. of delivery John Crerar L., Chicago.
- Temple, Truman R., In. F. P. L., Leavenworth, Kan.
- Terrell, Marguerite H., asst. Highland Br. F. P. L., Louisville, Ky.
- Terstege, Albert L., Louisville, Ky.
- Thalheimer, William, trus. F. P. L., Louisville, Ky.
- *Thayer, Gordon W., In. John G. White Collection, P. L., Cleveland, O.
- Thayer, John Adams, managing director Borden Bookstack Co., Westport, Conn.
- Theobald, Ruth, asst. Crescent Hill Br. F. P. L., Louisville, Ky.
- Thomas, Mary A., asst. Circ. Dept. F. P. L., Louisville, Ky.
- Thomas, Rev. Frank M., D. D., pastor Fourth Ave. M. E. Church South, Louisville, Ky.
- Thompson, Mrs. C. B., Louisville, Ky.
- *Thompson, Mrs. J. A., In. High School L., Chickasha, Okla.
- Thompson, Mary Marr, asst. Circ. Dept. F. P. L., Louisville, Ky.
- Thorne, Nora R., In. Jos. Bancroft & Sons Co., Wilmington, Del.
- Thornton, Mrs. H. G., Ionia, Mich.
- Thruston, R. C. Ballard, Louisville, Ky.
- Ticer, Winifred Fleming, In. City F. L., Huntington, Ind.
- Tilton, Edward L., architect, N. Y.
- Tilton, Mrs. Edward L., N. Y.
- *Tinkham, Mabel, catlgr. and ref. In. P. L., Gary, Ind.
- Tinsley, S. B., asst. prin. Boys' High Sch., Louisville, Ky.
- Titcomb, Mary Lemist, In. Washington County F. L., Hagerstown, Md.
- Torrance, Mary, In. P. L., Muncie, Ind.
- Towles, Susan Starling, In. P. L., Henderson, Ky.
- Tracy, Maude, asst. Catalog Dept. F. P. L., Louisville, Ky.
- Turner, Elizabeth T., asst. P. L., Kansas City, Mo.
- Turville, Helen, instructor Univ. of Wisconsin L. Sch., Madison, Wis.
- Tutt, Virginia M., In. P. L., South Bend, Ind.
- *Twaddle, Mrs. T. B., In. Tulare County F. L., Visalia, Cal.
- Tweedy, Mrs. L. M., In. P. L., Cambridge City, Ind.
- Tyler, Alice S., dir. Western Reserve Univ. L. Sch., Cleveland, O.
- Unterkircher, Blanch L., In. P. L., Superior, Wis.

LOUISVILLE CONFERENCE

- Utley, George Burwell, sec'y American Library Association, Chicago.
- Utley, Mrs. George B., Chicago.
- Venn, Florence, ref. In. Indiana State L., Indianapolis, Ind.
- Verhoeff, Carolyn, Louisville, Ky.
- *Ver Nooy, Winifred, asst. Acquisition Dept. Univ. of Chicago L., Chicago.
- Visscher, Nina M., In. P. L., Frankfort, Ky.
- Vitz, Carl P. P., 2d vice-In. P. L., Cleveland, O.
- Vitz, Mrs. Carl P. P., Cleveland, O.
- Vitz, Elise M., asst. Order Dept. F. P. L., Louisville, Ky.
- Voge, Adolf L., ref. In. Mechanics' Mercantile L., San Francisco, Cal.
- Wade, Margaret A., In. P. L., Pendleton, Ind.
- Wagner, Sula, chief catigr. P. L., St. Louis, Mo.
- *Wales, Elizabeth B., sec'y Missouri L. Commission, Jefferson City, Mo.
- Walker, Elizabeth, asst. Cossitt L., Memphis, Tenn.
- Walker, F. Grace, Br. In. P. L., Indianapolis, Ind.
- *Walkley, Raymond L., asst. In. P. L., Minneapolis, Minn.
- Wallace, Ruth, catigr. P. L., Evansville, Ind.
- Waller, Mary E., In. Carnegie P. L., Washington, Ind.
- Ward, Gilbert O., technical In. P. L., Cleveland, O.
- Warden, Marion L., asst. Catalog Dept., F. P. L., Louisville, Ky.
- *Warnock, Lucile, asst. In. charge Loan Dept. Kan. State Agric. Coll. L., Manhattan, Kan.
- Warren, Ella C., asst. Circ. Dept. F. P. L., Louisville, Ky.
- Warren, Rev. Edward L., In. Presbyterian Theolog. Sem. L., Louisville, Ky.
- Warren, Hall, asst. Circ. Dept. F. P. L., Louisville, Ky.
- Waterman, Lucy D., asst. Carnegie L., Pittsburgh, Pa.
- *Webb, Florence S., Lawrenceburg, Ind.
- Weber, Charles A., pres. Louisville Convention and Publicity League, Louisville, Ky.
- *Wefel, Emelia E., In. Sterling Br. P. L., Cleveland, O.
- *Wellendorf, Mrs. Carl, Louisville, Ky.
- Welles, Jessie, organizer Lucas County L., Maumee, O.
- West, Elizabeth Howard, In. Carnegie L., San Antonio, Tex.
- Wheeler, Joseph L., In. Reuben McMillan F. L., Youngstown, O.
- Wheelock, Mary E., supervisor Binding Dept. P. L., St. Louis, Mo.
- *Whitcomb, Adah Frances, dir. Training Class P. L., Chicago.
- *Wieder, Callie, In. P. L., Fond du Lac, Wis.
- Wigginton, May W., head catalog Dept. F. P. L., Louisville, Ky.
- *Wightman, Beatrice, child. In. Franklin Av. Br. P. L., Minneapolis, Minn.
- Wiley, Betsy Thomas, In. P. L., Dallas, Tex.
- Wilkin, Ralph H., In. Supreme Court L., Springfield, Ill.
- Wilkinson, O. A., Globe-Wernicke Co., Cincinnati, O.
- Williams, Esther Bakewell, asst. Ref. Dept. F. P. L., Louisville, Ky.
- Williamson, Charles C., In. Municipal Ref. L., N. Y.
- Wilson, Halsey W., pres. H. W. Wilson Co., White Plains, N. Y.
- Wilson, Jessie Lee, In. P. L., Salem, Ind.
- Wilson, Lilly M., desk asst. Carnegie L., San Antonio, Tex.
- Wilson, Ralph H., bookseller, N. Y.
- Winchell, F. Mabel, In. City L., Manchester, N. H.
- Windsor, Phineas Lawrence, In. Univ. of Ill. L., Urbana, Ill.
- Winser, Beatrice, asst. In. F. P. L., Newark, N. J.
- Winship, George P., In. Widener Mem. L. Harvard Univ., Cambridge, Mass.
- *Wire, Dr. G. E., deputy In. Worcester Co. Law L., Worcester, Mass.
- Wolf, Estella, asst. Ref. Dept. Univ. of Ind. L., Bloomington, Ind.
- Wolf, Ida, classifier University of Ind. L., Bloomington, Ind.
- Wolleson, A. M., In. P. L., Belleville, Ill.
- Wolter, Peter, mgr. L. Dept. A. C. McClurg & Co., Chicago.
- Woodard, Gertrude Elstner, In. Bureau of Government Univ. of Michigan L., Ann Arbor, Mich.
- *Woods, Lois M., Berkeley, Cal.
- Woodson, Elizabeth S., In. Portland Br. F. P. L., Louisville, Ky.
- Wright, Charles Edward, In. Carnegie F. L., Duquesne, Pa.
- Wright, Purde E., In. P. L., Kansas City, Mo.
- Wulfkoetter, Lillie, In. North Cincinnati Br. P. L., Cincinnati, O.
- Wyer, James Ingersoll, Jr., dir. N. Y. State L. and N. Y. State L. Sch., Albany, N. Y.
- *Yale, Charles, Br. In. P. L., Minneapolis, Minn.
- Young, Gen. Bennett H., trus. F. P. L., Louisville, Ky.
- Yust, William Frederick, In. P. L., Rochester, N. Y.
- Zachert, Adeline E., director of Child Work P. L., Rochester, N. Y.
- Zanone, Alice, asst. P. L., Little Rock, Ark.
- Zimmerman, William F., mfr. Borden Bookstack, Post & McCord, N. Y.

INDEX

- Administration. See "Some phases of state library administration," 402-405.
- Admission slips. See "The 'hows' and 'whys' of admission slips," 185-190.
- Adolescent girl. See "Reading of the adolescent girl," 162-67.
- Advertising. See "A program for library advertising," 127-130.
- "Agricultural extension work and the opportunities it offers to agricultural college librarians" (Deveneau), 140-148.
- Agricultural lib. section, 339-340.
- "Agricultural research," (Horton), 339.
- Ahern, Mary Eileen, discussion, 353, 361.
- Allen, Amy, discussion, 348.
- Ambulance fund, 327.
- American association of law libraries, 412-13.
- joint session with the national association of state libraries, 363-367, 396-416.
- American Historical Association, letter from sec'y, 325-326; resolutions for the establishment of a national board for historical service, 326.
- A. L. A. booklist, (Massee), 300-301.
- American Library Association, president's address, 91-95; sec'y's rpt., 247-251; treasurer's rpt., 296-297; rpt. of trustees of Carnegie and endowment funds, 293-296; election of officers, 334-335; attendance summaries and register, 415-424.
- American Library Association, cooperation in war work with Y. M. C. A., 111-114.
- council proceedings, 337-339.
- endowment funds. Rpt. of trustees of, (Pyne, Sheldon, Appleton), 293-296.
- executive board, proceedings, 335-337; resolution about farmers' parcel post book rates, 336; resolution about "Official bulletin" of the government, 336.
- membership (rpt. of sec'y), 247.
- necrology (rpt. of sec'y), 247-251.
- proceedings, 314-335.
- periodical cards, (Merrill), 301.
- publishing board, (Leggeler, chrm.), 298-304; financial rpt., 301-304.
- resolutions, com. appointed 328; rpt. of com., 333-334.
- war service. See "Our libraries and the war," 315-325; rpt. of Preliminary war library com., 315-322.
- Anderson, Annie S., discussion, 344.
- Anderson, E. H., 336. Mem. com., 306, 327.
- Andrews, C. W., at council, 337-ff; mem. com., 306; Fletcher memorial, 331-332.
- rpt. of progress of the decimal classification advisory com., 293; rpt. on union list of periodicals, 337-338.
- "A plan for a census of research resources," 221-222.
- "Principles of classification," 195-197, 340.
- Appleton, William W., trustee of endowment fund, 335.
- rpt. of the trustees of the Carnegie and endowment funds, 293-296.
- Apprentice and training classes, rpt. of sub-com. on, (Tyler, chrm.), 284-286.
- Apprentice training. See "Secondary education in library work," 148-153.
- Archives. See rpt. of the public archives com., 379-392.
- Armstrong, Ione, sec'y., 353.
- "Association of American library schools, (Windsor), 160-162.
- Attendance register, 416-424.
- Attendance summaries, 415.
- Austen, Willard, at council, 337-ff; mem. com., 337.
- Babbitt, Grace E., necrology, 250.
- Bailey, A. L., at exec. bd., 335-ff; presides at lending dept. round table, 334; elected chrm. for ensuing year, 335; chrm. com., 337; chrm. non-mem. com., 338.
- Baker, Mary E., sec'y, catalog sec., 343.
- Barker, Thomas A., "Taxation and apportionment of proceeds to respective needs of the library," 350.
- Bay, J. Christian, "Classification," 199-200, 340.
- Bell, Bernice W., "The Colored branches of the Louisville free public library," 169-173, 343; discussion, 344.
- Bishop, W. W., chrm. college and ref. section, 346; Hopkins memorial, 332-333.
- Black, Mary J. L., discussion, 354.
- Blanchard, Linn R., "Some catalogers' reference books of recent years," 203-207, 341.
- Bliss, Henry E., "The problem and the theory of library classification," 200-202, 340.
- Bliss, Robert P., discussion, 353, 361, 400-ff.
- Bogle, Sarah C. N., 343; presides at professional training section, 347-348; chrm. children's librarians' section, 346; mem. com., 337.
- "Preparedness to meet new educational demands," 153-156, 343.
- Book collection. See "A flexible book collection," 237-241.
- Bookbinding, rpt. of com. on, (Wheeler, chrm.), 274.
- Booklist. See A. L. A. booklist, 300-301.
- "Books for Russian prisoners of war in Germany," (Wright), 108-111.
- "Books in camp, trench and hospital," (Koch), 103-08.
- "Bookshop for boys and girls," (Moore), 168-169.
- Borchard, E. R., "Recent developments in international and municipal law," 412.
- Bostwick, A. E., 330; at elec. 60, 335; at council, 337-ff; mem. com., 321, 327.
- See "Books in camp, trench and hospital," (Koch), 103-08.
- Bowerman, G. F., 331, 335; at council, 337-ff; mem. com., 328; rpt. of com. on library administration, 271; rpt. of com. on resolutions, 333-334; discussion, 347.
- Bowker, R. R., at council, 337-ff; chrm. com., 315; mem. com., 321; presents resolutions, 333, 338, 352-353; Fletcher memorial, 331-332; Plummer memorial, 314-315; discussion, 352, 353; discusses Carnegie contracts, 347.
- Address on "Russia," 328-329.
- Boys and girls. See "Bookshop for boys and girls," 168-69.
- Brett, W. H., at council, 337-ff; mem. com., 336; rpt. com., 349.
- Brewitt, Mrs. Theodore R., sec'y, professional training sect., 348.
- Brigham, Johnson, discussion, 362.
- British prisoners of war book scheme, (educational). See "Books in camp, trench and hospital," 103-108.
- Brown, D. C., mem. com., 378; discussion, 406-ff.
- Brown, Walter L., president's address: "The changing public," 91-95, 314.
- Brush, Matthew, "The so-called librarian's real province," 413.
- Bullitt, William M., suggests a handbook of state commissions, 365.
- Burnite, Caroline, mem. com., 345.
- Buscheneeyer, John H., welcomes A. L. A., 314.
- "California news," (Ferguson), 375-378.
- Camp, David N., necrology, 250.
- Camp libraries. See "Books in camp, trench and hospital," 103-108; "Memorandum relative to collection of books, etc.," 322-324; rpt. to rpt. of prelim. war com., 321-326.
- Carey, Miriam E., rpt. of com. on lib. in hospitals and charitable and correctional institutions, 312-313.
- Carnegie and endowment funds, rpt. of com. on, (Pyne, Sheldon, Appleton), 293-296.
- "Carnegie contracts: duty of trustees with reference thereto" (Bowker), 349.
- Carolin, Maud A., 414.
- Carr, Henry J., at council, 337-ff.
- Carre, H. B., mem. com., 335.
- Carter, George H., clerk, letter from U. S. Congress, joint com. on printing, 350-352; resolution sent to, 353.
- Catalog section, proceedings, 340-343.
- Catalogers' reference books. See "Some catalogers' reference books of recent years," 203-207.
- Cataloging. See "Organization of a cataloging department," 207-211.
- Certification of librarians. See "Standardization of libraries and

INDEX

- certification of librarians," 135-140.
 "Changing public," (Brown), 91-95.
 Children's books. See rpt. of com. on production of children's books," (Burnette), 345-346.
 Children's librarians' section, proceedings, 343-346.
 "Chinese books and libraries," (Swingle), 121-124.
 Civil service. See "Should libraries be under the general civil service of the state, or have a separate civil service organization?" 229-232.
 Civil service relations, committee proposed, 333; resolution, 338.
 "Classification," (Bay), 199-200.
 —See "Principles of classification," 195-197; "Problem and theory of library classification," 200-202; rpt. of com. on code for classifiers, 313.
 Classification, theological, 355-ff.
 "Classification making," (Flagg), 198-199; (Voge), 190-195.
 Cobb, Maud Barker, treas. A. A. L. L., 413.
 —"Law and legislative reference as part of the state lib." 365-367; mem. com., 378.
 Cochran, Mary R., 344.
 Code for classifiers, rpt. of com. (Merrill, chrm.), 313.
 Code of practice for inter-library loans; rpt. of com. on co-ordination (Gould, chrm.), 271-274.
 Coldevey, Anne, teller of election, 335.
 Colerick, Margaret M., advisory bd., 346.
 College and reference section, proceedings, 346.
 "Colored branches of the Louisville free public library," (Bell), 169-173.
 Compton, C. H., "A publicity expert for libraries," 133-134, 331.
 Constitution, rpt. of com. on amending, natl ass'n state lib., 395.
 "Cooperation in war work between the Young Men's Christian Association and the A. L. A. (Orr), 111-114.
 "Cooperative cataloging," (Goulding), 342-343.
 Cooperative indexing. See "The return of cooperative indexing," 222-226.
 Co-ordination, rpt. of com. on, (Gould, chrm.), 271-274.
 "Corporation school movement: training men during business hours," (Dietz), 114-120.
 Countryman, Gratia A., at council, 337-ff.; mem. com., 321, 327.
 "County as a unit for library extension" (Long), 232-234.
 "County free library service as operated at Riverside," (Daniels), 125-127.
 Craig, Edmund L., "Library legislation," 226-228, 349.
 Craver, Harrison W., presides at general session, 330-ff.; rpt. finance com., 297-298.
 Curran, Mary H., necrology, 250.
 Custer, Florence B., necrology, 250.
 Dana, J. C., at council, 337-ff.
- Daniels, J. F., "The county free library service as operated at Riverside," 125-127, 328.
 Decimal classification advisory com., rpt. of progress, (Andrews, chrm.), 293.
 "Democracy and world politics," (Mathews), 95-103.
 Departmental libraries. See "Study of departmental libraries at the University of Chicago, 1912-1917—Observations and experiences," 211-221.
 Depository libraries. See public documents round table, 350-352.
 Derby, Grace E., mem. com., 340.
 Development of library work. "Changing public," (Brown), 91-95.
 Devinean, George A., 330; chrm. agr. section, 340.
 —"Agricultural extension work and the opportunities it offers to agricultural college librarians," 140-148, 339.
 Dietz, J. W., "Corporation school movement: training men during business hours," 114-120, 328.
 Dobbins, Elizabeth, exec. bd., 414.
 Doren, Electra C., mem. exec. bd., 334; at exec. bd., 336; discussion, 347.
 Downey, Mary E., discussion, 347, 400, 405-ff.
 Dugdene, M. S., 331; at exec. bd., 335-ff.; mem. com., 321, 327, 336, 345; discussion, 362, 408.
 —rpt. of com. on fire insurance and prevention, 306-310.
 —"Function of state lib. commission in war time," 324-325.
 Dullard, John P., presides at N. A. S. L., 368-ff.; offers resolution, 353.
 Dunn, Louise M., "The reading of the adolescent girl," 162-167, 344.
 Earhart, Frances E., mem. council, 338.
 Earl, Elizabeth Claypool, 331; at council, 337-ff.; presides at league of libr. comm., 360-362; discussion, 408-ff.
 —"Library commission publicity," 132-133, 348.
 Eastman, Linda A., elected second vice-president A. L. A., 334.
 Educational demands. See "Preparedness to meet new educational demands," 153-156.
 Efficiency of librarians. See "Standardization of libraries and certification of librarians," 135-140.
 Engle, Emma R., discussion, 344.
 Evans, Adelaide F., chrm. catalog sect., 343.
 Exhibits, 244-246.
 Extension work. See "Agricultural extension work and the opportunities it offers to agricultural college librarians," 140-148.
 "Farmers parcel post book rates," 336.
 Farrar, Cora Hinkins, "The personal qualifications of the business librarian," 414.
 Federal and state relations, rpt. of com. on, (Steiner, chrm.), 270-271.
- Ferguson, Milton R., mem. com., 378; discussion, 347.
 —"California News," 375-378.
 Finance. See rpt. of treasurer, 296-297.
 —rpt. of com. on Carnegie and endowment funds, 293-296.
 Finance committee, rpt. of (Craver, chrm.), 297-298.
 Fire insurance and prevention, rpt. of com. on, (Dudgeon, chrm.), 306-310.
 Fire prevention and protection code, proposed, (Williams), 310-312.
 Fitzgerald, J. E., "A government system of filing commercial information," 413.
 Flagg, Charles A., "Classification making," 198-199, 340.
 Fleming, Susan A., second vice-president A. A. L. L., 413.
 Fletcher, Fanny B., discussion, 334, 410.
 Fletcher, William I., memorial, (Bowker, Andrews), 331-332.
 "Flexible book collection," (Welles), 237-241.
 Flexner, Jennie M., discussion, 344.
 Freeman, Marilla W., 335; mem. council, 338; mem. com., 328, 334.
 Fuller, George W., mem. council, 338.
 "Function of the state lib. commission in war time," (Dudgen), 324-325.
 Galbreath, Charles B., discussion, 411.
 Galloway, Irene D., mem. com., 340.
 Gay, Ernest L., necrology, 250.
 German imports, rpt. of spec. com. on, (Hill, Andrews, Anderson, Raney), 304-306.
 Gholson, E. H., 412; first vice-president A. A. L. L., 413.
 Girls and boys. See "Bookshop for boys and girls," 168-69.
 "Gist of the A. L. A. library publicity survey," (Kerr), 130-132.
 Glasier, G. G., presides at national ass'n of state lib., 363-ff.; elected president, 395; mem. com., 378.
 Godard, George S., presides at public documents round table, 350-353; chrm. com., 397; mem. com., 378.
 —rpt. of com. on public documents, 274-275.
 Goldberg, Bessie, secy. catalog com., 343; discussion, 353.
 Goodwin, John E., 335, 378; mem. com., 328, 334; discussion, 354.
 Gould, C. H., code of practice for inter-library loans, rpt. of com. on co-ordination, 271-274.
 Goulding, Philip S., "Cooperative cataloging," 342-343.
 Grauman, Edna, 348.
 Grauman, Emma, discussion, 344.
 Greer, Agnes F. P., secy., 355.
 Griswold, Alice Stanton, necrology, 250.
 Gymer, Rosina C., secy., 346.
 Hadley, Chalmers, rpt. of sub-com. on summer schools, 279-284.

- Hall, Mary E., "Work accomplished by the high school library scrap books," 183-185, 348.
- Handy, D. N., 414.
- Hanson, J. C. M., 343, 346; discussion, 360.
- Study of departmental libraries at the University of Chicago, 1915-1917 — Observations and experiences," 211-221.
- Hardy, A. Marie, "The 'hows' and 'whys' of admission slips," 185-190, 348.
- Harned, Robert E., 360; presides at theological libraries' round table, 358-ff.
- Hasse, Adelaida R., "Public versus special libraries," 414.
- Hastings, C. H., discussion, 353.
- Hawkins, Jean, discussion, 348.
- Hazelton, Alice I., mem. com., 345.
- Hazelton, Mary Emogene, mem. council, 334.
- Henry, Mrs. W. H., discussion, 344.
- Hepburn, William M., chrm. agricultural lib. section, 339-340.
- Hewitt, Luther E., presides at American ass'n of law lib., 412-ff.; mem. exec. com., 413.
- High school libraries. See "Organizing a new high school library," 176-179; "Problems met in reorganizing," 180-183; "Work accomplished by the high school library scrapbooks," 183-185; "The hows and whys of admission slips," 185-189.
- High schools. See "How to raise the standard of literary appreciation in high schools," 172-176.
- Hill, F. P., at council, 337-ff.; mem. com., 327; discussion, 349; H. M. Utley memorial, 322. — rpt. of special com. on German imports, 304-306.
- Historical service. See Resolutions adopted for establishment of national board for historical service, 326.
- History, Libraries and. See "Libraries and history," 325-326.
- Hitchler, Theresa, discussion, 341, 347; mem. com., 327.
- Hodges, N. D. C., discussion, 353.
- Hooper, Louisa M., mem. council, 334.
- Hopkins, Anderson Hoyt, memorial, (Bishop), 332-333; necrology, 250.
- Hooper, Franklin F., Plummer memorial, 314-315.
- Horton, H. E., "Agricultural research," 339.
- Horton, Marion L., "How to raise the standard of literary appreciation in high schools," 174-176, 348.
- Hospitals and charitable and correctional institutions, rpt. of com. on lib. in, (Carey, chrm.), 312-313.
- "How to raise the standard of literary appreciation in high schools," (Horton), 174-176.
- Howard, Clara E., "Organizing a new high school library," 176-179, 348.
- Howe, Will D., "The part of state supported lib. activities in the educational program of the state," 360.
- "Hows' and 'whys' of admission slips," (Hardy), 185-190.
- Humphrey, Mary B., secy., prof. training section, 348; discussion, 344.
- Hunt, C., "A program for library advertising," 127-130, 331.
- Hutchinson, Lura C., discussion, 347.
- Indexing. See "The return of cooperative indexing," 222-226.
- Industrial education. See "The corporation school movement; training men during business hours," 114-120.
- Ingersoll, Helen F., discussion, 344; vice-chrm. children's librarians' sect., 346.
- Institutional libraries. See rpt. of com. on lib. in hospitals and charitable and correctional institutions, 312-313.
- Inter-library loans. See rpt. of com. on co-ordination, 271-274.
- Jennings, Judson T., elected first vice-president, 334; at exec. bd., 335-ff.
- Johnson, Ethel M., discussion, 414.
- Johnston, Charles D., at council, 337-ff.
- Johnston, R. H., "Memorandum relative to collection and distribution of books and periodicals for the mobilization camps," 322-324, 414.
- Johnston, W. Dawson, "Should libraries be under the general civil service of the state, or have a separate civil service organization?" 229-232, 349.
- Jordan, Alice M., chrm. children's librarians' sect., 343-ff.
- Judd, E. E., discussion, 413.
- Kavanaugh, Frank K., mem. com., 378.
- Kerr, W. H., "The gist of the A. L. A. library publicity survey," 130-132, 331; discussion, 354.
- Knapp, Elizabeth, secy. children's librarians' sect., 346.
- Koch, T. W., "Books in camp, trench and hospital," 103-108; greeting from, 334.
- Lacy, Mary C., secy. agri. section, 340.
- Lapp, John A., vice-president, S. L. A., 414.
- "Law and legislative reference as parts of the State lib." (Barker), 365-367.
- League of library commissions, proceedings, 360-362.
- Leatherman, Minnie W., "The state as a unit for library extension," 230-232, 360.
- Lee, G. W., discussion, 341, 346, 413; presents resolution, 337.
- "Oneness in library work," 414.
- Legislation. See "Library legislation," 226-228.
- Legislative information service. See rpt. of joint com., 396-397.
- Legislative reference. See "Law and legislative reference as parts of the state lib." 365-367.
- Legler, Henry E., A. L. A. publishing board, 298-300.
- Leland, W. G., secy. Am. Hist. Ass'n, letter from, 325-326.
- Lending department round table, proceedings, 354-355.
- Lester, C. B., 397.
- Lewis, Frank G., presides at theological libraries' round table, 355-360; discussion, 359; mem. com., 355.
- "Libraries and history," (Leland), 325-326.
- Library administration, rpt. of com. on, (Bowerman, chrm.), 271.
- "Library commission publicity," (Earl), 132-133.
- "Library district as a unit for library extension," (Lowe), 234-235.
- Library extension. See "The state as a unit for library extension," 230-232; "The county as a unit for library extension," 232-234; "The library district as a unit for library extension," 234-235; "The township as a unit for library extension," 235-237.
- "Library legislation," (Craig), 226-228.
- "Library military auxiliary," (Wilson), 321-322.
- Library schools. See "The association of American library schools," 160-162.
- "Library school of the future," (Root), 157-160.
- Library service. See "Prompt service," 354-355.
- Library surveys. See "Recent state lib. surveys," 397-400.
- Library training, questionnaire sent by A. L. A. com. on, 286-292.
- Library training, rpt. of com. on, (Root, chrm.), 275-279.
- Lindsay, Mary Boyden, necrology, 250.
- Literary appreciation. See "How to raise the standard of literary appreciation in high schools," 174-176.
- Long, Harriet C., "The county as a unit for library extension," 232-234, 360.
- Louisville free public library. See "Colored branches of the Louisville free public library," 169-173.
- Lowe, John A., 344; discussion, 361.
- "The library district as a unit for library extension," 234-235; 360.
- Lydenberg, H. M., chrm. college and reference sect., 346.
- Lyons, John F., mem. com., secy., 355.
- MacAlister, J. Y. W., greeting from, 334.
- McCormick, Ada, 414.
- McDermott, Edward J., address of welcome, 363-365.
- McIlwaine, H. R., chrm. public archives com., 392; second vice-pres. N. A. S. L., 395.
- Mahoney, Bertha E., 343.
- Mann, Louisa van de Sande, necrology, 250.
- Mann, Margaret, at council, 337-ff.; presides at catalog section, 340-ff.; discussion, 348.
- Marion, Guy E., exec. bd. S. L. A., 414.
- Martel, Charles, discussion, 343.
- Martin, Arabel, "Prompt service," 354-355.

INDEX

- Marvin, Cornelia, first vice-pres. N. A. S. L., 395.
- Massee, May. A. L. A. booklist, 300-301.
- Mathews, J. M., "Some phases of state library administration," 402-405.
- Mathews, S., "Democracy and world politics," 95-103, 314.
- "Memorandum relative to collection and distribution of books and periodicals for the mobilization camps," (Johnston), 322-324.
- Merrill, Wm. Stetson, A. L. A. periodical cards, 301; rpt. of com. on code for classifiers, 313, 341.
- Message to Russia, 328-329.
- Meyer, H. H. B., 414.
- Milam, Carl H., mem. com., 337; 330.
- Military auxiliary. See lib. military auxiliary, 321-322.
- Millard, Jessie Hodge, discussion, 344.
- Montgomery, Thomas L., elected president A. L. A., 334; presides at council, 338-ff.; presides at exec. bd., 335; secy., 350; mem. com., 378; discussion, 410-H.
- Moore, Annie Carroll, "Bookshop for boys and girls," 168-169; 344.
- Morison, Mary, necrology, 250.
- National association of state libraries, 363-411.
- joint session with the American association of law libraries, 363-367, 396-411.
- rpt. of com. on resolutions, 394-395.
- rpt. of sec'y-treas., 392-394.
- National board for historical service, resolutions adopted for establishment of, 326.
- Normal schools, instruction in lib. methods in, 277.
- Norris, Helen, 414.
- Nystrom, Paul H., "The business library as an investment," 413.
- "Official bulletin" of the Government, 336.
- Official index to state legislation, rpt. of joint com., (Godard, Poole), 396-397.
- Ogden, E. Lucy, 339; mem. com., 340.
- Oko, Adolph, mem. com., 355.
- "Organization of a cataloging department," (Sears), 207-211.
- "Organizing a new high school library," (Howard), 176-179.
- Orr, W., "Cooperation in war work between the Y. M. C. A. and the A. L. A., 111-114, 327.
- "Our libraries and the war." Rpt. of preliminary war lib. com., (Putnam, Bowker, Countryman, Dudgeon, Tyler, Wyer), 315-321.
- Palmer, Mary Bell, discussion, 354.
- Parcel post. See "Farmers' parcel post book rates," 336.
- Patterson, J. Ritchie, 326.
- Peacock, Joseph L., discussion, 354.
- Periodical cards. See A. L. A. periodical cards, 301.
- Pettie, Julia, 342; mem. com., 355, secy. round table of lib. of religion and theology, 360.
- Phelps, Edith A., at council, 337-ff.; mem. com., 337.
- "Plan for a census of research resources," (Andrews), 221-222.
- Plummer, Mary Wright, memorial minute, (Bowker, Hopper, Rathbone), 314-315; necrology, 250.
- Poole, F. O., exec. com. A. A. L. L., 413; secy., 397.
- Pooley, Mary Helen, "Problems met in reorganizing a high school library," 180-183, 348.
- "Popularizing state documents," (Reeder), 368-375.
- Porter, W. T., at council, 337-ff.; presides at trustees' sect., 349-350.
- "Post conference travel," 246-247.
- Power, Ralph L., "Business education for business librarians," 413; secy-treas. S. L. A., 414; editor, "Special libraries," 414.
- Pratt, Edna B., mem. council, 334.
- "Preparedness to meet new educational demands," (Bogic), 153-156.
- "Principles of classification," (Andrews), 195-197.
- Prison camp libraries. See "Books for Russian prisoners of war in Germany," 108-111.
- "Problem and theory of library classification," (Bliss), 200-202.
- "Problems met in reorganizing a high school library," (Pooley), 180-183.
- Professional training section, proceedings, 347-348.
- "Program for library advertising," (Hunt), 127-130.
- "Prompt service," (Martin), 354-355.
- Public archives. See rpt. of the public archives com., 379-392.
- Public documents, rpt. of com. on, (Godard, chrm.), 274-275.
- Public documents round table, proceedings, 350-353.
- Public documents. See resolution, 338.
- "Publicity expert for libraries," (Compton), 133-134.
- Publicity. See "Library commission publicity," 132-133.
- Publicity survey. See "The gist of the A. L. A. library publicity survey," 130-132.
- Publishing board. See A. L. A. publishing board, 298-300.
- Putnam, Herbert, 330; at council, 337-ff.; mem. exec. bd., 334; rpt. of preliminary war lib. com., 315-321.
- Pyne, M. Taylor, rpt. of the trustees of the Carnegie and endowment funds, 293-296.
- Questionnaire sent by A. L. A. com. on lib. training, 286-292.
- Ranck, S. H., at council, 337-ff.; at exec. bd., 335-ff.
- Raney, M. L., discussion, 346; secy., 306, 329.
- Rathbone, Josephine A., "Library school courses as training for business librarians," 413; at council, 337-ff.; at exec. bd., 335; presides at school lib. sect., 348; Plummer memorial, 314-315.
- Rawson, Fannie C., presides at joint session, 397-ff.; discussion, 361.
- "Reading of the adolescent girl," (Dunn), 162-167.
- "Recent state lib. surveys," (Wyer), 397-400.
- Redstone, E. H., president, A. A. L. L., 413, 350.
- Reeder, Charles W., "Popularizing state documents," 368-375.
- Reese, Ernest J., vice-chrm. professional training sect., 348.
- Research resources. See "Plan for a census of research resources," 221-222.
- "Return of cooperative indexing," (Richardson), 222-226.
- Richardson, E. C., "The return of cooperative indexing," 222-226.
- Robinson, L. M., chrm. round table of lib. of religion and theology, 360.
- Roden, C. B., rpt. of treasurer, 296-297.
- Rosenblatt, Azariah S., at council, 337-ff.; mem. com., 355, 346; discussion, 347-360.
- "The library school of the future," 157-160.
- rpt. of com. on lib. training, 275-279.
- Rosenthal, Herman, necrology, 251.
- Rowell, Joseph C., 341.
- Sanborn, Alice E., 348.
- Sanborn, H. N., discussion, 410.
- Sargeant, William Henry, necrology, 251.
- Sawyer, Ethel R., discussion, 347.
- Sawyer, Harriet P., at council, 337-ff.; secy. professional training sect., 348.
- School libraries section, proceedings, 348.
- Scott, Carrie E., mem. com., 347.
- Scrapbooks. See "Work accomplished by the high school library scrapbooks," 183-185.
- Sears, Minnie E., "Organization of a cataloging department," 207-211, 341.
- "Secondary education in library work," (Welles), 148-153.
- Secretary's rpt., (Utey), 247-251.
- Settle, George F., mem. council, 338.
- Severance, H. O., discussion, 339.
- Shaffer, C. Will, exec. com. A. A. L. L., 413.
- Sheldon, Edward W., rpt. of the trustees of the Carnegie and endowment funds, 293-296.
- "Should libraries be under the general civil service of the state, or have a separate civil service organization?" (Johnston), 229-232.
- Small, A. J., chrm. auditing com. N. A. S. L., 394; mem. com., 365, 378.
- Smith, Elizabeth M., secy-treas. N. A. S. L., 394, 395.
- Smith, W. M., discussion, 346; mem. com., 346; mem. council, 338.
- Spikes, Mayme C., "The township as a unit for library extension, 233-237, 361.
- "Social features of the conference," 243-244.
- "Some catalogers' reference books of recent years," (Blanchard), 203-207.

- "Some phases of state library administration," (Mathews), 402-405.
- Southworth, Myra Frances, necrology, 251.
- Special libraries association, papers, proceedings, 413-414; officers elected, 414; editorial staff of "Special libraries," 414.
- Spencer, Alfred L., discussion, 361, 336.
- Spencer, Florence, "What a public library can do for the business man," 414.
- Spencer, Mary C., (H. M. Utley memorial), 332.
- "Standardization of libraries and certification of librarians," (Windsor), 135-140.
- Stanley, Augustus O., welcomes A. L. A., 314.
- "State as a unit for library extension," (Leatherman), 230-232.
- State commissions, handbook of, suggested, 365.
- State documents. See "Popularizing state documents," 368-375.
- State library association presidents' round table, proceedings, 353-354.
- State library commissions, functions in war time, 324-325.
- State supported lib. activities. See Howe, W. D., 360.
- Statistics of libraries, 251-270.
- Steiner, Bernard C., rpt. of com. on federal and state relations, 270-271.
- Steere, Elizabeth Beale, secy., A. A. L. A., 413.
- Stetson, Willis K., mem. council, 335.
- Strohm, Adam, (H. M. Utley memorial), 332.
- Study of departmental libraries at the University of Chicago, 1912-1917. "Observations and experiences" (Hanson), 211-221.
- Summer schools, rpt. of sub-com. on, (Hadley, chrm.), 279-284.
- Swindle, W. T., "Chinese books and libraries," 121-124, 328.
- "Taxation and apportionment of proceeds to respective needs of the library," (Barker), 350.
- Teas, William, teller of election, 335.
- Theological libraries' round table, proceedings, 355-360.
- Thompson, Frank M., delivers invocation, 314.
- Thompson, Mrs. J. A., at council, 337-ff.
- "Township as a unit for library extension" (Snipes), 235-237.
- Training classes. See rpt. of sub-com. on apprentice and training classes, 284-286.
- "Training men during business hours: The corporation school movement," (Dietz), 114-120.
- Treasurer, rpt. of, (Roden), 296-297.
- Trustees section, proceedings, 349-350.
- Turville, Helen, mem. com., 347.
- Tyler, Alice S., presides at state lib. ass'n presidents' round table, 353-354; at council, 337-ff.; discussion, 347; mem. com., 321.
- rpt. of sub-com. on apprentice and training classes, 284-286.
- Union list of periodicals, rpt. on, (Andrews), 337-338.
- U. S. Congress. Joint com. on printing, letter from, 350-352.
- "University press in relation to the library world," (Winship), 241-242.
- Utley, George B., secretary's rpt. 247-251; discussion, 353; mem. com., 336.
- Utley, Henry Munson, memorial, (Strohm, Hill, Spencer), 332; necrology, 251.
- Van Dyke, Henry, letter from, 327.
- Voge, A. Law, chrm. nom. com., 343; discussion, 360, 340.
- "Classification making," 190-195.
- Wales, Elizabeth B., discussion, 361.
- War libraries. "Books for Russian prisoners of war in Germany," 108-111; "Books in camp, trench and hospital," 103-108; "Memorandum rel. to coll. and distr. of books and periodicals for the mobilization camps, 322-324.
- War service. See "Coöperation in war work between the Y. M. C. A. and the A. L. A.," 111-114; "Our libraries and the war," 315-325; "Function of the state lib. com. in war time," 324-325.
- Warren, Ellen C., discussion, 344.
- Welles, Jessie, chrm. professional training sect., 348.
- "A flexible book collection," 237-241, 355.
- "Secondary education in library work," 148-153, 347.
- Wheeler, Joseph L., rpt. of book-binding com., 274.
- Wheeler, S. Y., chrm. com., 367.
- Whitcomb, Adah F., mem. com., 347; discussion, 348.
- Whittier, Florence, necrology, 251.
- Wigginton, May W., discussion, 353.
- Williams, Sidney J., proposed fire prevention and protection code, 310-312.
- Williamson, C. C., presides at S. L. A., 413-414; president S. L. A., 414.
- Wilson, Martha, "Library military auxiliary," 321-322.
- Windsor, P. L., acting secy., coll. and ref. sect., 346; discussion, 347.
- "The association of American library schools," 160-162.
- "Standardization of libraries and certification of librarians," 135-140, 329.
- Winship, G. P., mem. com., 346.
- "University press in relation to the library world," 241-242, 346.
- World politics. See, "Democracy and world politics," (Mathews), 93-103.
- "Work accomplished by the high school library scrapbooks," (Hall), 183-185.
- Wright, C. T. Hagberg, "Books for Russian prisoners of war in Germany," 108-111, 328.
- Wright, Purd B., 338.
- Wyer, J. L., at council, 337-ff.; mem. com., 321, 327, 378; discussion, 361, 400, 410; 330.
- "Recent state library surveys," 397-400.
- Wyer, Malcolm G., member council, 335; secy., college and reference sect., 346.
- Young, Bennett H., presides at opening of first general session, A. L. A., 314; presents gavel to W. L. Brown, 314.
- Young Men's Christian Association. See "Books in camp, trench and hospital," 103-108; "Coöperation in war work between Y. M. C. A. and A. L. A.," 111-114.
- Yust, W. F., 330.
- Zachert, Adeline B., discussion, 344; mem. com., 345.

UNIVERSITY OF ILLINOIS-URBANA



3 0112 051214895