

Council June 26  
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Council Meeting  
June 26, 1922

TRANSCRIPT  
FROM

**DONALDSON, CONNOLLY & WHITMAN**  
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AMERICAN LIBRARY ASSOCIATION COUNCIL  
FIRST SESSION, MONDAY, JUNE 26th, 1922,  
at 2:30 P. M.  
HELD AT HOTEL STATLER BALL ROOM.

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The meeting was called to order by President Azariah S. Root, Oberlin College Library, Oberlin, Ohio.

THE CHAIRMAN: The first business to come before the Council this afternoon is the report of a committee on the Affiliation of state associations and local clubs, to be presented by Mr. Tweedell.

MR. EDWARD D. TWEDELL: As members of the committee appointed by President Root, we examined the applications of the following associations, and recommend that they be made affiliated chapters of the American Library Association:

Alabama Library Association,  
California Library Association,  
District of Columbia Library Association,  
Florida Library Association,  
Kentucky Library Association,  
Massachusetts Library Club,  
Montana State Library Association,  
Oklahoma Library Association,  
Texas Library Association,  
and the St. Louis Chapter as a local.

THE CHAIRMAN: This report is before you as the recommendation of the Committee and includes a goodly number of state and local organizations which were passed upon at the December meeting of the Council. Is there a motion that the

report be accepted and these made affiliated chapters of the A. L. A.?

MR. WELLMAN: I move that the report be accepted.

DR. HILL: I second that motion.

THE CHAIRMAN: Mr. Wellman moves and Dr. Hill seconds that the report be adopted. Are there any remarks? If not, as many as are in favor will say aye, contrary, no. It is a vote.

The first report to come before us this afternoon is the report of the committee on salaries, to be presented by Mr. Compton of St. Louis.

MR. COMPTON: I am not going to read the report, of course, because you have already had it in your hands and probably know what it is. Perhaps I can mention a few things that it recommends. The salary committee agreed early in its appointment that the best thing that it could do would be to take up the printing of statistics of salaries of the different libraries. Accordingly, from headquarters, was sent out a questionnaire to about 80 public libraries and about 40 college libraries. The answers to those questionnaires have been received, and the compilation of statistics for about 37 of the largest public libraries in the United States has been compiled and is in the hands of the Secretary of the Association. That is ready for printing. Others will be compiled for printing as soon as possible.

The Committee also recommended that the State Library Commissions print statistics of the salaries of their respective states. The New York State Library has already taken

some steps toward that end. The Committee recommends that there be a comparison made, in a certain chosen number of cities, of the salaries of librarians and teachers. The Committee feels, as most librarians do, that the best comparison that can be made between librarians' salaries and teachers is that of between librarians' and teachers' salaries, and it is the idea of the Committee that the libraries in a certain selected group of cities be asked to make this comparison with the teachers in their cities, and that this comparison be printed.

There is some difference of opinion in the Committee whether it would be a desirable thing to set up a minimum standard for a beginning salary for a trainer librarian. Mr. Jennings, of Seattle and Mr. Perry/<sup>who</sup>informed me he was chairman of an A. L.A. Committee, are both of the opinion that this would be desirable. However, there is a difference of opinion in regard to that. I think perhaps there is a subject worthy of discussion in the Council.

The compilation which we have made of the answers to the questionnaire is rather interesting, I think in comparison with the report of the salaries' Committee in 1919. Mr. Perry reported then that for the 125 libraries who answered their questionnaires, the minimum salary was \$684.00. For the 37 large libraries, as already compiled, the minimum salary now is \$1054. This calls for a minimum requirement of at least six months training and at least a high school education, of course. Of these 36 libraries,

24 are paying less than \$1200 as a beginning salary.

The Committee feels that if these statistics can be compiled yearly and printed, they will do a great deal of good in doing away with the need for questionnaire. Every large public library knows that it receives during the year any number of questionnaires. If this can be done, and if the positions can be more standardized, so they will mean the same thing in different libraries, it will be very valuable.

For example, just within a week, I received a letter from a normal school librarian that read something like this:

"My president does not recognize the need for trained librarians. Have you any comparisons of other librarians that you can send me?" Of course, that was not any. The only thing she could do was to write to other normal school libraries and find out what they are paying. It seems to the Committee that we should compile statistics of this kind. We hope that the Committee may receive suggestions from the members of the Council in regard to the work which we have taken up.

THE CHAIRMAN: Is there any question that you wish to ask the Chairman of the Committee on Salaries?

MR. PARKINSON: What is the Chairman's opinion in respect to the fixing of the minimum salary?

THE CHAIRMAN: Mr. Compton, will you answer that question?

MR. COMPTON: I think it would be a good thing. I think it is much along the line of what the Association did in regard to fixing what the minimum tax rate should be. I think it would

give us some standard to set. I know that conditions are different in different cities, but it does not seem to me they are so different but what a minimum could be set, which would be a certain standard I think for the A. L. A. to declare as a standard, and which would be of help, as in the tax rate matter.

MR. PARKINSON: What minimum would you suggest?

MR. COMPTON: I think that is pretty hard to settle. I think personally it ought to be at least \$1200.

MR. TROMBLY: Would you make any difference between those who are only high school graduates and those who have had three or four years of college education.

MR. COMPTON: I probably would.

MR. TROMBLY: The ordinary layman thinks a librarian is a librarian, and it does not make any difference to him what the librarian's preparation has been.

MISS AHEARN: I would like to ask if there is anything that might cause a substantial reason against publishing these salaries. Why do people object to publishing them?

MR. COMPTON: I don't believe they give any reason.

MISS AHEARN: Can you think of any reason?

MR. TROMBLY: I can think of the one that they give.

MISS AHEARN: What is that?

MR. TROMBLY: Because it causes discontent in the library if you are getting 30 cents a week more than I am, and they do not want any discontent among the staff. That is the argument that is made in the libraries.

MISS AHEARN: I met an attractive girl last fall who came into my office and who talked about taking up some sort

of special work for library training, and I advised her strongly to go to a library school. She said it could not be done exactly, unless I would recommend a school that was carried on in the library in her town. I said that is the very thing you want to do; go into that school, that is the thing to do. She wrote me sometime after that, and said she did not think she would do that, because the salary they offered was so low. I wondered what the salary was. She did not tell me and I simply wrote to a member of that staff who was in position to speak, and I said, "What do you give your girls after they have finished their course?" She said, "I prefer not to say."

If we are going to meet these girls and make it an attractive thing for them to go into library work, we ought to have something to tell them about the remuneration they may expect. I saw her two or three days ago, and she told me what I could not think is so, that the girls after finishing their course, if they went in on the staff of that library, received \$40 per month. Now, I don't think that we want a girl in library work that is satisfied to live on the mental and physical pabulum that she can buy for \$10 a week.

MR. ANDREWS: How long does that \$40 a month last?

MISS AHEARN: It ought not to last one month.

MR. ANDREWS: It ought not, but if it was only for a six months' probationary period, there might be some explanation for it; there might be some excuse or reason for an excuse for asking any one who is able to pass the examination for that training school and spend a year taking the training they give,

no income all that time, and then to go to work for \$40 a month.

MR. WINDSOR: I am wondering if a committee could compile some statistics showing the beginning salaries, of various grades of library work and perhaps showing the beginning salaries paid librarians by reason of training, from the information contained in those questionnaires. If we could have some detailed information worked up by the Committee, the Committee having no recommendation to make, that would be much more than a good many of us have now. There are only three or four large libraries that I know of personally that instruct their staff not to disclose the amount of their salaries. There are three or four of the larger, better libraries that do that. I never could understand it, but they always have some very good reasons for it locally, apparently. For myself, I think we would have a very great deal to gain if the Committee would publish, maybe not the salaries, of individual libraries, but they ought to analyze those things so we all of us could see what the average beginning salaries for certain types of work were with second degrees of training. That would be a big help even if the committee does not want to make it as a recommendation.

DR. HILL: Hasn't this Committee, within a very recent time, given this information. It seems to me I have sent out at least three answers to some questionnaire. They must be in the hands of some committee. I gave the initial salary, the highest and lowest.

THE CHAIRMAN: Perhaps you can tell again, Mr. Compton, just what you have collected.

MR. COMPTON: We have collected the minimum and maximum

salaries of about 40 public libraries and 30 college libraries. We have those under the heads of departments, first assistants, branch librarians, catalogers, children librarians, assistants and junior assistants. In each case the positions were specified as describing what they should include.

DR. HILL: Isn't that, Mr. President, exactly what Mr. Windsor was asking for?

THE CHAIRMAN: Yes, that is what Mr. Windsor was asking for.

MR. COMPTON: I think that will be printed in an A. L. A. bulletin.

MISS AHEARN: Will that part that deals with salaries be printed?

THE CHAIRMAN: The Secretary has promised to print anything the Committee authorizes should be printed, and the Committee is willing to authorize whenever they can get the individual library to release it. They may have to print that by way of symbols, because some libraries insist upon it.

DR. HILL: Why not omit those libraries.

MR. COMPTON: In sending out the questionnaire, we stated it would be printed under symbols. We feel that probably would be the best thing to do with this statement, and any librarian who wishes to use it with his or her Board may have the key to the symbols.

MR. CARSON; Mr. President, I would like to inquire as to the object of this; whether it is to give information as to salaries being paid at the present time, or whether it is a scheme of getting a higher standard of salaries throughout this

country?

MR. COMPTON: It is the opinion of the Chairman that the printing of librarian salaries, although they are not what they ought to be, will raise the standard of librarians. I think the libraries that have raised salaries have done it upon the basis of such comparisons. A comparison was gotten up by the Minneapolis Libraries and they were able, by that means to raise salaries considerably. We know that libraries are constantly sending for information to different libraries for just this thing. We feel that the A. L. A. should print it, rather than that it should be done in this rather cumbersome way of every librarian, asking other librarians when their special need comes.

DR. HILL: It seems to me that this is just the time when that sort of information ought to be before us. The time is coming, and it is not very far off, when our trustees are going to ask whether we are not paying too high salaries, and whether, with prices coming down somewhat, we ought not to reduce the salaries of our employees. Now, with such a table before us, and with the names of libraries who are willing to have their names published, you will find that it will be very helpful. I heard the other day a case where this very question was being discussed, whether it was not time to consider a reduction of salaries. A comparative study would be very helpful, I am sure.

MR. ANDREWS: If I were to judge by what was on the minds of my trustees or directors, when they raised our salaries

the comparison should not be with school teachers, but with stenographers, because when we have to pay the young women in our office so much more, of course, our staff ought to get so much more. Therefore, I take issue with the chairman that teachers are our best comparison for the minds of the business men who constitute the greater portion of our Boards. In the second place, I would like very much, if the Association publishes this list, that they publish the population of the city, because it is not true, at least, I am quite convinced it is not true, that the living expenses in small towns are equal to those of large cities. The larger cities have to have larger salaries to meet the larger living expenses, and we ought to emphasize that fact. We ought not to say that every little town should pay \$1200 for a beginning librarian, because we want to get as many trained librarians as we can into those towns, but on the other hand, we ought not to cut ourselves off in the matter of paying the necessary salaries to secure the service we want.

MISS AHEARN: I cannot hear my neighbor here talking like that without saying something to strengthen what he said, and throw a little light on something else. I don't think it makes any difference what these people do with their money, whether they live in a small town and save some of it, or spend it all in living expenses when they start in Chicago. It is not any question as to what they do with the money, whether they can live on it, or whether they can put any of it in bank, and get large sums of interest. This is a question of setting up a standard of preparation. They have it among the physicians,

they have it among the lawyers, and other professional leaders, except teachers and preachers and librarians, who make an excuse for being on earth. I think there ought to be, from such a committee as Mr. Compton's, who through their years of experience and training and judgment are able to say what sort of people should be classed as trained librarians, and then there ought to be a minimum salary, whatever it is. Of course, if you are going to talk about small towns, you are going to get into trouble at once, because everybody there has somebody they would like to put off on the community, which never happens in Chicago, of course, but they would have somebody they would like to put on the salary list of the town. Now, it is a question of whether people are justified, professional people are justified in saying, according to the investment which you have put into this thing, you ought to get so much out. That is business. I would like to make a motion, if not out of order, that the Council ask the Committee on salaries to prepare and print, for the use of the Council, a schedule of salaries as they have found them to be in the 30 largest city libraries, either endowed or tax supported, and 30 of the University or Normal School libraries. Is that out of order?

DR. HILL: Mr. President, I think there should be an addition there. I think it should be, provided that the librarians who sent those reports are willing to have them published.

MISS AHEARN: I would make some changes in that, of course, but I would like to hear what the Council thinks. I am perfectly willing to yield to my friends' better judgment here,

but surely, if we are going to talk about it, we ought to have something on which to base our judgment.

THE CHAIRMAN: You have heard the motion, I take it. Miss Ahearn accepts the modifications accepted by Dr. Hill. Is the motion seconded?

MR. JOSLYN: I second the motion.

THE CHAIRMAN: Are you ready to vote on it? The motion is that the Committee be requested to print, provided they obtain the consent of the libraries, which have furnished the information, statistics as to the salaries for the 30 largest libraries in the cities and 30 university and college libraries.

MR. COMPTON: I would prefer that that be limited not to 30, because I would like to have more than that.

MISS AHEARN: I would not insist on the number.

THE CHAIRMAN: That is just the substance of the motion. Many as are in favor of the motion will signify it by saying aye, opposed, no. It is a vote. Is there anything further on this subject of salaries before we pass on to the next subject.

MISS COUNTRYMAN: I would be glad to see this council take some action on what would be considered a minimum salary. Now the questionnaire system is good, it helps us, but supposing in the case of the normal school teacher, which has been mentioned here, that she has sent out a questionnaire to several normal school libraries, and suppose the replies had indicated that the salaries paid in those libraries were lower than what she received. She would not have been helped a bit in that case. That is a very possible thing. I think this association

ought to set a minimum for which they would stand. That will enable us to place a proper standard before our boards, which is backed by the Association.

THE CHAIRMAN: Do you wish to move that the Committee report such a minimum for consideration of the Council?

MISS COUNTRYMAN: I would to make such a motion.

THE CHAIRMAN: Miss Countryman moves that the Committee report a minimum salary for discussion by the Council. Is there a second to that motion?

MR. HENRY: I will second the motion.

THE CHAIRMAN: Are there any remarks? Are you ready to vote? All in favor will say aye, opposed, no. It is a vote. The Committee is so instructed.

DR. HILL: Wasn't there a recommendation from the Committee on that?

THE CHAIRMAN: There was no recommendation as I understood it. Am I right about that?

MR. COMPTON: No specific recommendation.

THE CHAIRMAN: We will next hear Miss Woods' report of the Committee on education.

MISS WOODS: The report of the Committee on Education is in your hands with the preliminary announcements. You will find on page 28 a series of seven A. L. A. School Library objectives, which represents the best thought of the Committee, without consulting all of the members of the Association, and the subject of the necessary steps to be taken in order to bring about the instruction and preparation of the young people in the community for the use of the libraries. I won't go

over those objectives in detail, except to explain that the objectives seem to have a special appeal for the general public, that is, they are not too technical for them to understand, and they have been reduced to a resolution, and the Committee at this time presents this resolution which has just been passed out to you.

The points not included in the resolution that I want to call special attention to are the points in regard to the getting together on some sort of basis of the executives and the executive boards of the National educational association and the American Library Association. We realize there are a great many difficulties attending conferences of the two Boards, but we hope they may be able to get together and realize they have a common problem.

The second point is the Committee on Education in each state and province. You will notice that these seven objectives, that is, the first six objectives lead up to the seventh objective and in the resolution, the seventh objective has been placed first as the important one, and the one for which all the others exist. I think I will read the resolution if I may.

The American Library Association believes that every student from the elementary school through the university should learn to use and appreciate books and libraries, not only that he may study to advantage in school, but also that he may continue through adult life to benefit from the resources of libraries.

To accomplish this there should be a supervisor of school libraries in every state and province, with educational and

professiona, library qualifications, status and salary, equal to those of supervisors of other educational departments.

There should be a school librarian or supervisor for every school system - cit, county, township, or district. A recommended minimu service standard is at least one full-time school librarian for an enrollment of 1200 elementary and high school pupils. The educational and professional library qualifications, status and salary, of the school librarians should be equal to those of the teachers and supervisors with whom they serve.

Whether the school library supervisor or librarian shall be employed by school or library authorities, separately or jointly, is a matter to be determined by state or local conditions.

Adequate state or regional training facilities should be provided in library schools, universities, colleges and teacher-training institutions to prepare full time school librarians, teacher-librarians and librarians to service both school and community, who shall be certified under the law just as are other professional workers.

The library should be adequately provided with books and equipment: It is the one laboratory which serves every department of school work.

Appropriations for school libraries in state and local budgets should be commensurate with those for other educational work, and should be equalized throughout the state by means of state grants based on state and local surveys.

I wish to present this resolution to the Council,

leaving the detail objectives for discussion in the various sections for adoption later.

THE CHAIRMAN: The resolution is before the Council for discussion and action.

MISS WOOD: I wish to move the adoption of it.

THE CHAIRMAN: The Committee recommends and unless there is an objection, it will be considered as equivalent to a motion and second that it be adopted as the statement by the A. L. A. of its convictions in regard to these school libraries and other libraries.

MISS COUNTRYMAN: I take pleasure in seconding that motion, particularly because I believe so thoroughly in the combination of the schools and library. I notice in Mr. Milan's report on page 5 that he states the school library is getting into full swing. Of course, we all realize that, not only in our state work, but in the new county work, as well as our new city libraries. As I understand, Miss Wood is anxious that the American Library Association should adopt a resolution which would bring the whole matter before us, in order that we may combine with the N. E. A. on a program of school library work, by which we may work out the problem in common.

Now, we all know perfectly well that the schools are trying to work it out by themselves, and we librarians are constantly butting in. I might say we have had to push ourselves into the schools. We have had to urge library work methods, organized library work upon them, and we have established school libraries in the graded schools. We have es-

established class room libraries. We have gone ahead and done our best to provide library facilities in the schools long before they themselves realized the need of it. We always had to take the initiative and are still going to have to take the initiative, I believe. So I wish to second the motion to adopt this resolution, in order that we may have a further organized attempt to get the N.E.A. and the A. L. A. combined on this work.

MR. RANCK: It seems to me it would be advisable that the next to last paragraph gives some idea of what adequate provisions for books means. I think that most communities and most schools that have had no definite experience with libraries in their schools (and that applies to a great number of schools in this country), are well up in the air with reference to that point? I should like to see the committee include some definite statement of what adequate provision for books is for a given number of pupils. I had the pleasure the other day of spending half a day in the high school library of the <sup>Schenley</sup>~~Chenolyn~~ High School of Pittsburgh. I asked Miss Howard what she thought was an adequate amount for books for pupils in the high school. They had 2600 pupils in that school and she thought the minimum was \$2600 a year for books, a dollar per capital for books in the high school library. She was getting, she thought, less than half of that. Now, I think that, on some basis such as that, we ought to put that in. I think personally it would depend somewhat on the character of the school. I think an elementary <sup>school</sup> would not need so many books, perhaps

as a high school. It depends somewhat also on the character of the teacher. But we are trying to establish some kind of standard towards which we may work and beyond which we may ultimately go.

MISS WOOD: The only reason why we did not mention the financial side of it definitely was because the American Library Association has already gone on record advocating \$1.00 per capita for support. I don't know whether the Committee in considering the dollar per capita support, took into consideration a fully developed school library or not. We were not informed on that subject. It seems to me that those two matters would have to be taken up together, because we have already set the one dollar per capita. There is a very interesting reaction, by the way, in our state. One of our largest libraries that is suffering very much from being under-staffed, was rejoicing to the newspapers over the fact that they met all of the A. L. A. requirements except the support, and they were able to run their libraries so very cheaply.

Mr. RANCK: As I recall the dollar per capita idea, that was based on the population of the community. The number of pupils is a different proposition. I don't know how it is in the other public libraries, but in our town, taking the registered number of card holders, we got from all sources this year about 80 cents per capita on the total population, but we spent last year between three and four dollars for every card-holder. I think the card-holders should be more on the basis of the number of children. In other words, with

32,000 registered card-holders our expenses for books and maintenance and so on was \$110,000 or something like that.

MR. WRIGHT: In this matter of the school library work, we do not want to be hampered by anything we set out here unless we know what we are talking about. For instance, it is under the school board. Our high school libraries are regular branch libraries. We spend \$2.50 to \$3.00 based on the high school. I hope they won't be saying anything about a dollar per capita to me. We serve so much more than the high school, but it would apply to it just the same. We hope to get it this year to \$5.00. I do not want to be handicapped by any high school proposition here that talks about a dollar per capita.

MR. RANCK: That is for books only.

MR. WRIGHT: Yes, books only.

MR. TWEEDELL: The experience of the Cleveland Library which does both, its budget now is on the one dollar per capita basis, and it cannot continue the work we are doing now.

MR. ANDREWS: I wonder if the Committee would give in to the prejudices of a conservative and say "The use of books" in that first sentence, instead of "resources of libraries". It looks as if we were pushing our business professionally. We want the people to come and use the library. What we do want them to do is to have them read. I would prefer to have them say "use of books" instead of "resources of libraries". However, I am very sorry to say I shall have to vote against this resolution, although I agree

with nine-tenths of it, unless the Council strike out the last sentence, the fifth paragraph. The question of certification has been up before the Council, and was held in abeyance. I cannot vote for it at all myself, and I shall not vote for anything -

MISS WOOD: What is that?

MR. ANDREWS: I am objecting to the last sentence of the fifth paragraph, "Who shall be certified." That whole question was before the council and was deliberately passed over by the Council, and the Council should not state this in this resolution affirmatively. I am so opposed to the principal of that, much as I admire and cordially as I agree with nine-tenths of this resolution as presented, I shall have to record my vote in opposition, unless the Council should exclude that sentence.

MISS AHEARN: I asked Mr. Compton if he thought I had talked too much, because I did want to say something like Dr. Andrews has just said. Inasmuch as I strengthened his hands awhile ago, I hope, I will take the liberty of saying what I said to Mr. Compton, that there is too much involved in those two lines, "Who shall be certified under the law just as are other professional workers," I think that is dragging in something that can be just as well left out, provided we could have the Library Associations achieve the object as in the State of Michigan.

MISS WOOD: Perhaps the Committee did not make themselves clear, but there was no idea at all of A. L. A. certification. It was entirely a state matter. Certification already exists in Wisconsin. Of course, if the A. L. A. Council

does not approve of the principle of certification anywhere, that is another matter, but if there was any thought that we were recommending - that we considered there should be certification under this organization, there was no such thought.

DR. HILL: In view of the fact that the Council has not taken action on this subject of certification, it seems to me unwise for the Committee to include any mention of it in this resolution. I certainly object, and I certainly hope that that paragraph will be modified. May I ask, and this is rather a practical question, what is to become of this resolution in case we adopt it. There is nothing said in it as to who shall look after this, whether the Secretary or some committee. There ought to be something in there.

THE CHAIRMAN: My understanding is that the object of the Committee in offering this is that the Council may go on record as approving this as a general statement of their position in regard to school libraries.

DR. HILL: It does not seem to me we get anywhere. We adopt resolutions and then pigeon-hole them.

THE CHAIRMAN: Does Miss Wood, for the Committee, accept these two last amendments?

MISS WOOD: That is perfectly satisfactory. I think it is advisable so far as we are concerned. This was submitted to the Council for discussion, and the committee earnestly desires the opinion of the Council. It was the thought of the Committee that this should be used much in the same way that the Broadside was used in regard to the support of libraries. That suggestion, in fact, was made to the Committee by the

A. L. A. headquarters.

MISSDONNELLY: May I ask Miss Wood if in paragraph 3 an enrollment of 1200 for a minimum number is not very high? Isn't the standard for a library 500 people, not 1200?

MISS WOOD: This is for high school work. That is a question for discussion now. It was the first thought of the Committee.

MISS DONNELLY: What I meant is had you definitely decided on that?

MISS WOOD: There is one state that has determined upon a minimum of 1500 enrollment. The idea was to get something that was attainable. When you realize that there are very few school libraries of any kind in the country, and how difficult it is to persuade them to employ a single school librarian, it seems to would be almost impossible to put the number higher, but no one would welcome it more than the members of the Committee.

MR WELLMAN: I am not sure that I understand thoroughly just what this committee is aiming at. I know, of course, high school libraries are very common. I know that public libraries do a great deal of work in the elementary schools, in supplying them with class room libraries. Now, when we say that every elementary school is to have a school library, does that mean a librarian in the school, if it is a large school?

MISSWOOD: Yes.

MR. WELLMAN: I am inclined to think that that leads to divorcement between the public school and the libraries,

in the minds of the children. I think where the libraries do it for the children, the children associate that work with the libraries, and I attribute a great deal of our use is strengthened by the general public, due to the fact that they have been accustomed to that, as they grew up through the schools, to recognize that as library work. When they leave school, they naturally keep on with the libraries. Furthermore, I think there are a number of points in this resolution which perhaps might be debatable, as for instance, the state grants. Opinion varied in the different states as to that. Certification has been mentioned. Massachusetts teachers are not certified, but they have a very good grade of teachers.

There are so many points connected with that which I feel need further consideration before a detailed, specific resolution is adopted, and furthermore, I have spoken a number of times, you may remember, that the Association ought to be very chary in adopting resolutions. I think it dilutes its influence if it adopts a resolution on everything. I think when it does adopt a resolution, it should be circulated widely, and the very fact that it is very careful and does not adopt a great many, lends an influence to the resolutions that it does adopt.

For all of these reasons, I am going to take the liberty of moving that this resolution be laid upon the table, at least for a time. I think we are all interested in the development of this work in the schools, whether as independent

library work in the schools, or public library work in the schools, but I do not feel sure, as great as my interest has always been on that subject, that this resolution embodies exactly what I should like to have expressed. For all of these reasons, I move, Mr. President, that the resolution be laid upon the table.

DR. HILL: I second the motion.

THE CHAIRMAN: It is moved and seconded that the resolution be laid upon the table. Are you ready to vote on that question? Miss Wood, do you want to say anything before a vote is taken. Of course, it is not strictly debatable, but do you want to state the position of the Committee?

MISS WOOD: I think the position of the Committee has been pretty well stated. I am interested to know what is going to be done with it when it is on the table. I think it certainly needs to be very carefully considered. I agree with the speaker that it is very important that this matter should be thoroughly considered, and the Committee will be very glad, indeed to have the matter laid on the table, if that means that the Council will take it under advisement and study the question, but if it is simply going to be laid aside, and disposed of, then there is not very much to be hoped for as to the work in the future for the Committee. I do not know what would be expected of the Committee as the next step. Otherwise, it is perfectly agreeable to the chairman of the Committee at least, I wish there were some school librarians who could talk through this motion.

MR. WINDSOR: I should like to talk on this before it

is laid on the table, because that looks too much as if we did not want to discuss it further. I would much prefer, if Mr. Wellman would consent, to refer the matter back to the Committee, after this discussion. It may be that the Committee may wish to make some changes in the report, and then it may be presented to the Council after the Committee has had the benefit of these discussions. I do not think we ought to pigeonhole the thing, because I think in essence something should be done in this matter. Would Mr. Wellman just as soon consent that this matter be deferred?

MR. WELLMAN: I would be glad to accept that as a substitute motion, Am I right in assuming this resolution was printed with the Committee's report?? I think the resolution ought to be before the members in some form printed.

MISS WOOD: The detail objectives that you find on page 28 of the printed report, go very much into detail as to the qualifications of the various kinds of librarians, and that takes up the whole matter. It was thought, in consultation with the officers of the Association, that the Council would not care at this time to go into that detail discussion, and that only the general principles of the matter should be brought before the meeting at this time, and so they were embodied in this resolution, with the hope that there would be parts of it, at least, upon which the Council could agree, and that some publicity could be given to this throughout the country. If you will read the report, you find there are a great many librarians and trustees that are very anxious indeed to have some action

taken by the American Library Association in regard to this matter, so that they can use it, just as they would use the knowledge in various libraries. It would be very agreeable to the Committee if this were reduced to one sentence by expurgating everything that is objectionable, and that has not been sufficiently discussed, but which would still show the general attitude of the American Library Association toward the development of this matter.

THE CHAIRMAN: Mr. Wellman moves that the report be referred to the Committee for further consideration and report. Are there any remarks on that motion?

DR. HILL: Mr. President, it might be amended by adding the words, "That this resolution be printed and distributed to the members of the council" with the request that they send suggestions and qualifications to the Committee.

THE CHAIRMAN: That will be done in the reports of this Committee, Dr. Hill.

DR. HILL: There is nothing in the motion to that effect

MISS DONNELLY: Is it in order at this time to speak on a matter, that is, that adequate study of training facilities should be granted in library schools, in universities and colleges, to prepare full time librarians, teacher librarians, librarians to serve both the school and the community. That is a subject in which I am very much interested, but which does not seem to be worked out in the detail report in the manner in which it might be worked out, because under "three", "school librarian or supervisor, qualifications," there are certain qualifications for education, including at least three in a

recognized library school. Then on the training of school libraries, it goes on and gives six weeks as a minimum. Does that mean that a school librarian could never advance into a supervisorship. In the statement as given on the printed form that you all have, it is so indefinite, that it would look as if the Council was advocating that all Universities and colleges start institutional courses of training. My experience at the present time is that there is a great danger that any second rate normal school or college or any two for a cent college will start what it calls a library school for school librarians. If you say they do not come up to the standard set, they will say they are just training school librarians. It is my contention that the school librarian should be just as good as any other. It appears as though the Council is advocating recognition of second rate school training, teacher training courses that prepare for school libraries. I should like that very much more carefully designated so as to show what kind of standards you want.

MISS AHEARN: May I ask Miss Wood one more question? I did not quite gather from what you said what is it that you school people want to do? You say there are library school people who are waiting anxiously to see what the A. L. A. is going to do about it. There certainly can be no question in anybody's mind that knows anything about library service, as Miss Countryman very well said, and very strongly, as to the position of the librarians. I got my first appearance in print when I said to the N. E. A. one time that librarians have been chasing the teachers for 20 years. That is so far back I don't want

to say when it was. What is it they want to know?

MISS WOOD: The answers to the questionnaires are given in the report. There are a good many answers there that would indicate that libraries are struggling with an overwhelming burden. They are trying to do work for the schools with a very inadequate income in the public library, and they are very anxious that all of the people interested in the development of school libraries in their town shall have something that will show them that it is a matter, not merely something in which the library in the town is especially interested, but something of national interest, national importance, and so considered by the American Library Association.

MISS AHEARN: Is that not all included?

THE CHAIRMAN: The motion is to refer the report to the Committee for further consideration and report. Are you ready to vote? All in favor of that motion will say "aye". Opposed "no." It is a vote. The report is referred to the Committee.

Mr. MALCOLM G. WYER: will give us now the report of the Committee on Library Training.

MR. MALCOMN G. WYER: The Committee on Library Training during the past two years has given consideration to several points in connection with the training, and have made, through sub-committees, investigations of certain phases of library training which has appeared in print. There are two points particularly that the Committee considered, which we would like to bring before the Council today. The first point was this, that it seems to the Committee that the various library training agencies might well be correlated more closely in the

library system or system for library training, so that each agency for training would have its own particular place in that system for library training. If, for instance, some system for certification should be adopted, it would be a simple matter then for whatever board should carry out the regulations of such certification to state at once what place each system of library training, each agency of library training, should observe, as a form of library training which it offers. We considered somewhat how these various agencies might be more closely correlated into a unified system of library training. Secondly, we considered how the opportunities for library training might be broadened.

It seems to the committee, that in library training, just as in ordinary educational work, it should be easier for the student to secure training. For instance, a person can take college work, he can take work in any college or university, he can take correspondence work, extension work, summer school work or regular university work during the regular year, and each of those forms of training extension, summer school and regular, give him the same credit. There is a standard amount of credit for each one of those forms, a uniform granting of credits, so that he can take any one of those means of training, and be working constantly towards a degree in that college; or he can take training in one college, and the system for designating credits for various courses, throughout all of the standard colleges is the same, and other colleges will grant him credit for work done in any standard college, and he can tell at once, by referring to the catalog, just what credit should be given, because of the designation of the credit in those catalogs,

which indicates the uniform credit to be given.

Now, after considering these points, the Committee made some recommendations in its report, and those recommendations have been printed in this report.

(Reads Recommendations from Committee's Report)

The matter of adopting a uniform system of credit, it seems to me is one that could easily be brought about, and which ought to be accomplished. Schools at the present time list their courses in different ways. Some of them say twice a week or three times a week, 12 periods. Others say one-half credit or four credits or seven credits. Others say 34 hours, 25 hours, and so forth. It seems to me it would be ample if the schools could adopt a plan similar to colleges, similar to the one that the colleges have adopted in the form of the semester hour, so there would be uniformity there.

Now, in order to bring this matter before the proper authorities, we would ask to present this resolution to the Council, referring the matter of the approval of the Council to the Library authorities. This resolution that you have in your hands, is one which was prepared for that purpose, mentioning these three points I have read from the report.

Whereas, the opportunity for securing library training would be broadened if students could progress regularly towards a library school degree by taking extension courses by correspondence and standard library courses in summer schools - with proper safeguards of fixed residence work and personality requirements.

Therefore be it resolved, that the American Library

Association urges upon library school authorities consideration of ways to develop a more uniform system of library training by bringing the various training agencies into a closer cooperation and correlation of work and specifically recommends the following suggestions to secure this end.

1. That the regular library schools offer summer school courses in special subjects for which the same credit be given as for equivalent courses in the regular schools.
2. That some schools offer correspondence courses in certain subjects with credit.
3. That the various library schools adopt a uniform system of credits.

I might say that all of these points were printed in the report for last year, but no action was taken so far as I know, and little consideration was given to them. The Committee feels it would be worth while to include these points in the report for this year again and to bring them up for consideration. There has been no objection to any of these points received by the members of the committee from any representative of a library school, although they have been in print practically a year now. They have been repeated in extended form in the report for this year, which has been printed for about a month. I move the adoption of the resolution.

THE CHAIRMAN: Mr. Wyer moves the adoption of this resolution, which is in your hands.

MR. WRIGHT: I second the motion.

MISS RATHBONE: I would be very sorry if the Council

adopted a resolution that would make it impossible for the library schools to conform with. I am sorry I have not noticed the fact that these resolutions were before the A. L. A. I am afraid, in common with some other people, I have not read all the recommendations made last year, and the report of the Committee this year has been in my hands about ten minutes. The resolution does not evidently take into consideration the fact that library schools are established very variously under different organizations. In the case of our own school, we are a part of Pratt Institute. Pratt Institute has no summer school. It has been part of the policy of the institution from the very beginning to have no summer school, and it would be absolutely impossible for Pratt Institute Library School to offer a summer course. So if that motion is to pass, I would like very much to have the words "that some of the library schools offer summer courses". Inserted in place of "that the regular library schools offer summer school courses," because I should not like to have it appear that we are not a regular library school.

With reference to the third recommendation, "that the various library schools adopt a uniform system of credits;" that would not be an easy thing for us to do, because again, we have to conform to the schedule of Pratt Institute, whose schedule provides for three terms instead of two semesters. It is a very difficult thing, indeed, to adjust a course of three terms to the regular college semester formula. I have tried to do it and I know it is hard. The utmost we seem to be able to do is to announce the number of hours we do give to the different subjects. We have no system of college credits in any of the departments.

I am quite sure the library school would not be authorized by the authorities to install any such system as that. So, as I say, I would be very sorry to have a resolution passed that puts us out of the ruling immediately and makes us apparently disregard the resolution of the Association.

MR. HENRY: It seems to me there are certain localities where library schools may be established and where they may be doing very good work, and where a summer school is rather an impractical affair. At the University of Washington, we have no trouble whatever in having a reasonable number of students, all we want, practically. We tried the experiment for three successive summers in offering summer school work, and it simply does not work. We have no demand from any class of students that we would be willing even to admit to our regular library school during the college year. We cannot run a summer library school. There is no demand for it. After we had tried it for three successive years, the matter was put up to the president a few weeks ago, in preparing our plans for this summer, and with my very hearty consent, he turned the matter down and ruled it out, as the class of people that we obtained for our summer school was such that nobody this side of the Almighty could make live brains out of. Of course, we don't want to try any such impossibility as that. (Laughter). Some of them were ex-teachers and some were ex-almosteverything-else. Some of them had been worn out in the service of the Lord or somewhere else, in other lines, I don't know just where. (Laughter). So we shall not for some time, I would not say never, but for some time we shall not undertake it again under any consideration, and I would almost rather be

ruled out of the A. L. A. than to promise to be a party to a contract of that kind.

As to adjusting credits, I see somewhat the same difficulties that have already been mentioned, that is, the system of credits in different established universities and of those schools that are not a part of any teaching institution, that is a college or university. I doubt whether it would be ever possible to reach any common standard that could be agreed upon that would do justice to the institutions and at the same time do justice to the students.

There is another matter that I should object to in it, I think I have only three objections to the three points. That objection is this: It may be one of my habits - of course, it is said that no one ought to talk about anything he does not know anything about, but I find it so much easier to do that than anything else, that I have grown into the habit. When it comes to a library school teaching by correspondence, I should just as soon take to teaching swimming by the same process. I cannot conceive of anybody becoming a librarian without getting into the spirit of the institution, especially to that point where we are proud of ourselves in sometimes in calling ourselves a profession, - put a question mark after that - but I cannot administer the Holy Ghost from a library standpoint at long distance. It seems to me those things have to be done with a personal touch. I am sure, so far as I have anything to do with them, they will have to be done that way. I would not attempt at all to teach library work by correspondence. I would not mind writing a letter occasionally to some struggling person in library work, asking for some technical information. We would

be glad to do that, but I would never extend credits for it. Of course, these are my personal views. They are so far removed from the centers of civilization that they would probably have no influence, but that is my very decided conviction after ten years' work in library teaching.

MR. TYLER: I would like to speak regarding this matter. Mr. Henry has discussed the matter from the other point of view. I feel very strongly in favor of correspondence courses in library schools, and I have thought so a good many years. I do not believe that all subjects could be taught by correspondence, but I think very many of them could be, and I am quite sure that library school directors would all agree with me in saying that they cannot support any resolution of this sort unless it meant that students would be in residence for a term, and that report discusses that. I have not had the time to look that up.

MR. MALCOLM WYER: Yes, it does.

MISS TYLER: I think the printed report takes that into consideration, so that will be taken care of, Mr. Henry, that will take care of your chief objection, because these inspiring and difficult subjects that are not to be handled by long distance, could be taken care of in residence. I feel very keenly that if the library schools do not take cognizance of the great need, that some commercial institution will do it, and they will do it in an inferior way. For my part, I should like to see that tried out by some school. The Western Reserve Library School would be very glad, indeed, to do it, if we could finance it. I conceive that that is the greatest problem now. There are a few schools that have comfortable budgets,

but most of us are working under very limited budgets. We cannot try these experiments. If the Committee can find a school that is able to finance a correspondence course, I should be most happy to approve of such a plan. I think it is something that we want to consider very seriously.

MR. VITZ: I think in every large library system there are any number of ambitious people who simply cannot go away to other schools, and yet who want to improve themselves. It seems to me that correspondence course would give them opportunity to study and improve themselves. First, I do not see any reason why credits should be given. I think we could solve a great deal of the problem by giving no credits, but it would help a great deal in the service of the library to have some means whereby a person could take training which would qualify him for promotion within the service. As Miss Tyler says, I believe that library training by correspondence is coming some way, and I would rather see it come under the auspices of the A. L. A. rather than through commercial concerns who do it for profit.

MISS COUNTRYMAN: I also want to speak on this, not particularly on the correspondence point of view, but because I believe the library schools ought to get together on this subject. Mr. Wyer is talking about the same problem that Miss Wood was. He says in his report here that the rapid growth of school libraries is the cause of his suggestions, and that in many of the small towns libraries are being cared for by teachers or teacher librarians who have had no training. Miss

Wood is trying to see that there are full time trained librarians in those school libraries. Now, Mr. Wyer wants some chance for them to get a training in an easier way than in a regular library school, because otherwise they would not have any training at all. School Boards hire people who have not any training particularly in those small libraries in small towns, and in their school libraries. In some way or other those small town school libraries have to be taken care of. I am going to move, in place of the resolution, a substitute motion that this be referred to the Association of Library Schools and let them propose a plan by which these small school librarians can be trained, either by correspondence or by credits or some way that the Committee could work out.

MR. WRIGHT: I was glad to second the motion to adopt the resolution, largely influenced by the statement or rather the impression that I got that it had been submitted by two of the library schools. However, I should have been pleased to second it any way, because I believe seriously that something of this kind is necessary. Out in the middle west, there is coming a demand for librarians from every sort of place. They are putting in incompetent people, trying to classify them as librarians. Now, if there is anything that we can do that will give these people something, I feel seriously that it should be done. Now, I am not concerned in the slightest about degrees for these people. I do not see why if one can earn a degree in any university almost in this country by correspondence and a certain amount of resident work, why it cannot be worked out in library schools. I think we have just as in-

telligent as any school people can possibly be. I do not think it would be advisable for all of the schools to start in on this sort of thing, but some of them properly located could do it, and then they could do a tremendous lot of good. I have in mind library people who would be tremendously more valuable to me and themselves if they could get this thing outside of the library. It would be credited by my board, and it would be credited by any other board. Right now, the schools of the United States are pointing everything out as credit, credit, credit. If the library schools don't do this, they are going to trail so far behind the teachers in salaries that we will be lost. I am not especially concerned about degrees, but I am just making a plea that will give these people a chance to get these credits and ability to do the work.

MR. HENRY: If we are going to hold ourselves up as belonging to a profession, we have to follow some of the rules that professional people follow. I do not have any reputable school anywhere that would grant a degree in any of the professions on wholly non-residence work. I don't know of any reputable institution that will grant even an A - B degree to a person who has lived in college less than a year, no matter what he has done outside. If we are going to stand for anything, it seems to me that that is one of the things we want to stand for. Further than that, I don't like to put ourselves in the attitude of going out and scraping creation for enough people to fill library positions. If we pay decent salaries for an intelligent group of people to carry on educational work, those people will come. The schools have not filled their positions by doing just the thing that is being argued here. They have said to the teacher

"If you are going to teach, you must go to a normal school or a university and get ready to teach, you must make that preparation." They do not ask if they have money enough or the time. They simply say, "If you are going to do this, you will do it this way. I think we will make ourselves respected if we stand for something, even at the risk of hearing such a remark as a friend made to me, "You are missing a lot of fine young people". I said "There are a lot of fine young people missing a good thing by not coming to our library schools."

We will not do those people ultimately any good, we will not do the libraries any good by just going out and coaxing them in with a handful of this and a handful of that, trying to make them believe they are librarians.

Of course, most of you who know me, as most of you probably do not, are aware of the fact that I never saw the inside of a library school until I made one of my own so I could see the inside of it, so I am not talking about it from the standpoint of a library school graduate, because I could say it so much better if I were a graduate of a library school. It seems to me if we want to dignify our profession and increase our salaries, we want to make the library stand along with medicine, law, the ministry and so on, and we are going to have to do just the same things they do. If they have to be starved into it, they will have to be starved into it. The minister had to go to some institution and be educated for the church, I know they do in some churches still. In order to go into the practice of law, he has to go to a law school and be educated in the law.

Nobody asks the question whether he can afford to do it or get a good salary afterwards. It is just that specification that he must fulfill or he will not be a member of that profession.

Now, that is my personal view of it. It is the thing I stand for. It is the thing I have stood for. It is the thing I am going to stand for, that we will not take anybody into our library school, we will not have anything to do with people in the library school who have not the foundations upon which a library school education can be built.

MR. WYER: I should like to say a word in regard to some points that have been brought out. First, as to Miss Rathbone's statement in regard to the summer schools, it is not the purpose of the Committee to force any school to give a summer school course where it is not practical, or where it is impossible. It was merely the idea of the Committee that where schools offer summer school work, it would be well to offer a course of this kind, of the kind which we suggested, and it would be perfectly satisfactory to the committee to have this changed and read some library schools. "That such library schools as have summer schools offer courses in special subjects for which the same credit be given as for equivalent courses in the regular schools."

Second, in regard to correspondence work, it is evident that the report of the Committee has not been read, because we specified in italics that a fixed amount of residence work be required, and also that regular personality requirements should still be enforced. So those points in regard to personality and the personal qualifications of the student, and the

fixed amount of residence work, in the opinion of the Committee, would, of course be enforced, concerning the correspondence work just as they are now enforced in regard to students who want to take courses at the school.

Now, as to the correspondence work, I believe that certain subjects can well be given in that way.

MR. ANDREWS: May I ask what those subjects are?

MR. WYER: Miss Margaret Mann states that the Committee feels that cataloging is one of the subjects that could satisfactorily be taught by correspondence. Miss Mann understands the subject of cataloging and the difficulties of the training of cataloguing. While I think that certain schools should offer courses in certain subjects, which could be well worth while to those taking them, it is a step which library training should take.

Then in regard to credits, there is also a system of designating credits<sup>it</sup> which would also be satisfactory to the committee to have that changed, that the various library schools confer over the adoption of a uniform system of credits.

THE CHAIRMAN: The resolution is in your hands. Miss Countryman moves, Mr. Wright seconds the motion that it be referred to the Association of American Library Schools for consideration and report. All in favor of the motion say aye, opposed, no. The motion is carried, and the resolution is referred to the Association of American Library Schools.

MISS DONNELLY: Is there any time limit on this?

THE CHAIRMAN: There is no time limit in the motion. I assume within the year.

MISS DONNELLY: Not at this meeting.

THE CHAIRMAN: No.

MR. WINDSOR: May I ask on this vote that has been taken, was there any approval in that of any of these suggestions.

THE CHAIRMAN: No expression of opinion.

MR. WINDSOR: I should like to have an expression of opinion on some of these things. It might help the rest of us to know what the people think about it.

MR. WRIGHT: I should like to add to my expression that I stated, an expression of approval of the summer school.

THE CHAIRMAN: The next report to come before us is the report of the Committee on Federal and State relations. The report will be presented by Mr. J. I. Wyer.

MR. J. I. WYER: I have nothing to add to the report in print. Since this was put in print, the N. E. A. has represented to the Committee on Federal and State relations their written desire to have a resolution of re-affirmation of the Towner-Sterling Bill from this Association at this time. They understand perfectly well that the A. L. A. has expressed through formal resolution its approval of the Towner-Sterling bill for each of the last two or three years, I believe, but it is still anxious that this Legislation be re-approved at this conference. I have therefore had mimeographed that resolution which is in your hands, which I will read and offer for your discussion, and I hope for your adoption.

RESOLVED, That the American Library Association re-indorse the principles embodied in the Towner-Sterling Bill and urge the creation of a federal department of education

with a secretary in the President's cabinet; that it urge a provision for federal aid to encourage the states in the removal of illiteracy and in providing for the Americanization of the foreign born, physical education, teacher training and the equalization of all educational opportunities.

You may note that there is no specific mention of libraries in this resolution. It does not change the provisions in any way for the aid and support of libraries that occur in the latest drafts of the Towner-Sterling Bill. I do not think that it is necessary to specify the library features, or the profits that might arise from the passage of such legislation. If, however, the Council should feel that specific mention of that should be necessary in re-affirming the Towner-Sterling Bill, it might very well be included in the resolution. I move the adoption of the Resolution.

(The motion is seconded)

THE CHAIRMAN: Mr. Wyer moves, and it is seconded, to adopt the resolution that you have in your hands, which is now open for discussion.

MR. WELLMAN: I move that it be amended by striking out everything after the words: "That it urge a provision for federal aid"; that is, stopping with the words "President's cabinet" in the fifth line.

THE CHAIRMAN: Mr. Wellman moves to strike out the last five lines, so it will stop with the fifth line, "With a secretary in the president's cabinet." Is that seconded?

MR. ANDREWS: I second the motion.

THE CHAIRMAN: Is there any discussion?

MR. WELLMAN: I do not feel very competent to accept the floor on this subject. In general, I think it is a step in the direction of paternalism, and I do not believe in it. It is a matter of my own opinion. I am not qualified to throw any great light on it. I imagine we have all considered it. We have federal maternity aid, federal everything else, and I don't believe in it at all.

MR. WINDSOR: I seconded Mr. Wellman's motion. For the second time I have to remark I am opposed to the general principles of the Towner-Stearns Bill, and chiefly for the reason that he has briefly indicated. It is bound to lead to nationalization of our education. I think that is the one sphere of our life we ought to leave to the various states, instead of having it all determined at some central point. I don't think that a backward state ought to be legislated and paid and made good. I think that is not, generally speaking, a wise way to develop local leadership. The reason I seconded his motion was I thought that half a loaf was better than none. If you take out the federal aid, you will take out one of the greatest changes towards control of our educational affairs from Washington. I know the provision they put in this bill, the revised bill, trying to alleviate our fears, but any governmental agency that contributes a lot of money to anything will control it. You cannot get around it. For that reason I should like to vote for amendment. I should be quite willing to vote for defeating the whole business.

THE CHAIRMAN: The resolution is in your hands. Mr. Wellman moves that the last five lines, beginning "That it use a provision," and so forth, be stricken out. That has been seconded.

Are you ready to vote on the amendment?

(Cries of Question! Question!)

THE CHAIRMAN: All in favor of the amendment, say "aye"; opposed "no". The Chair thinks the "ayes" have it. Do you desire a division? The ayes have it, and the last five lines are stricken out.

The question now occurs on the adoption of the first five lines; "Resolved that the American Library Association re-endorse the principles embodied in the Towner-Sterling Bill and urge the creation of a federal department of education with a secretary in the president's cabinet." Now, are you ready to vote on that question?

MR. WINDSOR: This remnant says "We re-endorse the principles embodied in the Towner-Sterling Bill. Now, then the principles embodied in that bill are federal aid to education. In order to make ourselves consistent, I should be inclined to move that we omit that phrase as I read it, so that it will read now that the American Library Association urge the creation of a Federal department of education with a secretary in the president's cabinet.

(The motion is seconded)

THE CHAIRMAN: Mr. Windsor moves that we further amend the resolution by striking out the words "re-endorse the principles embodied in the Towner-Sterling Bill and".

Now, are you ready to vote on that amendment, are you ready vote on that?

MISS TYLER: In the discussion of this Bill, we know about the other matter of the re-organization of the federal departments that enters into this consideration very seriously.

We probably have learned from the newspapers of the Committee that waited upon President Harding within a very short time, to try to push this matter in connection with his own great desire for a department of public welfare. He replied that his sympathy and interest was strongly with this movement on the part of the National Educational Association for a Department of Education and that that should be the major feature of his so-called Public Welfare Department, and that he was now willing to consider the department as the department of education and public affairs, with a secretary. Now, it seems to me that we ought to bear this in mind in voting for this, so that we will have a resolution that will accord with the efforts being made in this matter at the present time in Washington. I wonder if Mr. Wyer has any suggestion regarding that which would cover that situation.

MR. J. I. WYER: If I am correctly informed as to the present status of this situation, the latest specific information is that the legislation resulting under President Harding's administration is likely to take the form of a bill for a department of education and public welfare, as I get the phrasing. It is something of a recession, from his original stand, for the department was to be one of public welfare, with education somewhere concealed inside of it. In its present form, the N. E. A. are encouraged to believe that some resolution during his administration looking towards the creating of a department of education and public welfare, will be created, and I fancy that it will be called or known as the Towner-Sterling Bill probably. It will be presented as that, and modified some-

what probably. There may be a compromise between the president's rather strenuous views upon the subject and the present provisions of the Bill, but it looks as though it will be that bill in name and the department contemplated by the name I have given.

I have been interested to note the considerable, pronounced change in sentiment of this body within the last two years. The Towner-Sterling Bill with the same provision to which objection is made today has been approved without question or without argument, particularly, at two at least, and I think that three previous sessions of the A. L. A. I scarcely know how exactly to ascribe the radically different opinion in the discussion that has come up today. I would be glad for a little discussion further that would be rather more specific on points than the mere statement that we are opposed to the Government controlling anything at all.

MR. HENRY: It seems to me that in view of the fears that some of our people have expressed that the Government will take a hand in our education, the only consistent thing we can do is to vote down the whole resolution, because just as sure as we have an educational member in the cabinet, the general educational theories of the country will be largely dominated from that center. Whether we like it or whether we do not like it, whether it is right or wrong, that is what will happen, if we get that kind of organization. If we don't want that kind, it seems to me the thing we ought to vote for is or rather vote against is such a membership ever being given to the cabinet at all.

Of course, personally, I don't feel that way myself, because I happen to know, as all of you know, that a person

may grow up as an ignoramus in Georgia or Alabama, and come to Michigan or Indiana and be just as ignorant here as there. Our only hope of making any high level of education anywhere is in having such federal control that those who neglect or refuse to educate their children may be aided and helped or even driven to do something of that kind. I remember of Mr. Klaxon making exactly that argument while he was Commissioner of Education, in favor of some plan managed by the general Government by which a certain standard of education must be enforced in all the states, because all the states had to suffer practically equally from the ignorance that prevails in any of those unfortunate states. So personally I should say it seems to me that the resolution is a good one. I am heartily in favor of it, but if we are afraid of what it stands for, I think we should vote it down.

MR. JOSLYN: I take exception to the last speaker with reference to the man from Alabama, unless he means the colored gentleman from Alabama.

MISSTYLER: It seems to me that we have a very large question here. If the advocates of the states rights now living north of the Mason-Dixie line are going to lay emphasis on this attitude of mind, it makes it a rather serious resolution. I think if any of us have dipped into the life of John Marshall and read of the struggles to establish the federal idea in the face of the opposition of the states, and have followed that more or less superficially even, we realize that this is really a very vital question. If we are to decide this now, on the off-

hand opinions of those who are for or against federal aid in any manner whatsoever, it seems to me quite serious. While we have, in an offhand way, voted down half of this resolution, which really takes the spirit out of it, that is a half hearted sort of support if we simply vote in favor of what is left. Personally I voted against that, yet the ayes had it and I was voted down, but I feel that I must protest, on a question as big as this, as to whether or not we are going to decide, once and for all the whole question of federal aid and federal control. It is a pretty large question, it seems to me.

MISS AHEARN: I sat in a conference in Chicago the other day of teachers who were discussing this national bill, and the statement was made, against the principle of state aid for education, and this man, who stands very near to this whole thing, said he was not saying it for publication, so I won't tell it out loud, but he was authorized to say that this money, the proportion of the money that belonged to the states would be given to the states for the states to do with it as they saw fit. Now, I don't know how it is in other states, but I know some states where we would be very sorry to see them have any more money to squander on education than they are doing right now.

MR. WINDSOR: I might explain one thing. The chief reason why I offered my amendment striking out the words which are inconsistent with our former action, and leaving the remainder of that resolution was simply because I did not think it was quite fair that the Association should so absolutely reverse itself after having two or three times before expressed ourselves as an association in favor of a Department of Education

in Washington. I am one of those who would like to go back and never approve the principle at all, but having done so as an association, I think Miss Tyler's point is well made, that we should not lightly throw overboard the whole business. It was with that point in mind chiefly that my amendment left in it the Department of Education. The Association is already on record in favor of that.

MR. WELLMAN: I would like to ask Mr. Windsor, if he would object to have his amendment strike out everything except "Resolved that the American Library Association urge the creation of a Federal Department of Education and public Welfare with a secretary of the President's cabinet.

THE CHAIRMAN: That is what his amendment is, excepting you have added the word "and welfare".

MR. WELLMAN: And omit "re-endorse".

MR. WINDSOR: I think we have never been asked to endorse the public welfare. So far as I know, it is not officially before us. That is something that we know is being considered there.

THE CHAIRMAN: It is submitted in the proposed form. Mr. Windsor moves the further amendment that we strike out the words "re-endorse the principles embodied in the Towner-Sterling Bill and" in the second and third line of the resolution as you have it in your hands. Are you ready to vote on that amendment? All in favor of the amendment will say "aye", opposed "No." The Chair is in doubt. I think we shall have to have a division. Please remember that only the members of the Council may vote. All members of the Council in favor of Mr. Windsor's

amendment will please rise.

A VOICE: What is the amendment?

THE CHAIRMAN: Mr. Windsor's amendment is to strike out the words in the second and third lines, "re-endorse the principles embodied in the Towner-Sterling Bill and," so that it will read "Resolved that the American Library Association urge the creation of a federal department of education with a secretary in the president's cabinet." All in favor of Mr. Windsor's amendment will please rise. All opposed will please rise. The ayes are 20, the noes, 14. Therefore the amendment is carried.

The question now comes on the adoption of the resolution offered by the Committee as offered by the two amendments which we have already adopted, so that it will read "Resolved that the American Library Association, urge the creation of a Federal Department of Education with a secretary in the President's cabinet. Are you ready to vote on that?"

MR. WELLMAN: I wish we might have more light on the need for voting on this now. We have already adopted resolutions in the past. I personally don't see the need of further action at this time. I think furthermore that when the Association itself is so closely decided as evidently is the case here on a big question of this kind, that it is doubtful expediency to put the Association on record one way or the other. I think that most of our resolutions ought to represent the concensus of opinion of a large majority of the Association. I hope, Mr. president, the members will vote "No" on the resolution.

THE CHAIRMAN: Are you ready to vote?

MR. WINDSOR: I should like to inquire of Mr. Wellman if we follow his suggestion now and vote this down, will it not leave the former resolution of approval of the Towner-Sterling Bill in full force and effect? I am only in favor of this because it is a lesser evil than the earlier one.

MR. WELLMAN: Not unless we vote to rescind that former action, which I take it is not your intention. Otherwise they will come forward with a whole sheaf of resolutions from this Association, saying we are voting on it every session.

MISS TYLER: I want to ask would a motion to refer this resolution back to the Committee take precedence over the motion that is pending? I am not informed on parliamentary procedure.

THE CHAIRMAN: Certainly.

MISS TYLER: If so, I would move that the resolution be referred back to the Committee.

THE CHAIRMAN: Is that seconded?

MISS COUNTRYMAN: I second that motion.

THE CHAIRMAN: It is moved and seconded that this matter be referred back to the Committee on Federal and State relations.

MISS AHEARN: What are you going to do with it there?

MISS TYLER: I should think we would prefer to it back and let it go through in the form it is now.

MR. J. I. WYER: Miss Tyler does not think much of the resolution in the form in which the Council has left it

and would prefer to have it referred back.

THE CHAIRMAN: Are you ready to vote on the motion to refer the resolution back to the Committee on Federal and State relations. All in favor of that will say "aye", opposed "No." The Chair thinks the "Noes" have it. The "Noes" have it. It is not referred to the Committee. A division is called for. All those in favor of referring the resolution to the Committee on Federal and State relations will please rise. All opposed to the resolution rise. 18 have voted in favor of referring to the Committee and 13 against. Therefore, it is referred to the Committee.

The next item on the program is an address on Standardization of Library Service, by Miss Rathbone.

(Miss Josephine A. Rathbone, Pratt Institute Library School, Brooklyn, reads her paper on Standardization of Library Service.)

THE CHAIRMAN: The Council is now open for discussion.

DR. HILL: Mr. President, I wish to say that is the only principal presentation of the subject that I have ever heard by anyone. What Miss Rathbone said is absolutely true, in the first place, that we must have some scheme of this sort, and in the second place, that it is possible, and for one who has been somewhat opposed to the attitude of - and I think a large majority of the members having heard what Miss Rathbone has presented this afternoon, - I am quite willing to leave this question of certification in the hands of her Committee for a little while anyway.

THE CHAIRMAN: Is there any discussion?

MR. ANDREWS: We adopted the grades in 1895. Wasn't the staff of the New York State Library separated into grades as early as -

MR. WYER: That has never been separated into grades except so far as the Civil Service Commission of the State has created grades for the service of the State Library, rather differently from the rest of the State service. Our grades are those established by that Commission. There are grades for pages, stenographers, clerks. Those are the non-professional grades. Then we got together all the professional grades of library assistants and as they now stand of junior and senior librarian. The grades are separated by the matter of salaries. A librarian assistant beginning at a certain salary achieves promotion, and she automatically goes into the next grade above, it being assumed, in default of any definition of her duties that she has earned a more responsible position, and doing more difficult professional duties because of her experience and promotion. If that is a graded staff, we have had a graded staff for a long time. It may be stated that the state consented a few years ago to create a committee on Civil Service and it worked out <sup>an</sup> admirable, elaborate graded service for the entire personnel of the competitive service of the state, and in that, the State Library is covered by one chapter, grading its staff in a very elaborate conventional way, and for each position had a minimum and each grade had a minimum and maximum salary, and each grade had minimum entrance requirements, and a

very exact, detailed description of the qualifications and duties pertaining to those positions. That was an admirable report, but by a fluke or by a simple accident of politics, it got no attention whatever from the Legislature to which its own committee reported it back. It happened that in order to make this report, the Legislative Committee had employed an institution - I forget the name - the Bureau of Municipal Research, or the Bureau of Political Research, something of that kind, of New York City, and that that Body, interested in other matters of political reform, just before the promulgation of this report on the Civil Service, had issued a postal card bulletin and sent it broadcast to the Legislature and all state officials, to the press and everybody else, in which certain members of the Senate were taken severely to task for an alleged job or deal or graft or something of that kind, and when the outraged members of the Senate discovered that this postal card had emanated from the same source as this report, the whole report went into the discard and it went into the discard just as completely and as quickly as I have indicated, and has never to this day been ressurected.

THE CHAIRMAN: Is there any further discussion?

MR. HYDE: There is one matter I would like to bring before the Council today, because I think it is a matter of particular interest to every member of the Librarian profession. During the last year, Mr. Hoover in Washington has been carrying on a program of information service to business and industry which directly affects the librarian, and the success of which to a certain extent, will depend upon cooperation from the pub-

lic libraries.

It has occurred to me, and I have discussed this idea with a number of members in the Council, that it might be a wise plan to embody the opinion of the American Library Association in a resolution referring to the work of the Department of Commerce. I have drawn up a tentative resolution which I would like to submit at this time, for your study, and if you deem worth while, action.

Whereas the United States Department of Commerce has embarked upon a program of constructive service to American industries, with the object of reducing manufacturing costs, standardizing trade methods and the elevation of business ethics in general;

Whereas, the American Librarians are directly affected by these activities of the Department of Commerce, because they involve an increased use of the facts and information stored in business books, trade publications and the like;

Therefore, be it resolved, that the Members of the American Library Association, in convention assembled, express their readiness and their desire to further the constructive activities now being carried on by the Department of Commerce under the leadership of Hon. Herbert Hoover, Secretary; and that as individuals and as members of a professional body they pledge their cooperation and effort to supply accurate facts and information to American commerce and industry.

THE CHAIRMAN: Will you bring your resolution up, Mr. Hyde? Have you already read it, so it does not need to

be read again, or shall we read it once more? Are you ready to vote on it? Mr. Hyde moves this resolution. Is there a second?

MISS AHEARN: I second the motion.

THE CHAIRMAN: Do you wish to debate the matter?

MR. WELLMAN: Isn't it customary for resolutions of this kind to be referred to a committee?

THE CHAIRMAN: The Council can pass resolutions without referring them to a committee.

MR. WELLMAN: I know it can, but I thought as a matter of policy, it should go to a committee.

THE CHAIRMAN: It would naturally go to the Committee on Federal and state relations I presume.

MR. WELLMAN: I would move it be referred there.

(The motion is seconded)

MR. ANDREWS: Mr. Wellman, I think is wrong. The Council passes the resolution on policy.

THE CHAIRMAN: Mr. Wellman moves, and it is seconded that this be referred to the Committee on Federal and State relations.

MR. ANDREWS: For report at the next meeting.

THE CHAIRMAN: All in favor of referring this to the committee on State and Federal relations will say "aye." Opposed "no." It is a vote. I hope the Committee may be able to report by next Wednesday evening, the next meeting of the Council.

(Upon motion, the Council adjourned.)

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