

PROCEEDINGS

A. L. A. COUNCIL

January 1 - 2, 192~~3~~4

Hotel Sherman

Chicago, Illinois

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## TUESDAY AFTERNOON SESSION

January 1, 1924

The first session of the American Library Association Council was called to order by President Jennings at three o'clock, in the Crystal Room of the Hotel Sherman, Chicago, Ill.

PRESIDENT JENNINGS: It is my pleasure to declare the Council of the American Library Association now in session. I will ask the Secretary to ascertain whether there is a quorum present of Council members. Will those who are members of the A. L. A. Council please rise? (A quorum was present)

The first item on our program is affiliation of state associations. We expected that there would be something under that heading but the Secretary tells me there is nothing, so we will pass to the second item, probable recommendation from the Executive Board concerning the acceptance of gifts for special purposes. I will ask the Secretary to make a statement regarding that.

SECRETARY MILAM: When the program was prepared it was with the thought that a communication or several communications from an individual who wishes to write a small bequest for a special method of book distribution or a special subject on which books might be distributed to a few libraries, would be presented and that the Executive Board would probably find it necessary to make recommendations to the Council. As a

matter of fact, the Executive Board found that it was not necessary to make a recommendation to the Council and, furthermore, that it involved simply an expression of opinion of the Executive Board which may not be effected for the next ten, fifteen or twenty years, depending on how long the man himself and his wife live.

PRESIDENT JENNINGS: The next item is biennial conferences of the A. L. A. We have a recommendation on a resolution from the Rhode Island Library Association which I will ask Mr. Milam to read.

SECRETARY MILAM: "WHEREAS, the annual conferences of the American Library Association held in different parts of the country have become unwieldy in size and increasingly expensive for those who are able to attend; and,

"WHEREAS, there appears to be little need of yearly meetings of our National Organization when the benefits of the freshness and virility in program to be derived from the less frequent conferences seem to be qualities much to be desired; and

"WHEREAS, biennial regional conferences involving several neighboring states would provide a quantity of attendance and variety in personnel which would reproduce in a more intimate way the desirable features of the American Library Association meetings, making it possible for general library assistants as well as executives to receive the benefits of

such meetings at relatively little expense; be it

"RESOLVED, that we the members of the Rhode Island Library Association do hereby record ourselves in favor of biennial instead of annual conferences of the American Library Association, with regional meetings on alternate years; and we do hereby request the Council of the A. L. A. to give this matter their serious consideration and to take such regular and constitutional action as will assist in the inauguration of the plan in 1927, the first year in the second half century of the Association; and, it is further

"RESOLVED, that in the event that such a program is put into operation, it is the sentiment of the Rhode Island Library Association that the regional organization for this section of the country should include the New England States -- Maine, New Hampshire, Vermont, Massachusetts, Connecticut and Rhode Island."

Signed by Marian L. Arnold, Secretary of the Rhode Island Library Association.

PRESIDENT JENNINGS: This communication is before you, what action do you wish to take?

MISS AHERN: Mr. President, in order to properly bring it before us for discussion, I move the adoption of the resolution.

MR. MALCOLM WYER: I will second the motion.

I am to speak on a subject that would involve the

revision of the Constitution or By-laws of this Association, as I understand this resolution would do. I am a member of the Committee on Constitution and Revision, and when a matter of proposing revisions is under consideration this point comes up: I was in favor of including a change in the Constitution to provide the biennial conferences of the American Library Association in accordance with the suggestion in this resolution which has just been read but I was the minority member and so the change was not suggested in the constitutional revisions and did not come up before the Council for discussion at the time the Constitution was being considered.

It seems to me the reasons that were embodied in this resolution are very clear and cover the advantages that would be gained from a change to biennial conferences very comprehensively. In many sections of the country the annual conference is within reach once in a great many years. For instance in the Middle West it is only once in a long time that the convention is within easy reach, and there are very many assistants and very many librarians of the small libraries, the very ones who profit very greatly from the inspiration of the convention, who are never able to go to an American Library Association meeting oftener than once in five or six or seven years.

An illustration of the advantage of such a conference on librarians of small libraries took place at a meeting of the

Nebraska Library Association the year following the Colorado Springs Conference which was held in the fall. Librarians from Nebraska attended that conference, the first one they had been able to attend for many years, and the reports that those small librarians brought back showed how much inspiration they received from that conference. It seems to me that biennial conferences of the American Library Association, general biennial conferences with the regional conferences in various parts of the country, will more effectively serve as an inspiration and as an aid to the development of librarianship in the country than the present plan of one annual conference and the state associations. Therefore, I am very glad to second this motion made by Miss Ahern.

PRESIDENT JENNINGS: You have heard the motion and the second, are you ready for discussion?

DR. HILL: Mr. President, if I understand it, the adoption of this resolution will have no binding effect upon the Council or the Executive Board or the membership of the American Library Association; therefore, why should we adopt it? Why shouldn't we substitute one which would ascertain from the membership of the American Library Association the wishes of the individual members? That could be done through the Secretary's office and would give guidance to any committee that might have the matter in charge. I should feel we were doing a rather unwise thing to adopt the resolution as it is worded there.

Personally, I am in favor of the principle involved in that resolution but not the way it is placed before us.

MR. MEYER: Mr. President, I wonder if Miss Ahern would accept as an amendment to her motion that with the adoption of this resolution an inquiry go from the Secretary's office to the state associations to get their opinions on this matter of regional meetings in alternate years.

DR. ANDREWS: Mr. Hill made a suggestion which seems to me a good way of treating the subject. Why shouldn't the Council refer the question to a Committee with instructions to ascertain the sentiment vote of the Association and the arguments advanced on both sides and present them to us for our consideration at our next meeting? It seems to me that would be courteous to the Rhode Island Association and would prevent the practically small number of the Council present here from exercising a more or less power or speaking for the whole Association in a matter which directly concerns them. I confess that personally the matter is so new to me that I want to think over the arguments for and against in the resolution and the question of whether after all we haven't gotten more interest in our sectional and allied societies than in the general meetings of the A. L. A.

PRESIDENT JENNINGS: Do you care, Dr. Andrews, to make a substitute motion embodying that?

DR. ANDREWS: I can only make an amendment to the

amendment.

PRESIDENT JENNINGS: Dr. Hill made no motion.

DR. HILL: No, Mr. President. I think perhaps Dr. Andrews should make a substitute rather than an amendment.

DR. ANDREWS: I move a substitute that the matter be referred to a special committee to be appointed by the Chair to ascertain the sentiment of the Association and to place before the Council the arguments for and against changing the clause.

... The substitute was seconded ...

MISS AHERN: Mr. Chairman, why do we want another committee to do this? We have machinery already in operation, and I think the Headquarters is more in touch with these regional meetings and could very much more easily obtain the information than a committee could, and, moreover, with all due respect to my colleagues, I think you can get action out of the A. L. A. Headquarters a little quicker than you can when you get ahold of a committee.

DR. ANDREWS: He can appoint the Secretary as the committee; I didn't specify.

MISS AHERN: I think I would like to see that in the hands of somebody with a little more -- I was going to say standing but I don't mean that, anyway with an electrical personality that would bring an answer more quickly than the United States mail. Did you never send out a questionnaire?

PRESIDENT JENNINGS: I will ask the Secretary to read again just for your information the definite recommendation at the end of the Rhode Island resolution.

SECRETARY MILAM: They propose the resolution which is adopted by the Rhode Island Association, recommending that the Council of the A. L. A. give this matter serious consideration and take such regular and constitutional action as will assist in the inauguration of this plan in 1927, the first year after our half century celebration.

PRESIDENT JENNINGS: They are not requesting us to investigate the feeling of the membership but to definitely act on their proposal.

DR. HILL: Mr. President, about that phase of it. The resolution comes from the Rhode Island Association. It is made up of people who are members and who are not members of the American Library Association just as would be the case with Illinois or Massachusetts or the New York Association. I think we ought to get the opinion of members of the American Library Association rather than the opinion of the different state associations. Therefore, I hope that this committee of one (meaning the Secretary) will have the matter in charge and get the information from members of our Association.

MR. UTLEY: Mr. President, I think that the last motion proposed is quite in order because the Rhode Island resolution is a resolution which that Association passed and not a

resolution which they requested the Council of the American Library Association to pass. They didn't put up a resolution to us, they simply asked the Council of the American Library Association to give consideration to the subject, and by passing the motion for a committee of one, say the present Secretary of the Association, or any one he thinks desirable, we are acting according to the wishes of the Rhode Island Association in giving consideration to the question.

PRESIDENT JENNINGS: The question now before you is on the substitute motion of Dr. Andrews, seconded by Dr. Hill, that the President appoint a committee to investigate the feeling of members of the A. L. A. on this subject, and state associations also.

DR. HILL: Mr. President, before that motion is put would it clear the matter any if we review the last motion and let the Council adopt the resolution and then make a motion that a committee be appointed? Would that make it any better?

DR. ANDREWS: That is just what I don't want to do. I want to give serious consideration to the resolution of the Rhode Island Association. I can not do that under my present knowledge of the many arguments that might be advanced for and against a vote on it. You misstated my motion, I want the arguments for it.

I moved the President appoint a committee to determine the opinion of the members of the Association on the plan and to

state for the advice of the Council the arguments for and against it.

PRESIDENT JENNINGS: Is that motion acceptable, Mr. Hill?

DR. HILL: Yes.

PRESIDENT JENNINGS: Is there any further discussion on the substitute motion?

MISS AHERN: Mr. President, I made a motion and Mr. Wyer seconded it, what became of that?

PRESIDENT JENNINGS: The substitute motion took the place of it.

DR. ANDREWS: I moved that as a substitute.

MISS AHERN: I thought you were substituting for Mr. Hill.

Mr. Chairman, may I ask that the Secretary give us very definitely the substance of that resolution? I should like to ask for the wording of it again. I understood we were only considering it here at this time.

SECRETARY MILAM: After the three whereases, it says:

"BE IT RESOLVED, that we the members of the Rhode Island Library Association do hereby record ourselves in favor of biennial instead of annual conferences of the American Library Association with regional meetings on alternate years, and we do respectfully request the Council of the A. L. A. to give this matter serious consideration and take such regular and consti-

tutional action as will assist in the inauguration of this plan in 1927, the first year in the second half century of the Association."

PRESIDENT JENNINGS: It seems to the Chair clear that if you wish to determine the feeling of the A. L. A. members first, you can not adopt this Rhode Island resolution at this time.

MR. JOS. WHEELER: Mr. President, is there any reason why we couldn't go ahead with this resolution and make the inquiry and in addition immediately following that get an expression of opinion from those here?

PRESIDENT JENNINGS: Dr. Andrews' motion, I think, contemplated a report at the June meeting.

DR. ANDREWS: Yes, but it won't preclude, after a vote here, an expression as to our particular preferences. The last speaker was quite correct that there is nothing in my motion, if passed, that would prevent our expressing an opinion for or against.

PRESIDENT JENNINGS: Is there any further discussion of the substitute motion? If not, I will ask those in favor of Dr. Andrews' substitute motion to raise their right hand.

... The motion was carried ...

PRESIDENT JENNINGS: Did you wish to make a motion on your suggestion, Mr. Wheeler?

MR. JOS. WHEELER: Mr. President, I don't know as

there would be any harm in that. It might be good to get an expression of opinion from those here today who so far as I know represent to some extent the sentiment of the Association, so I make a motion that we take a vote here now. I would ask the President to take a vote of the sentiment here at this meeting on the subject.

... The motion was seconded by Mr. Hamilton ...

PRESIDENT JENNINGS: You have heard Mr. Wheeler's motion that a vote be taken here today to indicate the feeling of those present on this question of biennial instead of annual conferences. I take it that this vote might include all A. L. A. members present, is that what you had in mind?

MR. UTLEY: That is what I had in mind.

MR. SHANK: Might the vote be taken in three ways; those in favor, those against, and those not caring to vote at this time?

PRESIDENT JENNINGS: The question is on Mr. Wheeler's motion. Do you wish to take such a vote? If there is no discussion of that motion, I will ask those in favor of Mr. Wheeler's motion to say "aye"; opposed "no". It seems to be carried.

If it is acceptable to Mr. Wheeler, we will put it in three parts as Mr. Shank suggests. Will those who are in favor of biennial conferences please raise their hands. Every A. L. A. member should feel at liberty to vote.

Will those who are opposed to biennial conferences and prefer annual conferences as we have now, please raise their hand?

Will those who prefer not to vote raise their hands?

I will ask the Secretary to announce the result of the vote.

SECRETARY MILAM: Not voting, 14; annual conferences, 14; biennial conferences, 85.

PRESIDENT JENNINGS: We must keep in mind that this is merely an informing vote and not a final vote.

MR. UTLEY: Mr. President, I think we have all been interested, whether we have learned it from the November Bulletin of the Association or from other sources of information, to note that the American Library Association has recently been the recipient of very important gifts of money. We received money from the Carnegie Corporation, from the Committee for Devastated France, from the Laura Spelman Rockefeller Foundation. It seems to some of the members of the Association that perhaps the Council might well express itself in a word of thanks to these associations, institutions, for their generosity, so I wish, Mr. President, to present these resolutions.

"RESOLVED, that the Council of the American Library Association record its thanks to the Carnegie Corporation of New York, the Laura Spelman Rockefeller Memorial and the American Committee for Devastated France for their recent gift to the

American Library Association for library work."

"RESOLVED, further, that the Council record its appreciation and endorsement of the interest and work of those officers, Executive Board members and committee members whose presentations of the needs of the Association have resulted in these gifts, and that the Council urge the Executive Board to continue its efforts to secure more adequate funds for the work of the Association."

PRESIDENT JENNINGS: You have heard the resolutions, what action will you take?

DR. HILL: Mr. President, before that resolution is seconded, may I ask what disposition has been made of the communication from the Rhode Island Library Association? I think something ought to be done. I make a motion that communication be received and be referred to the committee which is to be appointed by the President.

PRESIDENT JENNINGS: I think you are perfectly right, Dr. Hill. Our interest in the resolution was such that we went on to act on the suggestions in it and neglected to act on the resolution itself.

MISS AHERN: Mr. Chairman, I moved that the resolution from Rhode Island be accepted and adopted as a part of this, and Dr. Andrews substituted the motion for it.

PRESIDENT JENNINGS: I understood your motion to be that it be adopted. If the Chair misunderstood the intent of

Miss Ahern's motion he would be very glad to restate it.

MISS AHERN: Mr. Chairman, I explained when I made the motion the first time I was bringing it up for discussion, nobody else said anything and I hate silence.

PRESIDENT JENNINGS: If it is acceptable to Miss Ahern, I will put this motion as coming from her that the resolution from Rhode Island be received and referred to the committee which we have already arranged to appoint.

DR. HILL: Mr. President, I accept Miss Ahern's substitute.

PRESIDENT JENNINGS: Do you wish to discuss that question? If not, I will call for a vote. Those in favor of accepting and referring the Rhode Island resolution to a committee, please say "aye"; those opposed "no". It is carried.

The Chair apologizes for the oversight.

We now have Mr. Utley's resolution which has not been seconded yet.

MR. GEROULD: I will second that.

I would like to ask him if he would permit the elimination of the last phrase in the resolution. This resolution, as I understand it, is a resolution of thanks directed to different organizations which have been generous to us. He incorporates with that a sentence directed to the Executive Board of our Association. It seems to me it would be wiser to put that into a separate motion rather than to have it go as

part of this resolution of thanks.

MR. UTLEY: Mr. President, I had that thought in mind. The resolutions are in two parts, Mr. Gerould; first, a resolution of thanks to these institutions, and, second, a resolution which can be adopted and voted on separately urging the Council to continue its efforts for adequate funds for the Association. As written on my sheet of paper here the two resolutions stand separately.

PRESIDENT JENNINGS: In moving the adoption of these resolutions, Mr. Utley, you move they be adopted separately?

MR. UTLEY: I think that would be well, Mr. President, first the resolution in regard to voting thanks to these three associations.

PRESIDENT JENNINGS: You have heard the resolutions and they have been seconded. Is there any discussion? Those in favor of the adoption of the first resolution -- the resolution of thanks to the three organizations -- will please say "aye"; opposed "no". Carried.

The vote is now on the second resolution concerning the Executive Board of the American Library Association. Are you ready for a vote on that resolution? Those in favor will please say "aye"; opposed "no". Carried.

The next item on our program is the discussion of the Williamson report. I would like to give just a word of introduction on this, and in order to express myself more clearly

and not wander afield and take up your time, I wrote down this morning what I wanted to say.

Libraries have for many years had a keen appreciation of the interest manifested in libraries by Mr. Carnegie and later by the Carnegie Corporation. Hundreds of library buildings in this and other countries erected through their generosity have had a marked influence on library progress. During the last few years these donations have diminished in number and now they have practically ceased. The reasons for this discontinuance have been clearly stated in the Corporation's printed reports.

In the report for 1922, the Carnegie Corporation has this statement: "During the past three years the trustees of the Corporation have discontinued the granting of public libraries in the belief that so many of these have been provided and so many communities have received the impulse for library facilities that the purpose which Mr. Carnegie had in view has been in a large measure accomplished." It is their hope that the library movement has now gained such headway that the continuation of the work by other communities will be effected without aid from the Corporation.

I think that we are to be congratulated, however, on the fact that the discontinuance of these donations for library buildings does not indicate a waning of interest in libraries on the part of the Corporation. There are many evidences that the interest is still there but is to be manifested in other

ways. One way at least will be library training. Mr. Carnegie showed his interest in this subject many years ago by donations to individual library schools. Recently the Corporation has given \$10,000 for the work of the A. L. A. Training Board, \$5,000 for a library school textbook. The most important manifestation of interest, however, on the part of the Corporation was the employment of Dr. Williamson to make a survey of library training agencies. It is this report we now have before us for discussion.

The report has been reviewed by many library schools and by many librarians in the Library Journal and in public libraries. The discussion, I take it, here today will be a continuation of those reviews. It seems to me a very logical thing that the Corporation having invested so much money in library buildings should now be interested in seeing that these libraries and other libraries are so managed as to produce the best results and to make their previous investments worth while.

I think, too, that librarians are to be congratulated on the wisdom shown by the Carnegie Corporation in choosing library training as one of the sources through which it may show its continued interest in libraries. American libraries and the American Library Association have many needs. It would be difficult to sort out one and say it is more important than another, but I think we are all agreed that there is no subject, no need before libraries today greater than that of library

training. Better trained librarians will bring many other things that libraries need, better library service, greater appreciation of libraries on the part of our public and larger appropriations.

The object of this discussion today is to pass on to the Temporary Training Board ideas that will be helpful to that Board in its work. With that idea constantly before us, I hope that we may be able to confine the discussion to those points that are really important. Any report of this character made by one individual would be open to criticism. The amazing thing is that Dr. Williamson not being primarily a librarian or at least a trained librarian should have been so keen in his observations as to prepare a report in which librarians themselves find so many points of agreement. It is one of the most stimulating documents on a library subject that has appeared for many years, and we should accept it as the helpful document it was intended to be.

The first sentence of the introduction to the report reads as follows: "The primary purpose in preparing the following report was to present existing conditions in this country with respect to training for library work in such a way that the educator and the layman interested in educational problems might be able to form a true conception of the steps that should be taken to improve this phase of the library situation."

We have asked four or five members of the Association

to open this discussion; as soon as I have called on those who are on the program, the discussion will be thrown open to all members of the Council, and we hope that you will be ready with anything that you wish to say.

The first speaker will be Miss Carrie Scott, of Indianapolis.

MISS CARRIE E. SCOTT: Mr. President, Ladies and Gentlemen of the A. L. A.: In establishing a symposium in Indianapolis it is usually my lot to discuss children's work and that usually comes last on the program, and I can always begin by saying, "Last but not least." I can't say that today because I think I have been asked to discuss this from the standpoint of the lowest form of training and that is the training class, the most elementary form of library training.

You know we hear a great deal about the measuring stick out in Kansas in normal schools and in school library work. Now, the library training has a measuring stick in the form of the much heralded, much discussed Williamson report. While the inches are not clearly defined all together, it is a gauge, and everybody interested in library training is asking himself, "How do we measure up?"

On the subject of training classes and the summer schools there is very little said in this report, but there are enough suggestions made to make this topic worthy of our discussion this afternoon.

One of the inches especially that is not so very clearly marked is the line which divides the professional from the clerical or sub-professional worker. Mr. Williamson says in this report that library technique should be presented to men and women properly educated for professional library work from the point of view of principles and policies. We must look to the training classes conducted by the larger libraries for trained clerical workers. The subjects covered by the two kinds of training agencies will be to a certain extent the same. Clerical or sub-professional workers will need instruction in cataloging, in classification, in all kinds of record-keeping topics, including filing, indexing, alphabeting and typewriting. They can be taught such things as nature and use of subject headings, not with the idea that they will be responsible for the subject heading work in any important library but that they may be intelligent and efficient in their own range of duties.

Every library will have to make its own decision as to what positions on its staff require professional training or clerical. In considering this, the personal element plays a very important part and it seems to me that it rests largely with the individual whether his work is professional or clerical. The best trained person in the country can do clerical work if his position is only bounded by detail; vice versa, the best clerical worker can become most professional if he sees in his clerical work a wide vision of his work and takes pride in it and makes

it professional.

In a public library the purpose of a training class is twofold, to train students for effective service in the local library and to develop in each individual the desirable qualifications for general library work. The courses must be planned from the standpoint of the weakest student who, however, has some qualifications else he would not be there. The stronger students are urged to continue their work in regular library schools and become our future heads.

If the work done in technical courses in the training classes are worthy of credit in a library school, it is my opinion that they have no place in the curriculum of a training class because the prime purpose, as we said, is to give in the training classes simply introductory courses, and if we make these the substitute for these courses in library schools, we lower the standard that much. We must remember that our training class is elementary and to do good work we must keep it elementary. It seems to me that if the first year of library school work could be devoted to a thorough drill in these technical courses, then the second year could be devoted to a study of policies and principles with a good foundation and we would get a good result.

Mr. Williamson suggests that for professional workers a new type of summer school and short intensive courses might be established. We might also have a new type of training

class, but, as he says, we can not support this training class by funds from a public library, because the funds of a public library are to be used for the local institution, but if funds could be provided from God only knows where, (and he hasn't told us) these classes might be established in various sections of the country to good advantage, and in that way we might eliminate the courses of a library school. But when librarians are willing to spend time and thought on the problems of library science in the same manner as the mechanical engineer spends time and thought on the problems of a mechanical drawing and draftsmanship or the surgeon labors with all the intricate detail and study of the structure of the human body, when they are willing to study parts as well as the whole, then and not until then will we have a profession worthy of the time spent on it. The profession is measured by the individual, it rests with him whether the service he renders is professional or clerical. In the large library or in the small library a thorough understanding of detail is necessary in order to establish wise policies and to work out principles and local needs.

It seems to me one of the greatest problems before the Temporary Training Board today is an investigation of the standards of our training classes and summer schools. When these are investigated and standards fixed for our elementary training with this as a good foundation, we can build a profession that is worth while. (Applause)

PRESIDENT JENNINGS: The next speaker is Miss Effie L. Power, of Cleveland.

MISS EFFIE L. POWER: When I first read Dr. Williamson's report my feeling was that it was very critical. I re-read it carefully, analyzing each point, and I found myself agreeing with him in almost every case. I found myself agreeing with every point of theory. As I thought it over I decided that the reason why I had had this first feeling that it was critical was because he had not told the whole story and that what I was really questioning was some of the mere statements of existing conditions. I now feel that the report is a most remarkable one and that the reason it is so remarkable is chiefly because he did not attempt to tell the whole story, because he left all the ifs and ors to be taken care of later and that he has succeeded admirably in keeping to one point of view.

I then endured visualizing to myself the graduate of this one-year course under Dr. Williamson's theory and method as expressed in the report. I had a college man or woman of good personality trained to critical appreciation of books with a view of what library service means expressed in terms of other people's experience but with little or no skill in any specific line of work. Such a type would be turned out in large numbers from a group of standardized schools, and such a type would form a splendid basis for specialization.

Then in imagination I projected this graduate of the

one-year library course into different departments familiar to me in three large library systems, and it seemed to me that this graduate fitted in best in a large department working with books and people than in the reference department or the general lending department. I felt that he must acquire skill before he could direct skilled workers, but because he was such good material most libraries would be willing to give him the training required provided he remained on the staff long enough to make it worth while to the library.

The questions I asked myself were as follows: Will this graduate be satisfied with an assistant's position? What relative salary should he be paid? What grade assistant should direct his work? If he shows real ability or develops new interests, how soon can the library employing him afford to release him to take further specialized library training? Then finally the point came to me, shall the library schools attempt to prepare graduates for pioneer work in new fields? That is, work which would absolutely require considerable basis of practical experience.

Well, my conclusions are very simple ones which I have heard repeated again and again. My first opinion is that our library schools probably need two years to turn out the kind of worker we all need, we all want. For the present at least some school should offer a course which will carry the student past the first experimental stages, should offer a one-year course

which will carry the graduate past the first experimental stages and give him some skill along specific lines.

Now in regard to my own special field of work with children. I was very much pleased at the attention given this line of specialized work in the report, and I agree with everything that Dr. Williamson says with one exception possibly. I believe personally that the personal interview can be made a very practical thing and I don't believe that any of us have attempted to do the thing that we would expect a psychologist to do, that finally when this point of personal interviewing is perfected, if we have a scientific examination, it will be done by some one who is prepared to do it. There are certain conditions of health and qualities of disposition which are required of a person who is to successfully control and direct a large room of children. But all these things are quite consistent with the very highest scholarship, and I believe they can be very satisfactorily defined.

Strictly speaking, there is no clerical work within the children's librarians class but there are grades of assistants corresponding to grades of teachers. All positions require general educational background and special training. In making plans for such training, I think the one thing that we need to keep especially in mind is that the children's rooms are the vital points of contact with the children.

The point has been brought to me that if we require

all children's librarians to take a second year's training, will they not be placed in branch libraries and in libraries under assistants who have had but one year's training? Well, my answer is why not? If the library is well organized and if the person in charge of the agency has been well selected she may have one year of training; she has probably been placed in that position because she has many other things, and if the children's librarian is not restricted along the line of her special work, I can't see that there would be any practical complication there.

Now, I had just one other point which I thought might be of value to the group who are looking toward the training program. For a number of years I have been asking candidates who have come to me to talk about special training in children's work why they wanted this training. I have kept a record of the things they had in mind. Of course, a very large majority of them have said that they preferred to work with children rather than adults and have given me very many reasons why they preferred to work with children. Another group have said that they wish to specialize in children's literature because they wish to teach it in normal schools or elsewhere. Another group have said they wished to specialize in children's literature in order to write for children or to translate for children. Then I have had a few candidates tell me that they wanted this special training in children's work in order that they might be-

come heads of children's departments or better branch librarians.

Those are the only points, Mr. President, that I had in mind. I am sorry I didn't come in earlier in the discussion.  
(Applause)

PRESIDENT JENNINGS: The next speaker will be Mr. Root, of Oberlin.

MR. AZARIAH S. ROOT: Mr. President, Members of the Council: In this report Mr. Williamson undertakes to discuss all kinds of training for librarians and in order that he may compare all these different kinds he is obliged at the very outset to set up his measuring stick. His measuring stick is that there are certain kinds of library work which require intelligence and training and experience which he calls professional, and that there are other kinds of library work which simply require the following of somebody in direction and which are essentially mechanical which he calls clerical. Because of that fact he concludes there should be two kinds of schools, one to prepare professionals and another to prepare clericals.

Now I would agree with him in saying there are certain kinds of work in libraries which can be done under instruction by people who have had relatively little training. The art of putting in a pocket or pasting on a plate, or punching the name of the library on the title page or stamping with a rubber stamp page 101, or whatever other page you elect as your special thing can, of course, be done by somebody provided that somebody

has somebody over him who knows how to do that and who shows him just how to do it. That is to say, in other words, all kinds of clerical work ultimately reaches back to the supervision of somebody who knows and who has had the training.

Now I should say it would be very absurd for library schools to try to train these clericals, you can find plenty of young women and older women in any community who are only too glad to do that sort of thing at a price considerably less than any library school graduate would think she must receive. But the important thing is that you should have on your staff people who understand these details and who can teach these clerks. It is not important, in my judgment, that we should develop schools to train clerks but very important that we should develop a set of schools to train trained library workers. It seems to me Dr. Williamson at this point has confused the kinds of work with the real equipment of the worker. So I rather deduce from his measuring stick and the conclusion he draws from it that there should be two kinds of schools for training library workers.

The second point (of course one can only speak of two or three or four points in five minutes on this report in question) which I have found myself inclined to question was what he had to say in certain aspects about library schools, about their curriculum. It seems to me when he speaks of twenty-six or twenty-seven different kinds of subjects being taught in

library schools he is allowing the emphasis upon certain special courses by certain special workers to make him lose sight of the fact that after all library school courses can be reduced to five. There are only five kinds of things a library school really tries to teach; that is, it tries to teach what we call library administration which includes a multitude of things, shelf work, order work, etc., which in many schools are given under separate heads; it undertakes to teach cataloging; it undertakes to teach classification; it undertakes to teach book selection, and it undertakes to teach more or less a bibliography. Those five things, without a year of library school work, practically amount to five hundred class hours which gives us, roughly speaking, about one hundred hours on each one of the five general groups. One may have somewhat more and somewhat less but the general average is about one hundred to a group.

There seems to be nothing whatever in any of those subjects which can not be taught thoroughly and well in one hundred hours. Therefore, it seems to me that for such training as the average library worker needs, a one-year course is quite sufficient. The case, however, becomes very different when you come to certain specialized types of work, and especially to the higher types of work. When you come, for example, to the work of the law librarian, he must have first of all this general foundation, this general knowledge of library work, all phases

of it, but then he must superimpose upon that, if he isn't a trained lawyer, a certain amount of legal knowledge, of legal bibliography, legal terminology, of legal processes and forms in order that he may successfully administer his library.

There, it seems to me, is the field for a second year and the same would be true for a medical librarian. Of course, the same is very much true for a university librarian or even for a college librarian. There is then an ample field, after a one-year general course, for a second year of quite markedly specialized work for the person who is looking toward those high positions.

I must say, however, that the one-year course and the one-year schools do now in general, it seems to me, give the kind of general foundation upon which all workers must build. The thing we should do then is to help the library schools to make that year a success.

The very first thing, it seems to me, which they have got to do is to decide what kind of a school they are going to be and what kind of people they are going to train. Today you have the anomaly of having graduated students, a college student, a student who has had a little college work and a student who has had nothing but high school work all trying to study in the same class. The only result of that inevitably must be they are all held down to the scale of those who comprehend less and who have the least power for work. The result is

that the more highly trained young men and women are restive in the library school almost inevitably and feel they are putting over a great mass of details and are not getting the sort of things they want. The only way we can ever solve that situation, it seems to me, is by the library schools deliberately saying either, "I will be a library school that requires college graduation or its equivalent," or "I will be a school which will require only training such as the high school gives and I will try to do the kind of work which will not perhaps prepare for the highest positions but will prepare, what we do of it, for the great mass of library workers."

That is something the schools have to do for themselves; we can't do it for them. When we have gotten them to that point, then we can back them up in this attempt for the second year of specialized work, especially equipping people for the various kinds of things which have to be done in library work. When we want today somebody that can take up, for example, the problem of handling maps and charts, who understands the history of geographical development, who understands exactly the things which must be searched for in order to properly classify, catalog and decide upon loose maps, where are we turning? Not to the library schools because they haven't instruction in that sort of thing. All we can do is find some fellow who perhaps studied in geography, specialized in geography in his college course and has now gone on into library

work. We are going to need that kind of a person more and more. Therefore, we must as rapidly as possible standardize what we are going to ask of a one-year school of the various types, the type that prepares high school workers, the type that prepares college trained workers, the type that takes, if we should ever come to it, graduate workers and trains them, and we must see that they do their first year's course in such a way as to lay that broad foundation without which there can be no very well all around library development.

Then we must help establish and develop these schools that can train for the specialties. If you had a collection of one thousand incunabula given to you, where would you turn at this minute to find in your staff people equipped for it? Mr. Utley has a specialist in that line. I fancy most of us would find ourselves in some perplexity if we came to face a problem like that. If you had a collection of a man who had spent his life upon it, say in the highest realms of romance and language, where are you going to find in your staff people that can handle that sort of thing? That is the sort of thing that more and more we must look for and expect in our great collections, such a collection, for example, as the Cleveland Public Library has in its generous President Judge White, who is building up such a wonderful collection in folk lore. They were very fortunate in finding a university graduate who then was a library school graduate and highly specialized along

those lines, but it is only by chance that he happened to be there that enabled them to find such a man, and such men are very, very few.

So it seems to me that we need several kinds of schools, several types of schools, covering different standards, if you please, of entrance and with somewhat varied courses adapted to the particular grade of student they take, and then that we need more highly specialized schools.

The thing which I dissent from in Dr. Williamson's report is his idea that these schools ought to be, all of them, connected with universities. I am quite clear that we must have a good many library schools connected with public libraries, because they will otherwise not get, as they should, the public library viewpoint. The more schools we have the more diverse their viewpoints are, the more thorough they are and the more specialized they become the more shall we be able to meet the very demands which the library profession little by little is going to make upon the training agencies.

A third thing in the report which I am inclined also to question is one which I don't need to dwell on because it has been debated in this Council at great length, that is the idea that we are going to look forward to national certification. I confess I originally signed a report with Dr. Williamson which recommended national certification, but having studied the thing, thought it over, especially thought it over in its

relation to the analogous development of certification in the public schools, I came to the conclusion that national certification is not the way we are to look for the ultimate certification, that we are to go and develop it in states and develop out of that an endless chain of certificates which will take place of national certification.

Those are the three points, the big points that stand out in my mind in the report with which I am inclined to take issue. In general, I think the spirit of the report is excellent, that his disposition toward the library schools is really friendly, and some of the criticism he makes of these is perfectly just and they would be perfectly ready, I am sure, to admit it, that they ought to have better trained teachers, that they ought to have higher paid teachers and that they ought to pay them not only better salaries but that they ought to be enabled to send out men and women who would command higher salaries than librarians now command. So in general I think we should welcome the report as marking a genuine spirit of progress, accept it and cooperate with it so far as it commends itself to our judgment, modify it and make it what it ought to be in those few points in which we call it into question.

(Applause)

PRESIDENT JENNINGS: The next cusser or discussor will be Mr. Dudgeon, of Milwaukee.

MR. M. S. DUDGEON: Mr. President, I don't think that

anybody is in a position to appreciate the importance of library schools more than a person who has throughout his library career wished that he had had library school training and did not have it. Personally, I think it is a very serious thing to pitch-fork a man who may have some little intelligence in other things into a library position and expect him to absorb and suck the juice of librarianship out of the people who have had it. It is not fair to them and hardly fair to him. So I don't think any one appreciates more than I do the importance of this subject and nobody appreciates more than I do that there has been a great contribution made by Dr. Williamson.

I think we all feel like expressing our appreciation and gratitude to Dr. Williamson and the Carnegie Corporation. Moreover I think we can agree, as Dr. Root has suggested, with many points he makes. I have noted these which seem to me important points upon which we can agree.

First, that library schools are hampered by their financial situation and do not pay sufficient salaries. We all know that.

In the second place, we need textbooks and need them badly, although I think possibly Dr. Williamson has failed to appreciate how nearly a substitute some of the schools have worked out over their somewhat elaborate mimeographed sheets which contain the subject matter that will be in many textbooks.

I think in the third place we all agree there is a

need of improvement in pedagogy. There is in the archives of the Wisconsin Library School a forty-page typewritten report made unbeknownst to other library schools by a person who visited four or five libraries and only reported on the pedagogic method used in those schools. This was not made by one of our staff and the conclusions reached were the same as those reached by Dr. Williamson. I think we all agree that the raising of the standard is important as rapidly as it can be wisely done.

I think we all agree in some sort of certification although it need not necessarily be national. I think, therefore, that when we express disagreement it ought not be in the nature of a carping criticism so much as we ought to try to make something constructive, and this organization ought to try to make some contribution that will supplement and possibly correct if there are errors in the report.

The first point that strikes me as I look back upon my impressions is this: you may be able to divide your work, the nature of the jobs, to a considerable extent but I do not believe that you can take human beings and classify them absolutely and everlastingly into two classes, the routine clerical workers and professional workers. I do not believe it is wise to place before anybody who enters the profession in any capacity the inevitable fact that between them and the higher positions in that library there is a chasm or a wall over which they can not expect ever to go. (Applause) I don't

think that that is the system that is used in the great industries or great establishments by any means. I have understood that the most effective thing in the efficiency program of these great institutions is to lead the boy when he enters to know that other things being equal and his merit being sufficient he can go up, there is a pathway for him along which he may go from the very bottom to the very top.

Now, moreover, I think you may go into a great big department store and classify the people there into two classes possibly, one the supervisors, it may be the floor walkers, if you please, and the other the counter jumpers. That may be done in some libraries to a certain extent, the two classifications will be the supervisor and the lower worker. But you can't go into the corner grocery where the staff and assistant and proprietor and delivery boy are all one and tell him that he himself is classified into two kinds of workers.

Now the truth in the matter is that about seventy-five to eighty per cent of the service in this country is performed by a corner grocery type of public library, if you please, and it seems to me that if I should make a general criticism of Mr. Williamson's conclusions it is that he has visualized and realized the needs of the large library rather than of the small library. I think in a generic way that is what I would say. By the way, speaking of the department store, the man in charge of the employment at Marshall Field's told me at one time he

could lay his hands on fourteen hundred individuals who came in there in the most subordinate capacity but who by study, use of their instructional methods, use of the library, etc. had very materially advanced their grades and some of them had gone very nearly to the top, which indicates what some industrial concerns think about such principles.

In the second place, I do not believe in the utter abandonment of personal tests which it seems to me spell the indiscriminate, indiscriminating acceptance of a college degree as a label indicating what the content of the vessel is. There are a good many misbranded articles in this world. What would we do (let us face it fairly) had in the past years all non-college graduates been shut out of the profession? Where would some of our libraries be? Where would my library be and yours be? The other side is that it is by no means certain that the person who holds a degree, an educated person, is a person capable of taking library instruction and doing library work. There are certain other than academic qualities that you must have in the library worker. I don't think there is any escape from that proposition.

Mr. Roden in an address which he delivered recently suggested this was a function of the library, to put the right book in the hands of the right person. Did you ever think if the circulation in a certain department or branch is 40,000 that means the person that handles it must have made 40,000

judgments, passed 40,000 judgments on persons as well as upon books? That ability to handle persons and to evaluate persons and know what they need and understand them is not indicated by a college degree.

Now, I believe myself thoroughly that there is nothing that equips a person better for entrance into a library school than a college degree, but I do not believe you can abandon the personality tests. These personality tests are not so impressionistic as you might be led to suppose. For example, if you have a check upon what that person has been reading, if you have letters from former employers, from the teachers, from the influential people in the community as to what sort of a person that person was in their previous surroundings, if you give them a test on current events, history and literature, and then if three different persons in a staff sit down and talk to that person and form their independent judgment as to the personality of that person, you have got something more than an impressionistic test of the quality or fiber that that person has, and that is substantially what the tests are in most library schools.

The third point in which I disagree with him is that I believe in field work. While I have regarded Dr. Williamson as being somewhat academic, it seems to me he has run counter to the principles recognized in academic circles today in instruction and principle of pedagogy. When an institution

like the Massachusetts Institute of Technology in fifty-seven months of work devotes thirty-three to school work and twenty-four to actual work in factories under actual working conditions, overalls and dirty hands and all that, they are not doing that simply because that is convenient or that the man might earn a little money. The plan that the Massachusetts Institute of Technology have of learning by doing has been adopted by a number of other schools. For example, the University of Wisconsin refuse a degree in law to a man until he has given evidence of at least six months of actual work in an actual law office. They refuse their degree to a man who is taking agriculture until he has worked for six months upon a selected farm, and there, if I am correctly informed, it is not a place of simple observation such as Dr. Williamson suggests. I have seen some of these boys at work on some of the farms. They seem to be doing something beside observing. In other words, I do not think you can abandon this principle of learning by doing. I believe the term they spend in the field vitalizes the instruction, correlates the theory actually in practice and inspires the students. In my observation when the student comes back after the field work he has an entirely new attitude towards the instruction and absorbs it very much more rapidly. If education is an absorbent process in which a controlling element is the attitude of the student towards education, then field work puts that person in just the right frame of mind to absorb rapidly and

acquire the education or that portion of the education, that portion of the theory which they have when they return.

I think I agree with the last speaker that possibly the solution is in a more specialized school; for example, the Wisconsin University Library School was started by Frank Hutchins years ago solely for the purpose, in the first instance, of training librarians for the small public libraries of the states and I think that that has been the trend of the work and possibly that is the work they ought to do. Pittsburgh for a time was doing another specialized class of work which I wish they had continued to do. I mean to emphasize (I know they are doing it) a cataloger for a university library or any other position in a university library ought to be sent to an entirely different school. I think it is perfectly possible to specialize the school.

I want to close by saying I think it is a wonderful step forward to have such a report as this before us which is directing the attention of all of us to a systematic analysis of the situation.

PRESIDENT JENNINGS: The next speaker will be Miss Harriet A. Wood, of St. Paul.

MISS HARRIET A. WOOD: The first point that I wish to emphasize today is the point that is made on page six, very early in the report, the importance of general education and the fact that if we consider ourselves educators as we do,

we must be educated. The question as to where that education shall be received and how it shall be gauged is another question. We as a people have committed ourselves to a policy of public schools and universities giving degrees, and which recognize certain achievements and certain work accomplished. There are undoubtedly many people in our midst who are better educated than college graduates who are issuing from the doors of the colleges today who have never entered a university. It has seemed to me for a long time that we ought to be clever enough to recognize in some tangible way and fair way to those who go through the colleges, those who do not go through the colleges, those who do not go through the colleges in the regular way, and it is especially true of many librarians whom we meet daily in our work who have a great ability and great personality and who are able to achieve where college graduates fail.

I think that is one of the problems that is before us as an organization. We must work out some plan of -- I hate to use the word test because it is so unpopular these days in certain circles, but there must be some measure so as to give them recognition for what they have achieved.

The second point is the omission of the elementary school library entirely from the report. I think this is accounted for by the fact that it is only recently that elementary school libraries have developed as a separate unit in our

schools, and they have developed in a very interesting way. Some of them have grown up under the guidance of the public library and are really the extension of the children's rooms in the schools, having very little of a normal school character organization. Others have developed as a result of the latest pedagogical theories and plans, with the emphasis upon the project method and upon the platoon system; the two notable representatives of these two ideas are the Cleveland system and the Detroit system. It is very interesting for the representatives from these two cities to get together with those from the other cities in our Education Committee and see how we can bring all of the best things that are being developed by the schools and all of the best things that are being developed in the children's work together and use them for the benefit of all the children in all the country who are passing through our public schools.

So I do not think that the elementary school work has been omitted entirely because we have an enumeration of the items, as Miss Powers already said, the points that need to be developed in work with the children, and we also had a mention of library work with schools and play grounds under that enumeration.

In the eleven schools surveyed the average time given to strictly school library instruction was five hours, but we all realize that much more than five hours of instruction that is useful in a school library is given in every one of those

schools. In fact, perhaps the most important instruction that any school librarian can receive is a general library point of view, a feeling of the solidarity of the library profession in every phase. It is more important than some of us realize, I think, that school librarians should be trained side by side with public librarians and with special librarians who are going into the industrial world, so that we may all pull together and understand each other.

There is another very important reason for this. If we have school librarians that do not understand public libraries, how are they going to prepare these young people to use the public libraries to the best advantage? Surely then we need to have an understanding of the school organization and method, of the public library and of all the other libraries, at least in spirit if not in complete detail, and enough teaching experience to be able to present our ideas in a way so that they will bear fruit and so that we will understand what the other members in the institution are trying to accomplish.

I have found that the teachers in the schools appreciate the professional spirit of the librarians. One of our finest teachers has said over and over again, "I am impressed with the professional spirit of the librarians." So while we may not have full standing as a profession our professional spirit is recognized.

The full time school librarian is the only one that

has any place in the report, but we all know that there are many people obliged to do part time library work for schools if there is to be that work done. What about our rural schools? We surely must have some knowledge of libraries given in the training of our rural teachers. The same is true of our very small towns and probably those of you who live in the large cities have very little conception of what it might be to work in a town of two or three hundred and try to do the library work in a small school in such a town. It is necessary that we provide some form of training for the teacher-librarian and for the librarian who is not only going perhaps to do the work in a high school as a librarian for the high school, but who is to be the teacher of a training class for rural teachers. We have had such classes in our state and they are scattered all over the land.

These teachers need not have a complete course in classification, cataloging, reference work, etc., but they need to have an introductory course sufficient to give them the right relation and understanding of the work and be able to adapt it to the needs of their particular school. So that rather than reducing the number of training centers it seems as if we must increase the number, always safeguarding the plan in such a way as to make people understand that they are not prepared for the full time work by a part time course. Of course, the only way to do that is the way that is done in the schools

by the issuing of certificates, and the certificate will surely come locally in the different states as soon as the training centers are set up and properly standardized and limited.

One of the disappointments for many of our young college women and men when they ask about library training after having completed their four years of college work is that there is no recognition by way of a degree that is given in most of the schools, that is an additional graduate degree for library work. This is another point that surely the librarians will have to work out if they are to attract the students that we desire to attract into our profession. (Applause)

PRESIDENT JENNINGS: That ends the list of those who were especially invited to discuss the Williamson report. The report is now open for general discussion. I can't see why the speakers who are listed on the program all come from the Middle West unless it is the Middle West needs training more. I hope there may be some from a distance, East or West, who may be ready to discuss the Williamson report.

MR. MEYER: Mr. President, I would like to give the members of the Council and of the A. L. A. a rather peculiar angle on this whole question of training. Since 1919 I have been more or less in touch with the question of reclassification in Washington. The latest reports were that all we have done is going to be scrapped and they are going to start fresh. I sincerely hope that that is a mistake.

These men who were finally engaged to allocate librarians were men that it was very difficult to pull any wool over their eyes. They were what is known in the language of the street as hard boiled.

The great difficulty from the librarians' point of view in the beginning was that every one, even those who took charge of the books in the deck and those who did the most elementary clerical work, wanted to be considered as professional librarians and these men not for a moment would consider it. In my discussions with them I was confronted by one great difficulty when I made any claim for professional standing, and it was this: What have you in your training as professional librarians that compares with the training that a doctor gets? Have you any degree like the Md.? Have you any degree like the one which I myself possess as an engineer -- engineer of mines, E. M.?

I had to confess that I did not, that I was unable to present anything of the kind. But after reading the Williamson report, taken in connection with my experience in Washington in the question of allocating these assistants, I realized more and more that librarians, professional librarians, do have something of that kind to point to, and it is the degree of A. B. and A. M. and Ph. D. given by our colleges and universities. Can you mention any profession where the ordinary academic or collegiate course will count for so much as it does in the library pro-

fession? I think it would be difficult to do so.

Now there is another point of view that has been forced upon me recently in connection with a scheme that Miss Baldwin brought to Washington last spring for the creation of an advanced school of library science in Washington. I think she selected that city because of the library facilities and because of the atmosphere there. The committee was formed of which I happened to be one. It became quite evident in our discussions that we had to accept, to begin with, a general fund of knowledge as a basis for further library training and that this school could not go into the matter of training in languages, in the humanities, history and social sciences and other things of that kind. We had to accept all that and that this school of advanced library professional training should produce these men such as Dr. Root and Mr. Dudgeon spoke of, experts in the handling of music and similar special forms.

Now what is it that Mr. Martell, for instance, our head cataloger, and Mr. Pearley, our chief classifier, and Mr. Engle, to mention just a few, have that our ordinary clerical worker does not have? It is either a university degree and the training that implies or a fund of knowledge which they have acquired by private study and experience in libraries.

Now if I have any further discussion (the chances are I shall have) with our allocating board and if this thing is scrapped and we begin over again, I shall make a very strong

stand on the fact that librarians do have these degrees equivalent to the Md. and the D. D. and all the others, the A. B. and the A. M. and the Ph. D. which I have given for academic work. And in the future when I allude to the profession of librarianship it will be with more assurance because of this idea that has come to me and which I should like to convey to the members of the Council and the A. L. A. (Applause)

PRESIDENT JENNINGS: The subject is still open for discussion. The Secretary in the meantime has an announcement to make.

SECRETARY MILAM: Mr. Roden of the Fiftieth Anniversary Committee wishes to announce the meeting of the committee scheduled for four-thirty is postponed until tomorrow afternoon so the members may stay here.

PRESIDENT JENNINGS: If there is no further discussion of the Williamson report, we will now go back to the beginning, to old Adam himself, and call on Mr. Strohm to report on the work of the Temporary Training Board.

MR. ADAM STROHM: Mr. President, Members of the A. L. A. Council: The Temporary Library Training Board has held various meetings, as briefly reported in our professional journals. At the last meeting held in Cleveland, a communication was addressed to the Executive Board that no further progress was likely unless ways and means could be made available to defray the expenses of a careful survey, involving considerable corres-

pondence, visits to some training agencies and a continuous sitting for perhaps a week by the Training Board to record its findings and recommendations in a formal report. It was felt that intermittent meetings for a day or so were unprofitable. The Board would no sooner be tuned up to the importance of its functions than time for adjournment was before it. The generous and encouraging interest of the Carnegie Corporation has been expressed in a practical way by a grant of \$10,000 for expenses and the Board is proceeding, deeply conscious of the expectations involved.

The report from this body even in its last edition will be of a preliminary nature. We will ascertain certain matters of fact. We will formulate certain desirable standards in library training, based on present needs and experience. It will be a survey rather than a censorious investigation. It will have no detailed prescriptions of curative nature for possibly existing ills in training institutions. Recommendations of such nature would more properly fall within the duties of the proposed Permanent Training Board.

Our calendar is dated as follows: Immediately after the close of the Mid-Winter meetings we will proceed with the drafting of our preliminary report which should be available within from four to six weeks. Copies of same will be forwarded to members of the Council, training agencies, state library commissions and library organizations affiliated with the A. L. A.

The returns will be examined and digested, together with such information as may be obtained through visits, hearings, etc. The whole will be thrown into the silo of the Training Board to ferment overnight. At the close of the proposed eight-day sitting we will have a compound precipitate that will be our last offering. It should be ready for print early in May and the Executive Board will then, no doubt, be in fit condition to enjoy the health-giving waters at Saratoga Springs.

Now a few words as to the need of the survey that is under way and the spirit in which it is going forward. The action taken at Hot Springs was, no doubt, in part propelled by Dr. Williamson's report. This study has aroused considerable discussion as it deserved to do. If I am not in error, we are deeply indebted to its author and the body making the report possible. We needed such a challenge, such an implied request to take account of ourselves. It is timely. During recent years we have been dangerously infected by the toxin of sentimental tributes for services rendered during war days, leading even to self-laudation and breeding restlessness and softness. It is well that some one has called a halt. We are at the turn of the road, and it may be well to have our professional passes vised.

This matter of library training concerns us all. We are all in it. Some one has said that Dr. Williamson tells us nothing that is new. Maybe not. Who does? But he has done

this: He has vitalized the silent thoughts, the deep concerns, the earnest hopes of a good many of us. He has made the dormant fact alive. We are aroused. I welcome his report. Mere compliments and encomiums are worthless. I would also welcome a competent, fearless report on library administration and library executives with honor where it is due and no one spared. I dare say we need such a report in order to be sure that we are laying the right course.

A few words on library schools. The opportunity to speak on that subject is a welcome one. I am prompted by a pleasant sense of happy indebtedness to one library school in particular. In a very imperfect way I also venture to voice the feelings of many who realize that our modern library service and the recognition given us have been achieved very largely with the aid of the trained and very often picked workers moulded and released by our library schools. A good many of us have given our best years to library service. They have been happy years, but it would be ungenerous and untrue not to realize that these precious recollections would not be what they are but for the fact that we counted among our fellow workers so many who were trained in library schools and gave so generously of their strength and loyal enthusiasm. The traditions of these schools are distinct assets in our professional records and it is the desire of this Training Board to confer with these schools and submit in due course of time such

recommendations as will honor the past and as may prove helpful to the future usefulness of these training agencies.

Is there any need of change in the ideas and courses of library training? The answer should be in the affirmative in so far as that answer also applies to library service, to the administration of every library functioning today -- to yours and mine.

I have little patience with some of the remarks in library journals when discussion of library training confines itself to the capacity of assistants only. The need of change in library training applies not only as to caliber of assistants, but it reaches clear to the top. We need bigger chief librarians and executives. We are all in it. We all need to look sharp and must survey ourselves, to determine if we are keeping ahead. All about us we sense the presence of constructive, creative forces and organizations, enlisted in the ambitions and energies of humanity and calling for new courage, new leaders.

As you know, I live in a manufacturing city where production is driven to a very high pitch. There is a great deal of quantity production. I have no figures, and statistics bore me. Those librarians, however, who are devoting a great deal of time to computing cost units of circulation and who announce the soul-stirring fact that one library expends twenty-seven cents where another expends only twenty-six cents per volume, would find Detroit interesting. We have our best sellers in Detroit.

The Fords, and the low unit of cost would warm the cockles of our most hard-bitten statistician.

No, I am not interested in statistics. But I have been profoundly impressed with the silent, organized, untiring research work going on in the hidden laboratories of these corporations. I believe the Bergson philosophy is built on the principle that change is the basic fact of life -- the ultimate truth. The evolution of the process of production has been rapid, at times violent. Machines, plants, and whole processes have been scrapped instantly when better means have been found. Implements, tools thought almost perfect, have become obsolete within a few years. It is well agreed that the library is, or should be, the laboratory of the community whether municipal or academic. The growth, development and turmoil surrounding us must necessarily be reflected in our own machinery, and call for adjustments -- not ruthless ripping out as in the case of inanimate machinery, but in formulating new specifications and making additions to our power stations. In short, we do not desire to reduce the quantity of such trained workers as have hitherto been released from training agencies, whether short courses, one-year, or two-year schools. They are all needed.

But the new orientation necessary calls for expansion. We need to enlarge our shipyards; to lay new keels for further discoveries; to apply more exacting finishing processes; add new laboratories, where the exceptional student may have elbow

room to demonstrate his ability to do advanced work, to develop power of independent action, to master his subject and thus to make a distinct contribution.

In short, we need not only the true craftsmen who know their tools, but we crave also new leaders, fit to match the leading figures in the life of our constituency. The services of such workers will be sought because of recognized knowledge and that masterly grasp of the needs of the hour that translates itself into far-seeing, sympathetic and active response to the yearnings of our milling humanity.

Is this going forward in a worthy spirit and keeping faith with the past?

A few days ago I spent an hour in the crowded make-shift office of our A. L. A. Secretary. I noted there the photographs and memorials of past A. L. A. presidents, gracing the crude office partition wall. It is easy to visualize the inspiring presence of these veterans. Were they with us today they would, I believe, be the first to urge us to abandon unprofitable methods, to break new ground, to develop our power.

We would honor their memory best by going forward in a joint effort and in great friendliness. Let's go! (Applause)

**PRESIDENT JENNINGS:** The Secretary has a few announcements to make.

**SECRETARY MILAM:** The Executive Board has voted the next annual conference of the American Library Association is

to be held at Saratoga Springs the week beginning June 30th, provided detailed arrangements can be made with the hotels in satisfactory fashion.

I am asked to announce that Dr. Hastings H. Hart of the Russel-Sage Foundation and a year or two ago President of the American Prison Conference, is here at this hotel and has come exclusively or primarily for a conference with librarians who are interested in library work in institutions.

The Temporary Library Training Board will hold an open session on Thursday in the hotel. All members of the A. L. A. who are interested are invited to be present.

DR. HILL: Mr. President, before adjournment, may I have permission to introduce a resolution? It is as follows:

"RESOLVED, that the President appoint a committee from the Council to inquire into the legality of appropriating a substantial sum of money from the balance now in the war service funds to the rebuilding of the Louvain library building and report at the next annual A. L. A. meeting."

... The adoption of the resolution was seconded by Miss Ahern ...

PRESIDENT JENNINGS: You have heard the resolution read by Mr. Hill and seconded by Miss Ahern, is there any discussion?

MR. MEYER: Mr. Chairman, I wonder if a resolution of that kind is needed. The Executive Board took action on that

matter yesterday, and concluded that if clause four of the report of the War Funds Committee is followed, we do not have the legal right. As Chairman of the Committee on Transfer of Library War Service, I have proposed to take up with Dr. Putnam, who is a lawyer, and also with several members of my staff who are lawyers, this matter to see if we did have any legal right. I wonder if the matter is of such a character that an A. L. A. committee need make a legal investigation of the funds under the circumstances?

DR. HILL: Mr. President, the fact that there is some question of the legality of it is sufficient reason, it seems to me, for attention by the Council. I would modify that resolution with the permission of the seconder that the War Service Committee of which Mr. Meyer is Chairman should be the committee to inquire into it. That would give it a formality which I think would be more effective perhaps.

MR. MEYER: Mr. Chairman, I would be very willing to undertake that work without the necessity of putting it to a vote unless Mr. Hill would prefer to have a vote on the motion.

DR. HILL: I think it would be rather good to have the official action of the Council authorizing the committee to look into it.

MISS TYLER: Some of us are not informed as to the nature of this motion or what has preceded it so that we can vote intelligently because we do not know what the situation is.

Is it a matter that has come before the Council before, or is it a matter that has been before the Executive Board? If it has been before the Executive Board, the Council is not as yet informed what the situation is, so we would be voting rather blindly until we have further information.

PRESIDENT JENNINGS: I think it has been before the Council before, it was at Hot Springs. Mr. Meyer as Chairman of the War Service Committee is more familiar with the history of the matter, and I will ask him for a statement of the facts.

MR. MEYER: I think we could have the most light thrown on the subject if the Secretary would read the resolution passed at the Executive Board meeting yesterday.

DR. HILL: Mr. President, while the Secretary is looking for those minutes, may I make just a brief statement of the situation? You remember in Detroit that Mr. Whitney Warren came before the Association and asked the American Library Association to make a contribution so that the rebuilding of the Louvain library building might be carried on. The Association did not feel that it would put on a campaign and it didn't put on a campaign, but it sent out a couple of resolutions approving of the project and sympathizing with the object. About \$2,800 was raised from the Association, individual members, most of which came from Massachusetts and from the state of New York. That was a very small contribution for librarians to contribute.

A short time ago Dr. Butler, the president of the com-

mittee asked me if it wouldn't be possible to use some of the war service fund for this rebuilding of the library building. I looked the matter up with Mr. Meyer, the Chairman of the War Service Committee, and with Dr. Putnam. Dr. Putnam at first thought it was not proper to do so but later decided that if the Association wished to make a contribution from that fund he saw no reason why it should not be done.

The subject (I am speaking very briefly) was submitted to the Executive Board yesterday, and after my presentation this article, paragraph four of the minutes of the action of the Committee of Eleven, was brought up, which stated that no money from that war fund should be appropriated or expended for an endowment or permanent structures. The Executive Committee felt that that stopped them, although some of the members quite naturally felt it was a good purpose we had in mind.

Now the question is as to the legality of the Board or the Association to expend that money in any such way. I have questioned the decision of the Executive Board because I feel and I know that the function of the Committee of Eleven was transferred to the minor bodies composing that committee, that is the Y. M. C. A., the Y. W., the Jewish Welfare, the K. of C., the A. L. A., and one other, I think. Those are the principal organizations that I remember. The money was balanced in proportion to the subscription and was turned over to these different associations. They have spent that money in the cause

as they thought wise and judicious, and they have the same right to reconsider the vote of that Committee of Eleven that they have to take any other action with regard to this fund.

Now there is a question whether that is so or is not so and it is merely that before we should be asked to vote any appropriation for this particular purpose that we understand whether we have the legal right to do it, and that is all I am asking that this War Service Committee of which Mr. Meyer is Chairman should look into, the legality of the question, and report at the next meeting in June.

PRESIDENT JENNINGS: The Secretary has found the resolution adopted by the Executive Board and I will ask him to read it.

SECRETARY MILAM: The Executive Board unanimously adopted this minute, all members being present: "The Executive Board feels that expenditures from the balance of the war funds must be governed by paragraph four of the memorandum of the Committee of Eleven, which reads: 'The seven organizations shall severally assume as nearly as may be their respective proportionate shares of responsibility for work to be done and all expenditures of money shall be strictly in accord with their respective war work activities and none of the funds shall be expended for general non-war work or for permanent structures or establishments or for endowments.' and that this balance must, therefore, be applied to the needs of men now or formerly

in the Army and Navy of the United States and for no other purpose so long as these needs exist. In view, therefore, of these considerations and while keenly sympathetic with the commendable project for the American rebuilding of the library of the University of Louvain, the Executive Board finds itself unable to grant war funds for this purpose."

PRESIDENT JENNINGS: The question is still on the discussion of the resolution as submitted by Dr. Hill. Is there a further discussion? Those in favor of the resolution will please say "aye"; opposed "no". I think we will have to call for a show of hands, members of the Council only voting. Those in favor of the resolution will please raise their right hand; those opposed. There seems to be a tie vote. I think we will have to ask you to stand. It is a little difficult to count hands.

Will those in favor of the resolution please stand.

... The motion was carried; 16 in favor, 15 opposed ...

PRESIDENT JENNINGS: The Council will stand adjourned until ten o'clock tomorrow morning.

... The meeting adjourned at five-fifteen o'clock ...

ADJOURNMENT