

FRIDAY MORNING SESSION

January 1, 1926

The meeting convened at ten-forty-five o'clock, President Belden presiding.

PRESIDENT BELDEN: May I wish you each and all a very happy New Year, and express the trust which I am sure we all entertain in our hearts that the year may be particularly successful and prosperous for the American Library Association.

May I call your attention to these reports at either end of the platform, consisting of the report made to the classification of the library personnel, part 1 and part 2, which will be discussed at the session tomorrow morning. It may be that the members of the Council before leaving the room this morning will be glad to take a copy with them. Unfortunately they have not been issued in sufficient number so that all in attendance may have them, but there are enough for the members of the Council.

It has been my privilege to ask the Second Vice-President of the Association, Dr. Koch, to preside at this session.

... Dr. Koch took the chair ...

CHAIRMAN KOCH: The first subject for this morning's discussion is a report on the minimum standards for the summer course in library science. In the absence of Mr.

Strohm, this report will be presented by Mr. Hershberg for the Board of Education for Librarianship.

MR. HIRSHBERG: Mr. Chairman and Members of the Council: It is a matter of great regret to us all I am sure that the able chairman of the Board of Education is not able to be here himself to present this report and that the duty has to fall upon a mere freshman in the organization of the Board of Education who feels still somewhat uninformed, after about three months' service, of the full scope and functions of this Board.

I know that the work of the Board has been closely followed by many of you, and that it has the interest and cordial support of the entire Association. However little each of you may know in detail of the work of the Board, I am sure that the Board itself, because perhaps of the personality of its chairman and its secretariat, has the full confidence of the Association and that there is a presumption at least of the best of research and the best of thought going into anything which the Board of Education presents to you.

In beginning the presentation of the report, it seems to me that it might be well to read to you first two or three of the functions which have been set down by the Association and adopted by the Council for the guidance of the Board. These functions appear in temporary library train-
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ing board report on page 7, not in this mimeographed statement.

... Mr. Hirschberg read the report ...

MR. HIRSCHBERG: Thus far both in the temporary training board report and in the first annual report the Board has set forth and thereafter adopted by the Council certain minimum standards, first provisional and later more or less provisional. I say that because all standards which are adopted continue to be provisional ~~and~~ indefinitely, naturally, until now we have a beginning of a code for education in librarianship.

This report presented this morning covers one particular type only of library education, that of summer library school courses. This report, first, defines and clarifies the existing types of summer library schools and fits them into their proper places in the scheme of library education. It states that it is the belief and hope of the Board that opportunities for summer training will be increased. The report consists of two parts; first, a preliminary and general statement which I shall read in a moment or two; the second, on the numbered pages, the standards themselves which the Council is asked to accept. The standards recommended for the types of summer library schools mentioned are those already recommended by the Board and adopted by the Council for the regular library school, so-called, and are here applied to summer schools. So this report merely takes

what you have already accepted and applies it to summer schools, so that the standards of the regular library schools and of the summer schools of certain types will be uniform.

The standards recommended for the third and fourth types are those which will perhaps deserve your detailed consideration this morning and on which there is a possibility of difference of opinion and of discussion.

If you will turn, please, to the mimeographed copy, I will read, in order to place the matter squarely before you, the preliminary statement.

... Mr. Hirshberg read the preliminary statement ...

MR. HIRSHBERG: There again is repeated my statement of a few moments ago, that the Board has attempted in these standards to fit into the general scheme of library education the summer courses which are now being conducted, so that both students and those who are responsible for the planning of the courses and of the instruction shall know definitely just where the work of the summer schools coincide and fits into the general plan.

... Mr. Hirshberg continued reading down to No. 2 on page 1 ...

MR. HIRSHBERG: It is the belief of the Board that those able to take only summer school instruction should be placed in a position similar to that of teachers who

graduate with the full credit necessary for carrying on the full professional work.

... Mr. Hirshberg read No. 2 on page 1 ...

MR. HIRSHBERG: At the present time as far as I know there is but one school of this type in existence, but it is my personal belief, and the belief of the Board, too, I think, that such schools might well be multiplied.

... Mr. Hirshberg read down to the first paragraph on page 2 ...

MR. HIRSHBERG: These standards will be found in the second part of the report. Types 1 and 2 standards, as I have stated, are those which have already been adopted by the Council for regular library schools.

The Board believes that any student presenting evidence of the successful completion of courses accredited under those standards should receive appropriate advanced standing to admission to a junior undergraduate school. The Board also believes that summer courses offered for academic credit should be encouraged both because of the recruiting desirable standards for educational students and of pursuing academic as well as professional studies afforded to the librarians in attendance.

... Mr. Hirshberg read to the bottom of page 2 ...

MR. HIRSHBERG: In order to place the

report clearly before you, if there are no objections, I should like to request Miss Howe, the Executive Assistant for the Board of Education, to read the standards themselves, and it is our belief that comments and questions might well be deferred until the reading of the entire report is completed, when questions may be asked on each of the topics taken up in order which you may wish to discuss.

MISS HOWE: On page 1 of the provisional minimum standards for summer courses in library science, Mr. Hirschberg has called attention to the fact that the first two groupings have already had standards adopted for them. The Board is simply applying the standards adopted for library schools to the same type of work presented in the summer session. Therefore, the heading, "Summer Courses in Library Science for which Credit is given toward Library School Credentials."

... Miss Howe read the standards ...

MISS HOWE: That finishes the standards proposed for the type of session and we give courses for academic credit for an academic group.

On pages 4 and 5, we have the type 4 standards, Summer Courses in Library Science designed to prepare Librarians for Small Libraries and Assistants for Medium-Sized Libraries.

... Miss Howe read the standards ...

MR. HIRSHBERG: Mr. Chairman, I move the adoption of this report by the Council.

... The motion was seconded ...

CHAIRMAN KOCH: The report is now open for discussion.

MR. LEUPP (California): I suppose we should all be agreed that in a report of this kind it is well to confine ourselves to the things that are necessary, and as far as possible to follow the example. It has seemed to us there is a great deal in here that is not strictly necessary. I should rather like to know why certain things have been put into this report. For instance, on page 2, under the heading "Administration," the executive officer shall have sufficient authority, delegated from the governing body, to administer the session in accordance with the general policies of the institution. It may be possible for an institution such as a college or university to organize a course without giving the administrative officer those powers and allow him to conduct the course otherwise than in accordance with the general policies, but that would not be possible in any of the free institutions of that type with which I have been connected. It seems to me that comes pretty near that particular point.

Further on, under "Instructional Staff," paragraph 3, Experience, it reads, "All of the teachers shall have practical knowledge of their subjects and show evidence of

efficiency in teaching."

Does it seem exactly necessary to say that the teachers shall have practical knowledge of their subjects? How, otherwise, would they possibly be appointed to the teaching position?

As to the other consideration, they shall show considerable efficiency in teaching, I can speak only from our experience at institutions in California in organizing some summer courses. We had to employ teachers who were known to us simply for their knowledge of their subjects. We had no way of knowing whether they would be good teachers or not. As a matter of fact, I think we had no failures in securing good teachers, but we did have to teach cataloging, practical catalogers, and to teach reference work, practical reference workers, etc; any demonstrated act was not possible, none of them had actually done teaching before.

Is it the purpose of this report to make it a necessary requirement for a teacher in one of these courses that he shall have taught before, which is the only way, of course, he should show efficiency in teaching, or it can be demonstrated?

"Quarters and Equipment. Quarters and equipment especially adapted to courses in library science shall be available. These should include sufficient office and class rooms; also a study hall equipped for individual study,

accessible at all times to library science students only."

Why should a requirement of that sort be put in? Why should one of these courses be put on a wholly different basis in such matters as that from other courses offered by the same institution? Is it really essential that the student in one of these summer courses shall have special desks, and so forth, such as are generally provided in the regular library school? I know that in conducting our first summer courses we got on very well with flat tables; the only thing that they had except the surface on which to write was a drawer for every two students. That is not essential, but we did succeed in getting through two or three summers on that basis, and I think not altogether with discredit.

These are particular points that I have marked on that page. Some of them are repeated further on under this other heading, Provisional Minimum Standards for Summer Courses, on page 4. The work is practically the same.

DR. ANDREWS: If I understood Mr. Leupp's suggestion that the provision for quarters and equipment be changed, I would like for him to make a definite motion. I would second a motion to strike out all after "Study Hall Equipment for individual study." I don't think the A. L. A. wants to put itself on record as recommending all night study. When it says "accessible at all times," it brings back very painful recollections in my own mind when I had to study.

Then again I cordially agree with Mr. Leupp that there can't be any real reason why a student in library science should be contaminated by the summer school student studying literature or French or German. That does not belong there at all, to my own knowledge of library schools. It might be very convenient to have one large study hall for all the people. I am rather inclined to think an individual desk might be more convenient for the library student, but I would like to second Mr. Leupp's motion to strike out all after "Individual study" and perhaps insert, "Adequately equipped for individual study." It would meet, I think, what the committee had in mind and not put us in an ambiguous position.

MISS HOWE: Might I say a word? The revised statement on page 3 I think reads the way Dr. Andrews wishes it to read.

May I just say a word from twenty years' experience in struggling in various places with summer session teaching? That last point is not meant to be all night study, but it is to get around this particular point. You may recall that the A. L. A. subheading list is rather large. The cataloging materials that they have to carry around at various times are rather large. I have visions of one place I taught where we didn't have access to a special place where the students could leave their materials, where they had to stand in line in the hall with all of their materials in their arms and wait until another class got out of the room, then dart in and

occupy it for a fifty minute period, gather up all they had and dart out and they had no place to go. There were some locations where they could park these things during the interim, but no place where they could do practical work. It is to meet an occasion of that sort that this little phrase is put in, particularly for the summer sessions that are held in the academic walls where there is no regular library school.

I think most library schools, including the one at the University of California, have very delightful study halls where their students are taken care of during the summer session, and I presume if their summer students wanted to use those, they would be available for that. So the problem does not come up so forcibly where there is a library school in operation, but it was the thought where there was no such place.

This does not mean extra equipment even in these institutions in the early days at the University of Iowa. We occupied one of the biological laboratories for the summer session, which was perfectly accessible to our students, given over to us without any question at all. Alternate summers when the department was not carrying on instruction, it served admirably. I think now at that institution they use their undergraduate study halls where they have individual desks and very delightful quarters, so if one thinks that they are still experimenting with these courses, they have some-

thing to learn. It is one of the practical difficulties.

We didn't put that particular statement in for the library schools because most of them have met their own problems in that regard.

In regard to Mr. Leupp's first objection, we said, in discussing this, that these first standards approximate those already adopted by the Council for the junior undergraduate library school.

On page 17 of the report of the Board of Education presented last spring, we find under administration, also the executive officer shall have sufficient authority, delegated from the governing body, to administer the school in accordance with the general policies of the institution. You have the same phraseology, simply changing it to meet this particular occasion.

Under qualifications for the instruction ~~at~~
~~steps~~ for the junior undergraduate library school, you will find we have used exactly the same phraseology which the Council has adopted for the junior undergraduate school, ~~if~~
 I understood Mr. Leupp's criticism of experience 3, under qualifications, all the teachers shall have practical knowledge of their subject and show evidence of efficiency in teaching.

Through all the years of most of our experience, it seems to me one of the greatest criticisms of instruction ~~is~~ in library schools there has been too much theoretical

knowledge and not enough practical experience, and it seems to me that is one of the finest things in this whole subject; it is very essential that we have that No. 3 under qualifications as it is given.

CHAIRMAN KOCH: Any other questions or comments?

DR. ANDREWS: I have in mind to speak on the other side of that very proposition. I quite agree that all the teachers should have practical knowledge of their subjects, but how can a lecturer have practical knowledge of his subject, and you want these lecturers provided for by inference in the paragraph above. I think there ought to be some indication that there will be in these schools definite courses; I notice the lecture courses can be limited in number. Why should those people have practical knowledge? How can they have practical knowledge of the kind of lectures which they give?

It does seem to me that the provision is too rigid.

MISS DONNELLY: What do we expect a lecturer to lecture from if he has no practical knowledge?

DR. ANDREWS: If it is interpreted that way; I always think "practical" is derived from the word which means to do and not to know.

MISS DONNELLY: You can't know English without doing it. I mean a lecture is merely one form of teaching.

CHAIRMAN KOCH: Are there any other questions?

MR. HIRSBERG: It seems to me, Mr. Chairman, that it is quite possible to (if I may use a rude word) quibble over words. What the Board of Education has endeavored to do is to bring together a compilation which is understandable to the greatest number.

I should say, in answer to Mr. Leupp's first criticism, which Miss Howe has answered in detail, that in any resume of current practice and of attainable practice that there must be some general statements which are perhaps entirely obvious to those who have carried on work in accordance with these standards as a regular thing, but that when we go outside of those who have carried out the work, the obvious is no longer obvious and, therefore, it is necessary, in any compilation of this kind, to include a considerable amount of what, to many of us, appears entirely obvious.

CHAIRMAN KOCH: Is there any further discussion?

MR. STONE: On page 5, the points for admission state high school graduation as the requirement, in the case where the courses are given in connection with an institution, teachers' college, normal school or university. Wouldn't that be better met by saying, "Leading to entrance requirements of the institution."? High school graduates vary indefinitely in connection with university colleges, and so forth. High school graduation does not always mean exactly the same thing.

MISS HOWE: That is very true. I think you will notice they are not allowed any academic credit. These

are simple courses given orally by commissions, and so forth, which may be housed in educational institutions. The ones for which the requirements make for credit are on page 3 -- "One year of work acceptable for admission to the sophomore class of an approved college or university, evidenced by a transcript of the college record.

MR. STONE: That is not exactly what I mean. Those two courses are not the same type of course, are they? It would be very possible that this type of course would want to be given in the institution. It states further up, given by the commission or the institution. That would facilitate getting students registered.

MR. HAMILTON: From the point of view of one who has had experience in conducting summer schools, I am sure most of us like the statement of high school graduation; that is definite enough, and we like that definiteness of statement in order to hold up the library boards out through our states, in small towns, where they are trying to ship on to the commission summer schools other persons than high school graduates.

MISS RATHBONE: I would like to have the sentence on instructional staff interpreted. "One full-time teacher to approximately twenty-five students in any course which requires instruction in technical methods." Does that mean a teacher is to teach only one such course, reference work

classification, and so forth, or a teacher may teach more than one subject?

MISS HOWE: On page 3, the catalog subheading, and so forth, is listed as a full course, thirty to forty hours, with three hours semester credit allowed for it. Then below there is a foot-note. "Each class hour is estimated here as a fifty-minute period. Two laboratory periods of the same length should accompany each class hour in Cataloging and Classification." That means three class periods, practically, for that teacher. She has three hours of teaching instruction during the day; that makes it fifteen or eighteen, according to whether you are running five days or six days a week.

Now the time beyond that goes into her preparation, her revision of the work, and so forth.

MISS RATHBONE: So that you would require probably six full-time teachers to a class of twenty-five.

MISS HOWE: But your classes are not limited to twenty-five; twenty-five for this particular course, but you may have 100 students enrolled in the whole session. This one particular course is limited to one person managing that many studies.

MR. WINDSOR: Mr. Chairman, may I ask a question covering the same point? I would like to have Miss Rathbone put her question to Professor Charters, whether twenty-three hours of teaching, plus six hours of supervision

or work in a laboratory is supposed to be an average load for a teacher.

CHAIRMAN KOCH: Does Professor Charters care to answer that question?

PROFESSOR CHARTERS: It is considered quite sufficient at the University of Chicago; if you teach more than eight hours a week you are prostrated. That means essentially that by the time you have had an opportunity to prepare your material and meet your class for eight hours or ten hours a week, you have done plenty, and it is the standard amount of work that is recognized here. If I should go to the University of Illinois to teach education, they would give me two lecture courses ten hours a week and that would be considered plenty; that is the regular load. I should think that if the cataloger had more leisure, she would be able to put more time on preparation.

MISS HOWE: It was not six hours during the week; it is fifteen hours, one hour of class each day of the five, plus two hours of laboratory work, which is fifteen.

PROFESSOR CHARTERS: That was my understanding, fifteen hours would be a large amount. There are two hours of laboratory, which is usually considered equivalent to one hour of lecture.

MR. VAN HOESEN: I notice on page 3, something is said about (4), a schedule should not exceed thirty hours a week. If I remember correctly, that is fifteen hours in the

preliminary report and I suggested that thirty hours a week might be a rather heavy schedule for an honest-to-goodness instructor. I am not quite clear. We are talking of fifteen hours again. I am not responsible for the change from fifteen hours to thirty hours.

MISS HOWE: May I read the note to those who have not the copies before them? "A schedule for a full-time teacher shall not exceed thirty hours per week, this total to cover all class room instruction, laboratory or other supervised study, conference hours and all other work connected with teaching, including preparation." That is not thirty hours devoted to teaching, but thirty hours devoted to the teaching process, fifteen class hours.

MR. VAN HOESEN: We are speaking of six or eight hours and ten laboratory hours, which Professor Charters says count about half the number. That would make the fifteen hours. Where do the other fifteen hours come in?

MISS HOWE: Preparation, conferences, revising work, and the final revision of the work, grading of the work, and so forth.

MR. VAN HOESEN: That is a new idea to me, that the instructor should be limited in the amount of time he puts on his preparation.

MR. HAMILTON: There seems to be a danger there. Miss Howe speaks of the additional fifteen hours going into

preparation. I am speaking again for the commission teacher, the teacher in a commission summer school. In almost all cases the preparation for the courses is made long in advance of the courses and the teacher on that course has to put in more than fifteen hours while the course is on. The preparation has to be done before. It can't be done in the case of the six weeks' course.

MISS HOWE: It depends on what you mean by preparation; sometimes the preparation is done previous to the class room. I don't see how your teacher in cataloging can, months or weeks ahead, get out books and prepare the actual lessons that have to be gotten ready for the class room. I don't see exactly how she can do beforehand all of the handling of the cards which come in in swarms even from twenty-five students, and that is more or less the preparation for the next day's discussion; unless she knows what the students have done and accomplished she can't carry on.

MR. HAMILTON: You refer to the revision of cards and going over the cards with the students.

MISS HOWE: There would probably be some one who did the initial revision. I think most of the teachers like to go over the cards before they are handed back to see if things are according to their own wishes, to get the point of view of the student, to do the final looking over and actually record the grades of the student. I am not sure whether

Miss Ahern would agree with me on that from the cataloging standpoint.

MISS AHERN: Yes.

MR. LEUPP: On page 3, requirements for admission: "One year of work acceptable for admission to the sophomore class of an approved college or university, evidenced by a transcript of the college record." Mr. Mitchell and I both feel that the place where the line is drawn is a long ways, that it should either be drawn at the close of high school or between the sophomore and junior years, which is the place where the break occurs in the undergraduate course, in the sophomore and the junior years.

If a motion is now in order, I am going to move that that be amended so that it shall read to the effect that the line shall be drawn between sophomore and junior year rather than between the freshman and sophomore year.

... The motion was seconded by Mr. Ferguson ...

CHAIRMAN KOCH: It is moved and seconded that the section be changed to read, "One year of work acceptable for admission to the junior class of an approved college or university, evidenced by a transcript of the college record."

MISS DONNELLY: I would like to have the wording changed to, "The requirements for admission shall be those of the institution for credit in library science, providing it be not less than admission to the junior class."

For instance, at Simmons you might tell us all you wanted to give credit for work of this kind and we couldn't do it, because we can't give credit for work that is not preceded by three years of academic credit.

MR. HIRSHBERG: I agree with Miss Donnelly as far as students who expect to continue a full course in library science. I would like to call Miss Donnelly's attention to the fact that in No. 3 type includes also academic students who may be taking library science courses in connection with other work, and whether this should be applicable to them or not, I don't know. Where would that make any difference?

MISS DONNELLY: If you said, "Provided it be not less than that," would that make any difference? We couldn't give credit in the sophomore year, and if you said to a person that if she come to an institution which was supposed to give academic credit she could get credit in any of these institutions for sophomore work, she would be misled.

MR. HIRSHBERG: Could you give credit in library work to a student in another course?

MISS DONNELLY: Not below her senior year, but I wouldn't want to make that fit us only, but if you said not less than a sophomore.

MR. HIRSHBERG: In my opinion, that amendment is entirely acceptable and I think it also meets Mr. Leupp's suggestion. Do you hear, Mr. Leupp?

MR. LEUPP: Perhaps it does, if I can hear what it was.

MR. LESTER: May I ask a question in connection with that? Is there any significance in regard to this particular point in the fact that these are minimum standards and that the Board itself would have the leeway of authority in recognition in connection with those institutions which may be requiring standards somewhat higher than these which are expressed as minimum? Is there a necessity, in other words, of change for the type suggested by the last two speakers?

MISS HOWE: I think that Mr. Lester has put his finger on something. These are just minimum standards, and any institution that wishes to increase the amount of work required, as institutions which are already in operation, would certainly not be limited by this report. These are simply the minimums which the Board believe should be adopted.

In regard to Miss Donnelly's question, I can't quite get whether it applies in connection with Simmons or not, because these are not supposed to be courses to be given credit towards library school credits, but for academic credit where there is no library school; the ones for library school credit are covered by page 1, where the requirements for the library school itself would have to be met. On page 1 it says, "Summer courses in library science offered by library schools for credit toward a degree or other library school

credential shall be governed by the Minimum Standards for Library Schools adopted by the Council of the American Library Association, July, 1925."

If these are being given for credit in the library school at Simmons, of course you would want them to meet the standards which the school itself upholds. These are to cover the summer courses which are given so generally throughout the country for academic credit toward an A. B. degree and are simply electives which a student may choose.

MISS WOOD: It seems to me that a great deal of confusion will arise over this statement, because the people who are looking toward librarianship as a profession are only able to go to the summer schools, or at least many of them are in that position, and it seems that we should be very clear whether they can secure credit in the library schools later, turn the credentials toward their degrees, their academic degrees in the library school credentials. In other words, there is a school in Wisconsin, our neighboring state, that offers a library course as the fourth year of an academic course, and many of our people may want to go into that state so long as we have no library school and would like to make their credits count. In other words, we must arrange it so that people will understand clearly, and there should be in the opinion of any one who has attempted to do school library work full academic training with at least three years, and so

that the two years are absolutely necessary as it is the requirement for all entrance into vocational work in universities.

MISS AHERN: Mr. Chairman, I agree with Mr. Hirschberg who has said it is difficult for people to counsel together who can't hear what the other is saying. I am sure there are some very good things said. Now if I must do something, I want to know what it is I must do. Would it be out of order to ask the speakers who are really interested in the discussion to kindly face the audience? I am sure the Chairman will excuse the seeming discourtesy of their turning their backs on him, but we are counselling together and we should hear what is being said.

MR. RANCK: I think there is a motion before the house that has not been disposed of.

MR. WINDSOR: I sympathize very much with Mr. Leupp's motion, but not being a member, I will not vote, of course. I think the point which he makes is one which will affect these courses in any college or institution that maintains it or professional standards; it involves so many questions that we can't discuss here, but they are discussed in a good many educational circles.

I can only say that I believe two years of college work should be required generally for admission to professional studies, such as I take these courses to be.

These courses are intended for credit towards academic degrees, but if I understand the purpose of the Board aright, they are, nevertheless, to prepare for practice in this profession.

The point raised by Miss Wood is also good, namely, that if these professional courses are taken during the sophomore year of the course, I doubt very much whether credit will be given to any student who takes these courses, if he should later apply for admission to any library school that requires college graduation for admission. There is too big a gap between entrance requirements there.

I know that in the case of Illinois requiring a degree for admission, we could not give any student credit for courses of this sort, simply because of the low entrance requirement. That is neither here nor there in the matter of general policy, but Miss Wood's point that these students who take these courses have a right to expect them to be correlated with the rest of the professional educational scheme may have some force. I think it does, but my chief argument in favor of Mr. Laupp's motion would be the general principle that two years of college work is a more respectable entrance requirement for admission to any professional course of study, such as we claim our own to be.

Now if that general educational principle is at fault, I know a good many people don't agree with it. Here, again, I would like to call on Professor Charters to set us

right on that general question of general professional educational policy.

MR. HIRSHBERG: Mr. Chairman, I merely want to call the attention of the council again to my preliminary remarks, indicating Type 3 was the one on which this discussion has been based. It is the type of general library course for general academic credit, heading perhaps toward later admission to an undergraduate library school.

Now, these requirements, as I understand it, are based upon the same requirements as those for admission to a junior undergraduate library school. Mr. Windsor, I am afraid, has confused the issue in that he has taken as standards the senior undergraduate library school or graduate library school. You are accepting merely a requirement for admission indirectly to a junior undergraduate library school, which is a particular type of library school, defined by standards previously adopted by the council.

Now, have I made myself absolutely clear? I am afraid, as I said in the beginning, when a report of this kind is presented for detailed discussion it is not possible, and it is quite naturally so, for the individual members of the council to grasp the entire details in relation to the whole, and the discussion is apt to go off on tangents, because the particular point is not seen in its entire relationship. I shall be glad to clarify further, if it

seems necessary.

MR. HAMILTON: For the benefit of those who are very good forgetters and have elected to make the standards before, may we ask what the standards of admission for these junior library schools were?

MISS HOWE: Requirement for admission to the junior undergraduate library school.

... Miss Howe read the statement pertaining to the junior undergraduate school ...

MISS HOWE: The other statement is made of at least two months of satisfactory general experience in an approved library or its equivalent. But the council changed the footnote and made it read, "The school shall reserve the right to refuse to admit the applicant who meets the first two requirements and fails in the third," and so forth.

MISS DONNELLY: May I ask Dean Charters one question? We are all interested in this, I take it from the academic standpoint. I would like Dean Charters to include in his statement whether it is the practice of the modern day college and university to base the class in which a student may have a subject as to a fixed place in the curriculum, the fixed class, or whether it would be based on the capacity of the student to acquire the subject.

DEAN CHARTERS: I am not quite sure about what I have to answer in regard to the last point. There are in universities certain rules; for instance, that a senior shall not take a freshman course for full credit. That is found in many cases. In other words, the place does in some institutions affect the amount of credit rather than the proficiency of the student who carries it. The purpose is perfectly clear. It would be possible for a senior who had some desire to, because of local attractions, carry largely freshman and sophomore courses and to not get the kind of intensive advanced training that he ought to have. But I should say that it is difficult to answer it generally. Perhaps, in general, the four years spent between freshman and senior years in college is considered as a unit. In some cases, here and there, where the freshman work is taken by a senior, with decreased credit or requiring extra work there is an exception.

MR. HAMILTON: Before that motion is put, may I say a word or two in opposition to Mr. Leupp's suggestion? It seems to me that if these courses which are to be given for credit are to be treated as introductions to a junior course of library training which requires only one year of college work it would be out of the way for us to suggest for the summer courses that we should have at least two years' credit. We are, it seems to me, requiring more

in the summer courses than in the regular course and refusing people who have had one year of college work any other summer source of training than the lower standard commission schools.

CHAIRMAN KOCH: Does Mr. Leupp care to answer that?

MR. LEUPP: I should say if your student has to get through his work in six weeks or eight weeks you should have to require men to start in in advance of the man who is going to spread his work over four years.

MR. HAMILTON: May I speak just once more? The summer course, as I understand it, is not to give the student the same material that he will get out of a junior library training course, but merely in preparation for that.

MISS HOWE: May I speak on that point just a moment. If you notice the suggested courses on page 3 and compare them with the curriculum which is suggested in the report for the junior undergraduate library school, you will see they have been made as nearly as possible similar, feeling in six weeks' work a student might eventually get a considerable portion of the work which was offered in the junior undergraduate library school. The standards have been planned the same. The instructors are supposed to be the same. The equipment is presumably to be the same, and we hope in that way to open up to more people a

real preparation for library school work.

Now it is at present practiced in some cases that the people who have carried the summer courses under the university administration shall be allowed advanced credit in going to a regular library school. I hope I will be corrected if I am not saying this just as it is. I believe that one who has carried the thirty hours of bibliography or reference at the Columbia summer session, has been allowed appropriate advanced standing, and that is all the board is suggesting at the New York Public Library School. He was not given credit for that work in so many credit hours or anything of that kind, but he didn't have to repeat all the work which he carried, thirty hours of reference under an instructor properly prepared for the work. That certainly should amount to something to a student and in the report which Mr. Hirschberg presented there is the statement, "The board believes that any student presenting evidence of the successful completion of courses accredited under the proposed standards should receive appropriate advanced standing on admission to a junior undergraduate library school."

I think I am right in saying that sort of thing is possible throughout the educational work, and it seems that we might extend it a little further in the library school domain.

?

MR. MARX: I believe that the board of education for librarianship has very thoughtfully considered this, and it seems to me we simply come back to the point where we have started, that the majority have agreed that they have studied this point from every conceivable standpoint, and when they have explained it to us those who have at first objected have found that they were all wrong and have not fully understood what they really meant.

Now, coming from Pennsylvania, I inquired of the state library commission what was their opinion in regard to this report. That is in regard to the summer school for the small-sized libraries, and not for academic credit. They told me I could safely state to the council that they were thoroughly pleased with the report, as laid down, and that they would cheerfully follow all the recommendations of the council in regard to the summer school, which does not give academic credit. They thought, after studying it in detail, they would not change a single thing in it.

MISS DONNELLY: I have had this before me, and I am sorry I overlooked a very fundamental point which I am just getting since Miss Howe's and Mr. Hirshberg's information was received. I think there is a fundamental error in that classification. These two things are headed summer courses in library science for which credit is given toward library school credentials. That is one

division. The next division is summer courses in library science for which academic credit is given. I don't think the difference there is what the board has just indicated. Library school credentials, in that sense, could mean only the credentials of Illinois and Albany. We are not talking about non-degree granting schools. If I am not mistaken, in Pittsburgh, in Western Reserve, in California and in Simmons we have no library school credentials which are given degrees. All our courses in library science are for academic credit. Our degree is B. A. or B. S., and I have been considering this in that light. If these are meant for general ¹⁹cultural credit course for anybody who wants to be a librarian or does not want to be a librarian, I should have to consider them on an absolutely different plane. I should like to ask in connection with the University of California if it is not true that all their library science work is given academic credit.

MR. LEUPP: To answer Miss Donnelly's question, that is the case.

MISS DONNELLY: You will have to start a new division.

MISS HOWE: May I ask Miss Donnelly if the degree from Simmons is just S. B. or S. B. ⁱⁿ and library science.

MISS DONNELLY: There is in the college a school of library science, not a library school in the sense

it is a library school in entity. We might call it one of the departments, as I believe they do in California. So if you are making a distinction between library school credentials and courses in which academic credit is given you will have to recast this whole thing.

MISS HOWE: The term "academic credit" was used, I believe, in contradistinction to the academic and credit courses, in which distinction, I think most of the institutions partake.

MISS DONNELLY: But if you say "academic credit," I believe I am correct in saying those are courses given and credited toward an A. B., a B. S., or whatever the degree may be, you may have scientific courses, you may have specialties given, if they are granted credit toward your undergraduate degree, they would be of that type.

CHAIRMAN KOCH: Mr. Leupp's motion to amend has not been disposed of as yet. It is before the house. I will now put the question, reminding the librarians present that only members of the council can vote. Will you please indicate your vote by rising. All those in favor, please rise. The motion was to change the wording on page 3, line 9, to read, "Work acceptable for admission to junior classes of an approved college or university," and so forth.

... The motion to amend was lost ...

MR. LESTER: At the time Mr. Leupp's motion

was offered, I was also on my feet asking for recognition, and I would have begged him to withhold it for a moment if I realized he was going to proceed to another subject. May I ask your final indulgence to just get back for a moment to the subject then under discussion for the purpose of at least getting a statement in the records as coming from the administrative officer of the University of Wisconsin? The statement refers, may I remind you, to the schedule for a full-time teacher. Getting back to that previous discussion, you will remember that what was said from the floor by several speakers made clear an evident complexity or lack of certainty, particularly the phrase including preparation.

I wish to report that both the dean of the summer school, the summer session, and the dean of the college of letters and science at the University of Wisconsin object rather strenuously to the inclusion of those two words in this particular expression. I wish that Mr. Windsor, whom I think, again, took up the discussion on this subject, out of his experience, might have offered a motion in connection with the possible change. As I understand it, there was no motion before the council at that time, and I am certainly not prepared to offer one.

CHAIRMAN KOCH: We will now refer to Mr. Hirshberg's motion, which was dully seconded, to adopt the report as a whole.

MR. ANDREWS: I think there was a proposition which I understood to be in the form of a motion, although it is a quibble on words. I don't like to see the council use words with a meaning different from what they actually say. I, therefore, move that on both pages three and five we strike out all after "study" in relation to "quarters and equipment" and insert the word "uninterrupted." It would then read "Equipped for uninterrupted study." We should not have the impression that it would be kept open all night.

MR. HIRSHBERG: That phraseology is entirely acceptable.

... The motion was seconded ...

CHAIRMAN KOCH: It is moved and seconded that the first paragraph on page three be changed to read "A study hall equipped for uninterrupted individual study." That would also be true of page five.

MR. MARK: That the library shall be equipped for uninterrupted individual study. Is that what I heard you say.

MR. ANDREWS: I think there might be some better wording if anybody else can suggest a more clear phraseology. I have been an instructor in the summer school myself. I think "exclusive individual study" might be better. What they want is a place where the students can keep their equipment and get them at all reasonable

hours without interruption of some kind. I move that this be referred back to the board for the real wording.

MISS DONNELLY: I am sorry to be a bore, but I want to commend the word "only" in this particular. I want it to stand as the board has it. Perhaps "Accessible at all reasonable times" would be all right, but the word "only" has a real meaning. This study hall for library students is the one place where they do their laboratory work. It is supervised study. There is an instructor there, and if at any time she wants to make a general statement she would like to do so without disturbing the people studying English.

MR. ANDREWS: Wouldn't that be a work room, not a study room, a work room would be all right, if that is what you want.

MISS DONNELLY: Am I wrong in thinking that is what the board had in mind.

MR. RICHARDSON: I suggest that inasmuch as this has been accepted in principle we proceed upon the acceptance of the report as a whole and leave it to the discretion of the committee in regard to the rephrasing of this particular point. It is accepted in principle and they can revise it.

MISS DONNELLY: Under instructional staff on page 2, under "Humber" one full-time teacher is recommended

for approximately eight students. I would like to ask Mr. Charters whether in the university and college practice the number of students in a class room, in regard to the hiring of an instructor would be limited.

PROFESSOR CHARTERS: In the North Central Association, it is my impression (some one else may know better than I know) that the general rule laid down is similar to the rule here: twenty-five members in a class with the understanding that that is modified from time to time. There is a good deal of debate on at the present time as to what the proper number should be. There is some feeling that it should be sixty for the lecture work. You might as well have 100 as sixty.

CHAIRMAN KOCH: The adoption of the report as a whole is now before the members of the council. It is carried twenty-six to one.

We will now hear from Professor Charters of the University of Chicago.

PROFESSOR CHARTERS: I recall a little discussion I had with the Chairman at five minutes to ten. He said, "I wonder if we are going to have enough to fill out this morning's session. I was reminded also, as I heard the calls for "Louder" of a story told to me a few months ago. It has absolutely no connection with this body except I happened to think of it when I heard the words "Louder, louder."

It appears that a gentleman who had a reputation, according to his press agents, for wit, had been called to a small town to fill an evening engagement in the opera house. The billing had been done quite efficiently and the local things that were done to work up enthusiasm were done very well, so that when he came to speak to his audience in the village he found the hall quite packed. But for one of those psychological reasons, which are unexplainable, he didn't get started off very well. His stories didn't exactly get over. Because of that, he became nervous. He was really having quite an unhappy time, and while he was talking along some one from the back of the audience called out, "Louder." An old gentleman, sitting up in front, who had paid his perfectly good money for this entertainment said, "And funnier."

I reiterate my statement, that the story has no reference to this particular body.

I think I can describe to you the general outline of what we are trying to undertake in our study in twenty minutes. I will keep to that, so you will have plenty of time to get away before one o'clock, at any rate.

This curriculum study which we are undertaking is not in any sense a formula which can be hypodermically injected into the library schools, at once developing an output and product which would be entirely satisfactory. And

I think the best way to give you an idea of just what we are trying to do is to tell the story of what has happened up to date. Certain sums of money, of course, are set aside for the beginning of this study. The first thing that I insisted upon, from my experience in studies of this sort with pharmacy and other subjects, was that I should have a very good advisory committee, which would consist of a large representation of faculty members of library schools, and, in addition, should represent the other interests, if I use that term in quite an unobjectionable manner.

The other interests that are represented in the training of librarians is what I mean. I asked the board of education to appoint such a committee and they have done so.

I find it is absolutely essential to have a group of men and women to advise with in connection with the lines that the study is to take, to make decisions about how far it is practical to carry the study and, later, to give to the profession as a whole the impression, after they have O. K.'d what has been done, so that as far as they are concerned they believe it is practical.

I come to this study only with a technique. Everything that comes into the study comes in from the librarians. It is in one sense your organization. Our organization is simply a clearing house for the preparation of textbooks. Individuals might be presented with the

commission of preparation of a book, or it might be possible to have all the material gathered together, all the technicians work together in one place, so that the individual might have that help in preparing the book. So I suppose, in a word, this is a cooperative enterprise of a very definite sort. As I look back upon my pharmacy study, I am surprised at the amount of cooperation that was gotten from individuals. The busiest men in the college of pharmacy have given large amounts of their time to get the material right in their particular lines, without compensation, frequently at loss of vacations, and so forth.

Some fifty people in the pharmacy study thus completed made what might be called major contributions. All that the organization did was to plan this, lay it out, get the contributions at the particular place, have them subject for revision by the advisory committee and by other groups.

Now, while the advisory committee was being appointed, a staff was selected of a young man and a young woman, Mr. Brigham and Miss Hostetter. Stenographers were obtained, and a selection was made, after careful consideration, by all people concerned of the topics which were to be studied this year. They were selected partly on the basis of timeliness, but more particularly on the basis of compactness and definiteness. In the end, for various reasons which I don't need to outline, we decided to

attack cataloging and circulation work.

Now, at this point, what is called job analysis came in, and I want to explain to you very simply that job analysis is not anything new. It is an old thing done with greater care. In other words, the first thing that we are doing with regard to the cataloging is to make a very careful study of the cataloging to see what the catalogers do. That is job analysis.

We can not find from any one person what the duties of the catalogers are, because they vary in different institutions, so we have worked, through interviews and endeavor, to find out all of the duties that catalogers perform, all the duties involved with cataloging, and the same in connection with circulation. What we have done there is simply to take the duties that any one person would know, a complete list of the duties. That complete list of the duties then would become a basis for a check of any particular library. The administrator could say, "Catalogers do so and so, but don't do so and so." We should be able to get the most frequent duties performed by the catalogers, those less frequent, and so forth. There should be a careful study to see what they do.

When that is gotten, the next question that arises is: what are the best methods of performing those duties, and what does a person need to do in order to perform

them? We might go to a person and say, "What is the best method of performing each of these eighty-one duties in cataloging?" He would give his experience of what he thought was best, but this plan we have in operation makes it possible to go beyond that and get not simply the experience of one man who is an expert, but to pool the experience of many people as to what are the best methods of performing this duty.

Then, when those are brought together from the method point of view, we have the raw material that would go into the routine part of a textbook in the cataloging.

Now, at the same time that we are finding out the methods we have to inquire, "What does a person need to know beyond the routine in order to perform this and that particular method?" There, again, that lends itself to scientific examination. The advisory committee will be called to tell us how deeply we should go into the subject from the practical purpose of the organization. And from those two or three sources of information concerning methods and sources of information concerning information necessary to perform the method we have our raw material.

When that has been done, it becomes necessary to take into it expert textbook makers, and that doesn't mean one person, but means a number of persons. For instance, it is quite possible that the best way of handling cataloging would

be to take the duties and divide them into two groups, those that are strictly relatively routine duties, such as writing with a pen, on the typewriter, and those that involve a greater amount of intelligence; in other words, routine duties and thinking duties.

Now, obviously, if we brought routine duties together, it may be possible, and I am talking merely from the experimental, the scientific point of view, because I have no propagandist concerning this thing, it may be possible to take these routine duties and have the very best methods of quickly and efficiently learning these things, utilizing them in textbook form, in specification sheets, and so forth. So that the student can learn them with great rapidity, and get them out of the way, allowing the rest of his time and the major portion of his time for consideration of those duties which involve a background of knowledge and a deeper amount of intelligence.

You would have one kind of person to prepare this one kind of material, another kind of person to prepare this other kind of material. Now, when these people have been brought together, the best that the advisory committee can do and the staff can do is to give their best cooperation. A textbook will be written that has been prepared with very great care. It will then be mimeographed or printed. It is reasonable that the student should try it out after it

is printed. Next year we hope we will be able to have this tentative book tried out in any number of different schools of different levels for revision purposes and when the criticism comes back it can then be put into shape so that we can release it for national use for those schools that want to use it.

Then the job in cataloging and circulation will be done so far as this particular study is concerned.

Now when the work of cataloging and circulation is done, there is the relatively easier work. We come to reference books, books selection, and administration which is the most complex of them all. It becomes a matter of time of moving on from one to the other, always picking out carefully the people who can do it best.

There is no short cut, as I see it. Job analysis is not a shibboleth or a hypodermic syringe. It is in an indication of one fact, that in the preparation of the curriculum one very carefully studies the duties the person has to perform and very carefully determines what he has to know in order to perform these duties. That, with the aid of many people in the A. L. A., is what we are trying to do. Our organization is just a clearing house for that sort of work.

One other thing we are laying stress upon in connection with this study. That should have been

mentioned before, if it might have not been confusing.

In addition to the study of what the person does and, therefore, needs to know, we are making an equally careful study of what a persons needs to be in order to perform his duty; in other words, we discover, we know, all of us know, that librarians frequently fail, not because of lack of information, but because of lack of dependability or accuracy or speed or usefulness, or what not.

We are convinced (I use we, speaking of this audience and myself) that in any curriculum which is to completely train students to become librarians, attention must be paid to those traits of personality which are inherent in the successful performance of the different jobs in the library. While we are getting the lists of duties, we are at the same time getting the traits. We know, for instance, in interviews what traits are considered to be most necessary for catalogers, and you don't need to interview a thousand people to find that, because we have discovered that if you interview thirty people in any community, anywhere, by that I mean in what is known as trained librarians, after the first thirty there are no new traits appearing. In fact, they seldom appear after the fifteenth interview.

We shall, therefore, have these traits and

the traits will be of use in several ways. May I indicate three?

First, when a student is being admitted to some of the courses that we are talking about this morning, if the list of traits are clearly in the minds of the admission officer and if the admission officer is committed to elimination he can decide in terms of whether this person will make a circulation librarian, because of the absence of some of these important traits. It can be used, therefore, for selection. In addition to that and more important, it can be used for individual development.

You have a young girl who is to become a cataloger and you find that she lacks certain traits, one, two, and three, but is very good in others. All conscientious teachers have been in the habit of taking such people and developing the traits in which they are weak. For instance, you take the girl who is somewhat lacking in self confidence and try to make her have confidence, because it is necessary in order that she may later hold the position that she may finally obtain.

What we are doing there is to correct these traits as the best judgment of the people who are interviewed in connection with our work dictates.

In the third place, it can be used in connection with each of the subjects that are being taught, in

accuracy, dependability, self confidence, which are qualities which the cataloger needs.

Then in the performance of each duty, each of these eighty duties, if one has those qualities in mind he can see that accuracy is gotten in each duty that demands accuracy and that self confidence is gotten in each duty that demands self confidence and this process of development of personality can be carried out duty by duty.

With our duties on the one hand and our traits on the other hand, backed up by this great group of unselfish and public spirited librarians, contained in our own constituency, I see no reason at all why we should not be able to develop something that is worth while, and I feel that all the more strongly and have no hesitancy in saying that, because 99.55% of all the work that is done by crafts, and I provide the other 5% in the technique.

CHAIRMAN KOCH: I am sure you have some questions you would like to ask Professor Charters in regard to this very interesting work.

DR. VAN HOESEN: There is just one point I want to make. I wish Dr. Charters to know we librarians don't feel we don't lack information.

PROFESSOR CHARTERS: I wanted to be polite.

... Secretary Milan made some general announcements ...

... The meeting adjourned at twelve-forty-five o'clock p. m. ...

ADJOURNMENT