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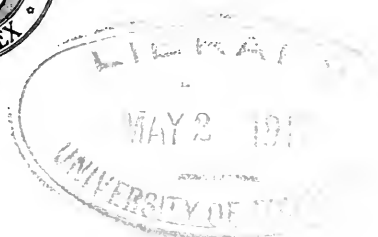
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THE UNIVERSITY OF NORTH DAKOTA  
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UNIVERSITY LIBRARY
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TEACHER-LIBRARIAN



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# The University OF NORTH DAKOTA

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FRANK L. McVEY, Ph. D., LL. D., President

Grand Forks University	Bismarck Devils Lake	Hebron Minot
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2. **The School of Education** prepares for the profession of teaching in secondary and higher schools. Its graduates receive the degree of Bachelor of Arts and the Bachelor's Diploma in Teaching. The Model High School is maintained by the School of Education as a place of observation and practice.
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## UNIVERSITY OF NORTH DAKOTA DEPARTMENTAL BULLETINS

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Library

February, 1917

No. 1

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### STATE-WIDE USE OF THE UNIVERSITY LIBRARY

BY

CLARENCE WESLEY SUMNER, B.A.,

*Librarian, University of North Dakota*

The spirit of modern library development becomes more and more truly a spirit of large and far-reaching service; a spirit of sincerity in attempting to meet some of the real needs of men and women and to instill into the hearts of boys and girls such a love for books that they may be led into the habit of good reading. We believe that every community owes it to itself not only to have a library but to have a library that is in truth a living, vital force in the community. Much has been said concerning the library of yesterday, the librarian of which was seemingly content with collecting and preserving books. Librarians of today still believe it to be their duty and privilege to be constantly gathering into libraries good books and many valuable sources of information, but not that they may be locked up in cases and carefully guarded; not even that they may be ready for service and usefulness in time of need, but that they may be, in so far as possible and practicable, sent into the homes and put into service.

Librarians are coming to see more clearly the possibilities of their profession and to look upon their work as something more than routine, essential as routine is in every library. They are coming to realize that there is truth in the statement that the real test of the value of the library is in its use, that the truly useful library is far more than a building furnished with book-shelves and stocked with row after row of books, that it is in deed and in truth, as some one has said, "an active, potential force in the community, which reaches out and touches and quickens the lives of individuals in the community, developing and enriching those lives in every possible way."

Such is the spirit of present-day library development. No one can deny, however, if we are to judge from work accomplished and lines of service extended, that the spirit of modern library development would seem to pertain more to the public library than to that of the college and university. The development of the latter, all librarians know, has not kept pace with that of the former. It has been too much the tendency of such libraries to serve only their own immediate communities—the student bodies and the faculties. This is due, no doubt in a large measure, to the entirely inadequate support that it receives. It would seem that university authorities have sometimes failed to recognize the real function of the university library, the larger scope and function of its activities, the multiplicity of detail connected with its administration. They have failed to see that the library is really an institution in itself, with great possibilities for state-wide service and that, as such, it should receive liberal financial support; and we have the conviction that the fault lies partly with the librarians in not making the influence of their libraries felt more in the state at large—in not putting them upon a plane which will command the respect which justly belongs to them.

Granting that the first function of a university library is to meet the demands made upon it by its students and faculty, is there not another important field of service, lying at its very door, which could be developed if sufficient support were given to it? We refer to a state-wide service in the matter of providing a source of general information and dissemination of knowledge that would benefit the en-

tire citizenship of the state. Why should not the state university library extend its lines of service beyond the campus? Could it not become an institution of much greater usefulness to the state if it were to act as a bureau of general information, a clearing house, as it were, on matters pertaining to education and city government, public health, civic improvement, and many other subjects of distinctly practical and cultural nature which are of public interest? Again, does not the state university library, co-operating with the extension division of the university, have a unique opportunity for greatly enlarged service, extending far beyond the campus, to every corner of the state, in that it is surrounded by a body of men, highly trained in their professions, and experts in their respective lines of work, whose knowledge, counsel and advice could be made use of in helping to meet specific and real needs of the people of the state? Such highly trained and expert service cannot be supplied even by the large public library. Nor can the Public Library Commission, important and far reaching as its work is, meet the situation. It remains for the university library, it would seem, co-operating closely with the extension division, fully to cover this important field of service. The university is a great reservoir of knowledge which the people should be able to tap as occasion demands. An intelligent co-operation between the university and the people outside of it results in making a broader and more efficient citizenship, and such work is the proper function of a state university in a democratic commonwealth.

We would not overestimate the place the university library has in university extension work. Extension work in its various phases is rapidly becoming one of the most important factors in the educational policies of our universities. The extension idea has grown rapidly within a decade, until today practically all of our principal state universities are carrying on extension work of some kind. In some the work is done thru lecture courses without the support of an organized extension department. Others have thoroly organized extension departments and employ correspondence study courses in the extension teaching, under the direction of the faculty. Extension departments are collecting material along many lines of public interest and

are themselves supplying this material and information whenever possible. This is without question one of their legitimate functions as it is also the function of the state library commission. It is rather our purpose to try to show how important it is that the university library, with its unique opportunity for library extension service, as we believe we have pointed out above, take some initiative in the matter of library extension—that it identify itself with this work more fully and more definitely than it has in the past—to such extent that it will become recognized as a very definite and important part of the state's agencies for library extension.

The University of North Dakota library is doing much along this line. It is gratifying to know that, in a state like North Dakota, where library facilities are limited and the need for such work is thus the greater, the university library is not only meeting the regular demands made upon it by the university community but is daily meeting specific and real needs of the people out in the state. That this is true can be seen from the following figures: From September, 1911, to September, 1912, 232 requests for material were received by the library from 87 towns over the state. Two hundred and twelve books, 89 periodicals, and 280 pamphlets were loaned out in the state during this period; besides, many letters were written from the library giving information of one kind or another. Thirty-four bibliographies were compiled for people in the state. Statistics covering the two-year period from September, 1911, to September, 1913, show that a total of 471 requests were received from 126 towns in the state. Further data obtained from the correspondence on file indicates that during this period 31 bankers, 34 business men, 14 editors, 23 lawyers, 27 librarians, 8 ministers, 119 school superintendents, 36 school principals, 105 teachers, 28 high school students, and 46 unclassified individuals made use of this service. In response to these requests the university library sent out 612 books, 268 periodicals, 547 pamphlets, and compiled 45 bibliographies.

During the year, 1914-1915, the library served directly 147 towns in the state; 312 requests were received, in response to which 987 publications in the form of books,

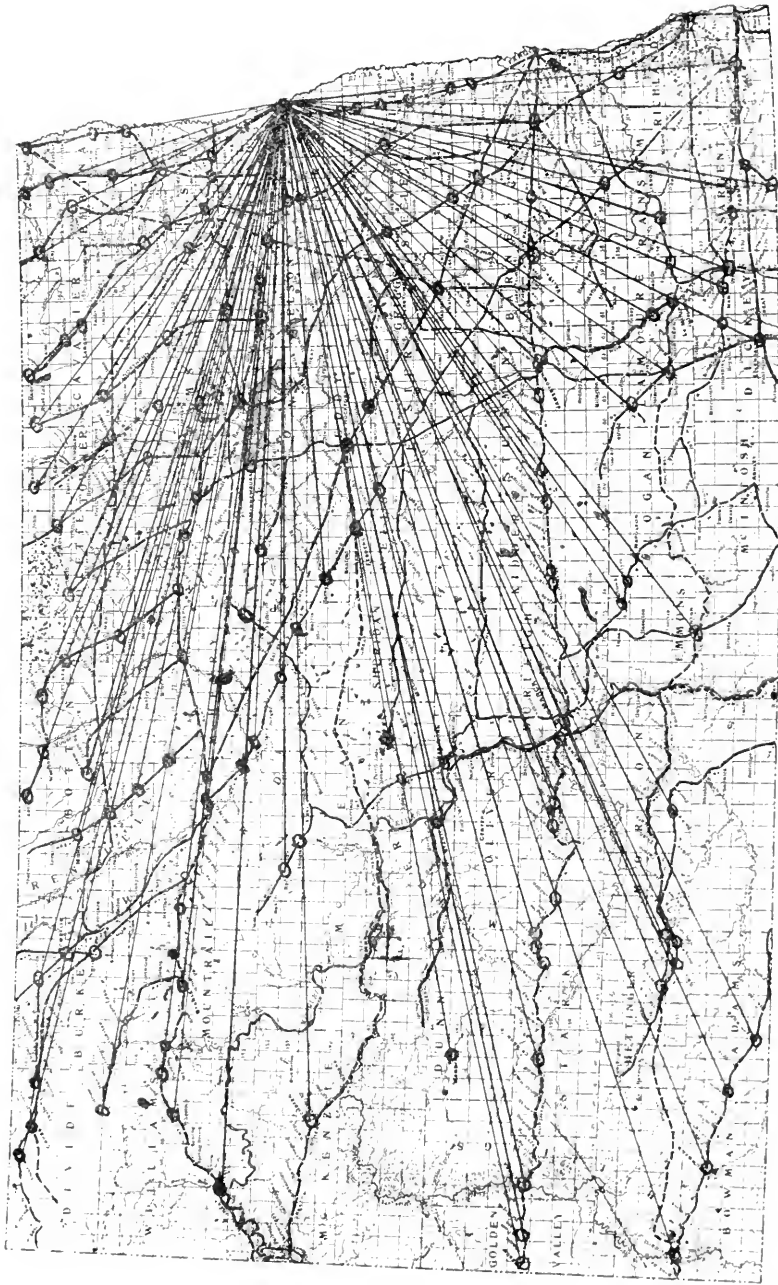


periodicals, and pamphlets, in addition to many bibliographies and letters were sent out by the library. It will readily be seen that during the year, 1914-1915, this extension work was almost as heavy as it was during the two year period from September, 1911 to September, 1913. The results of the work for the past year, from September, 1915 to September, 1916, show a steady increase and indicate that this service reached all parts of the state and that all classes of the population availed themselves of it. As a result of wider publicity the work has been extended and new towns have been added to the list. It is becoming generally known over the state that as a source of material for special reference work the University Library has much to offer that cannot be obtained elsewhere in the state.

To carry on this work properly requires a large part of the time of one member of the library staff, and the work, as we believe, is only in its beginning. Provision must be made at the earliest possible date for the appointment of an additional member of the library staff, whose duty it will be to care for the extension work. It will also be necessary to make provision for the duplication of books and other literature for which there is frequent demand both at the University and out in the state.

In North Dakota we thus believe that it is the legitimate function of the state university library to serve not only the university community, but, in so far as is possible, according to its means and equipment, the people away from the university as well. The library is officially recognized by the University authorities as being a very definite and essential part of the extension organization of the institution in that it acts as a bureau of general information, sends out books, pamphlets, periodicals, and documents, compiles bibliographies, and refers the inquiries it receives demanding expert and technical knowledge to the men on the faculty who, by reason of the positions they hold, are highly qualified to render service in matters which pertain to their respective lines of work. It would seem, from the many letters of appreciation we have received from people over the state who have taken advantage of this service, that we are working along the right lines.

STATE-WIDE USE OF THE UNIVERSITY LIBRARY, 1915-1916



# THE DEMAND FOR THE TEACHER- LIBRARIAN\*

BY

CLARENCE WESLEY SUMNER, B.A.,

*Librarian, University of North Dakota*

The school library, and especially the high school library, is receiving increased attention thruout the country, both on the part of school men and the library profession. It is strange that such a vital and important phase of our educational system should have been neglected so long. It may be said, however, that notable progress in the movement for greater efficiency in the high-school library has been made since 1896, when the National Education Association formed the library department and recognized officially the value and importance of the library as related to the work of the school. New strength and added stimulus was given to the movement in December, 1914, when the American Library Association recognized the growing importance of the school library by the formation of a school library section. The purpose of this was to further, in every way possible, the development of efficient school libraries. Mention should be made also of the formation of the library department of the National Council of Teachers of English.

One only need note the progress of the Library Department of the National Education Association, of the School Libraries Section of the American Library Association, and of the Library Department of the National Council of Teachers of English, to realize that epoch-making events in school library development have taken place in this country in the past few years. The movement for better school libraries is steadily gaining ground in the normal schools, high schools, and graded schools.

And yet, as Professor Charles Hughes Johnston of the University of Illinois says, in an article in the September number of the *Library Journal*, "The aggressive campaign for better books, better library organization, and better

\*A discussion before the Conference on the Training of Teacher-Librarians at the meeting of the Minnesota Educational Association in St. Paul, November 2.

school libraries has scarcely begun. We have, and rightly, aroused much enthusiasm over vocational guidance, educational guidance, supervised study, differentiated curriculums, new socialized recitations, school "projects," and a longer school day. Yet all of this loosening up of the old formal restricted school procedure must culminate in an efficient, smooth-working modern library organization and center. Somehow we have not been able to make a national issue—a propaganda—out of our library convictions, as we have, for example, of our methods of teaching spelling." Professor Johnston says that neither the public nor public school pupils have developed a consciousness of the value of the *book*; and that even teachers are not very responsive to the appeal for the efficient use of library facilities. In his opinion it is largely a matter of organization and of library consciousness.

If it be true that teachers are not very responsive to the appeal for a wide and more efficient use of the school library, it is due, not so much to a lack of interest or of a true sense of the value of the school library as it is to an inability to interpret library values in terms of simple administration practise.

The wide-awake, progressive school man realizes today as never before that there is an increasing demand for better selected, better organized, and better administered school libraries. The very nature of the work carried on in the modern high-school demands a more efficient library. High-school work is no longer confined to text-books alone; changing methods have brought about a demand for supplementary texts and wider reading.

The high-school library, like the collége library, is becoming the work-shop of the entire school. It is being put on a plane with the school laboratory, the school shop, and the school gymnasium; and in the broader conception of education it is also beginning to make provision for training the taste of pupils for good literature and for encouraging them to form the reading habit. Herein lies the great value of the well selected, well organized and efficiently managed school library—the opportunity it affords for a far-reaching influence, an influence which is felt not only in the school which it serves and of which it is an essential and integral part, but an influence which is carried over into the com-

munity at large and manifests itself in an increasing interest in reading that makes for culture.

Both the teacher and the librarian are coming to realize more and more the possibilities of a great and far-reaching influence which may be derived from the efficient high-school library. While the school man is awake to the situation, he seems to be in the dark as to how to secure the desired results. In my work as librarian I have received many letters during the past five years from superintendents and teachers requesting information regarding the cataloging and care of their school libraries. They realize the need of well organized libraries but they have not been provided with a plan or the means whereby they could secure them. School authorities and state boards of education have been slow to take hold of the situation. It is only a question of time, I believe, until the lead which Minnesota has taken will be followed by other states.

It has not been the policy of the University, of course, to attempt to render direct assistance in the matter of cataloging and organizing school libraries. This work naturally falls within the jurisdiction of the State Library Commission and all requests of this nature are referred to the Commission. However, the University of North Dakota has been fully awake to the situation and has been attempting to meet this real need of the school men of our state in a vital and permanent way. For five years we have been offering a course in library methods and economy for the benefit of teachers and others who have charge of school libraries. This course consists of lectures and practise work in accessioning, classification and book numbering, cataloging, book selection and ordering, and the use of reference books. The course continues thruout the six weeks of the summer session and is given by the librarian and members of the staff. We believe that the teacher-librarian who has taken this course is equipped to organize and administer a school library in an efficient and satisfactory manner.

The number of teachers, however, who have taken advantage of this course has, for some reason, been disappointingly small. I am coming more and more to the opinion that what is needed in North Dakota is a ruling by the State Board of Education similar to the one in Minnesota. There

is no question as to the need in this state of such a course as the University is offering. There is a growing demand for the teacher-librarian; but the demand springs largely from the situation rather than from the requirement of school boards that their libraries be administered by teacher-librarians.

I believe that there is a realization, on the part of school men, of the value and necessity of more efficient school libraries. This is indicated by the requests for help that come to our library from day to day. Practically all of these have to do with the problems of organization and administration of a school library. My conviction in this matter was further strengthened during the past summer, as a result of a round-table discussion which it was my privilege to conduct during the summer session before a group of teachers and superintendents of our state. The subject was the high-school library, and a great deal of interest was shown by those who were in attendance. I was able to secure first-hand information as to the school man's point of view. While there is as yet no pronounced demand for the teacher-librarian on the part of school officers, it is only a question of time until such a demand will develop. There is unquestionably a general movement in this direction. A well selected, well organized, and well administered school library implies that there is at the head of it someone who has received training in modern library methods, who possesses administrative ability, and has the library point of view. A professional librarian is, of course, to be preferred but in the nature of things few high-schools will be able to secure this service. For the great majority of high-schools thruout the country the solution of the problem lies in the teacher-librarian. If a teacher is employed for part-time library service the school should make a reduction in the amount of teaching service required, and such a teacher should be required to take special work in library economy in preparation for this part-time library service.

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