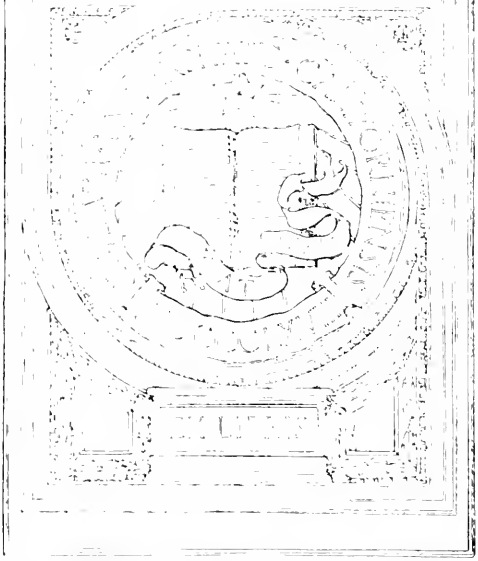
The First Quarter Century

New York State Library School

1887-1912

New York State Library School

State of New York
Education Department
1912



CHIEF LIBRARIAN'S OFFICE, COLUMBIA COLLEGE LIBRARY, NEW YORK CITY, 1883 88
Here the plans for the first library school were formulated

The First Quarter Century

of the

New York State Library School

1887-1912

New York State Library School

State of New York
Education Department
1912

Ls5r-S12-1800 (7-17442)

Foreword

Considerable printed information concerning the New York State Library School exists but it is scattered through printed reports, in casual comments and notes in professional periodicals and elsewhere, and in its own publications. This close of the first quarter century of the school furnishes a suitable occasion for the publication of this brief compilation whose double purpose is to furnish those who have attended the school a convenient peg on which to hang reminiscences and to give to those who have never been connected with the school a general idea of what it has been these past twenty-five years.

It is not a formal treatise or an exhaustive study but a collection by many hands with just enough general plan to give logical relation and enough lack of plan to give something of the informality of a conversation between friends.

The illustrations have been selected with the intention of representing all periods of the school's history and, in spite of its relative rather than fixed location, of giving enough to enable as many former students as possible to recall the very rooms in which they studied. Unfortunately, no picture of 59 (the northwest tower room) in which the school was located longer than in any other one room, could be obtained. It is also unfortunate that of many of the pictures reproduced only rather poor copies (often halftones) were available. The indistinctness of detail in some of the present reproductions is therefore in reality an evidence of the fidelity of the copies. Special thanks are due to Columbia University for permission to reproduce the pictures of the school's early home at Columbia.

Contents

Illustrations

READING ROOM, COLUMBIA COLLEGE LIBRARY, 1887
Here much of the work of the last two classes was done

Administrative History of the New York State Library School

James I. Wyer, Jr, *Director of the New York State Library and Library School*

That the first library school was started at Columbia College twenty-five years ago does not mean that Columbia was deliberately a pioneer in this form of professional instruction, nor that in the strictest sense the new enterprise owed its initiative to the college authorities. The truth is that any renown which may properly accrue to Columbia University from the fact that the first library school in the world was started there, is rather thrust upon the college by the zeal and persistence of its then chief librarian, Melvil Dewey, and that the library school was started at Columbia merely because Doctor Dewey happened at that time to be Columbia's librarian. It would have started as surely wherever else he might have been.

The first mention of the Columbia College School of Library Economy seems to occur in a formal written proposition addressed to the trustees of the college and laid before them by the president on May 7, 1883. After a whole year of consideration a resolution adopted by the trustees on May 5, 1884 declared that a school might be opened in the college under the above name after notice of not less than two years. The conditions accompanying this concession were a little difficult:

First, that the conduct of the school should involve no expense to the corporation.

Second, that instruction in the school should be given by members of the library staff in addition to their ordinary duties.

Third, that the school should be conducted in the library building with such accommodations as could be found there.

Even a casual reading of these conditions suggests the thought that the trustees were only lukewarm toward

the new proposition if not actually in opposition. That the resolutions were passed at all is probably due quite as much to the fact that Columbia's president, Dr F. A. P. Barnard, was on the side of the school and seems to have been about the only person connected with Columbia College who was. The resolution and accompanying conditions look suspiciously like a polite and diplomatic way of suppressing the whole business, and doubtless the trustees supposed that long before the end of the two years their versatile and energetic librarian would have turned his attention to other things.

Not so however. The trustees knew neither the man nor the importance of his idea. The two years' notice was given and it was hoped to open the school at the beginning of the school year 1886–87. Here however other opposition developed, an opposition significant and interesting even at the present day. Failing to kill the enterprise by damning it with faint permission, a vigorous and bitter fight was made against opening it at all because, forsooth, it would bring petticoats upon the sacred campus of Columbia College. This objection, doubtless urged with all the zeal and energy which mark both sides of the same question which, in other phases, is still with us, caused the postponement of the opening until January 5, 1887. The school continued at Columbia until its founder, Doctor Dewey, was called late in 1888 to become secretary of the Board of Regents of the University of the State of New York and Director of the New York State Library. Rather than leave his library lamb to the Columbia wolves, he early arranged the transfer of the school to Albany, presenting the proposal to the chairman of the library committee of the Regents of the University in an interesting appendix (no. 5) to the Annual Report of the New York State Library for 1889. It may easily be imagined that there was no opposition to this move from the authorities at Columbia and it certainly was the best thing that could have happened to the Library School, for at the State capital and as part of the State's library machinery, the school undoubtedly has performed a useful function far more appropriate and widespread than any work that it could have done at Columbia.

Under Doctor Dewey the State Library embarked upon a statewide work in library extension. A body of trained library workers was necessary to do this. It was right and proper that the State should conduct the institution which should train such workers. The New York State Library was to be and has ever since been the principal agent in fostering such extension, and had the State Library School never done anything more than to train competent assistants for the State Library itself, during its twenty-three years in Albany, it would still have made large returns to the State for every dollar invested in it. That it has done more, very much more, is a matter of public record in the series of interesting and significant annual reports which have come regularly from the school since its establishment at the capital.

It is doubtful whether the State of New York has ever done a bit of educational work with noteworthy results so wholly out of proportion to its cost and its pretension as in this Library School. As a pioneer enterprise in training for a new calling it has set standards for library service; it has furnished leaders and trained workers for a rapidly developing profession; it has provided unequaled opportunities for library training to nearly seven hundred men and women, most of whom have been residents of the State or who afterward remained here as citizens; and through its graduates it has been an important factor in furthering the rapid growth of libraries in this State during the past twenty-five years.

No important administrative change occurred in the conduct of the school until 1902, when the entrance requirements were radically altered. Before that date, admission was by examination. A high school education was required after 1891 — perhaps no one was ever admitted without such preparation — but no college work was insisted upon. As the school grew and as library work rounded into the semblance of a profession between 1890 and 1900, it constantly attracted students with either a whole or a partial college course. In 1902, therefore, it seemed wise to the faculty definitely to put the school upon a graduate basis, and to accomplish this admission was restricted to graduates of colleges registered by the University of the State of New York. This

was an interesting and a somewhat hazardous experiment. At that time graduate schools in even the greatest professions were few and the policy of a graduate professional education a dubious one. Before 1902 the New York State Library School had more than ten applications for every student it could admit. The requirement of a college degree, however, made it certain that applications would fall off, possibly to the point of making it impossible to attract enough of the right kind of people to continue the school at all. Applications did fall off. Records are not now available indicating to just what extent, but certainly never to the point where the school failed to begin the year with as large an entering class as its limited room could accommodate. After ten years the success of the policy is assured and the plan has been followed by one or two of the younger schools which have sprung up in the wake of that at Albany.

Another important change in the administrative policy of the school relates to the return for instruction made by its students in work to the State Library. In the early years at Albany the school was to a great extent a sort of glorified apprentice class. Students were regularly admitted, paid their liberal fees to the State for tuition, paid for their supplies and books, but in addition to this, they were expected to render a certain stated amount of service each year to the State Library. This plan did not work out very satisfactorily. It was found to take about as much time from the members of the State Library staff to plan and oversee the work of these students as was represented by the actual service they rendered to the library. While the library has always recruited its staff chiefly from the students of the Library School, and while it is abundantly true that but for the school the State Library could never through the past twenty years have done the work that it has for the money that has been appropriated to it for salaries, yet for some years so thoroughly has the school proved its usefulness that it has been frankly recognized as a useful State institution. Separate appropriations are now regularly made for it and the old policy of *quid pro quo* in the matter of payment for instruction by services has been discontinued.

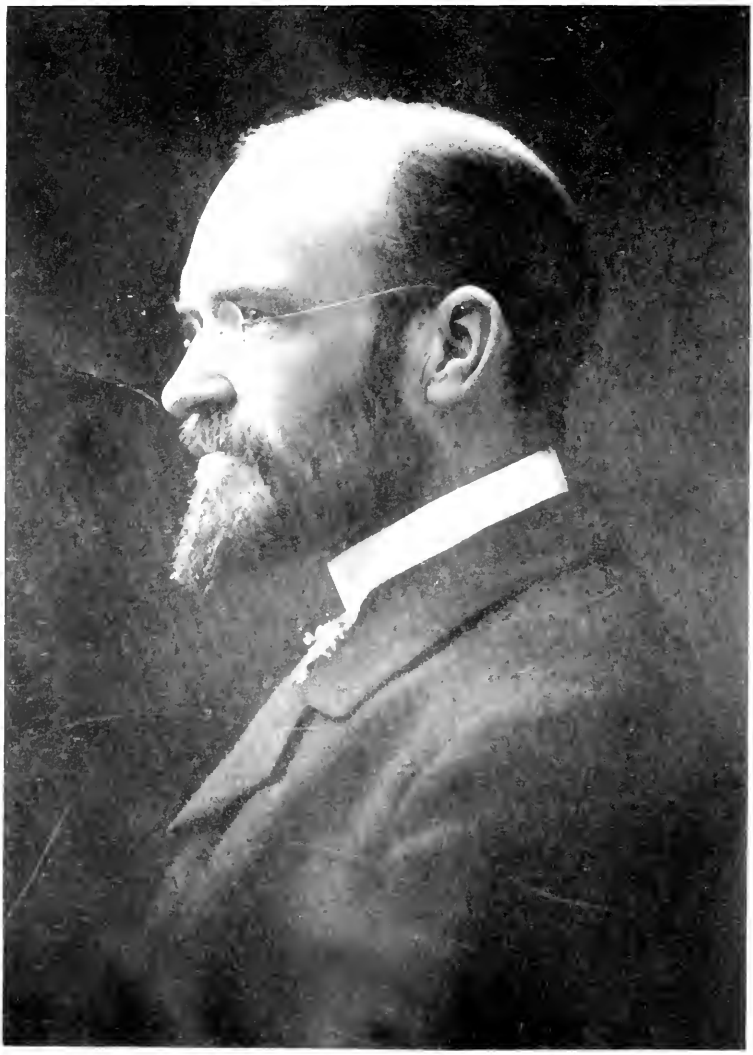
In 1904, when educational unification was accomplished in New York State and the administrative oversight of the school somewhat changed, and when in the year following Doctor Dewey and Mrs Salome C. Fairchild, who had been connected with the school from Columbia days, resigned, some anxiety arose as to the future of the school among its alumni, now numbering several hundred influential library workers organized as the New York State Library School Association. The alumni and the library profession were promptly reassured by the Regents of the University, who voted on December 14, 1905 that, " It is the purpose to maintain the Library School permanently upon the highest practicable plane of efficiency and usefulness." This policy, announced seven years ago, has been followed consistently and liberally. The school is stronger today than ever before. It has been formed into a separate division of the Education Department. The Regents of the University and the Commissioner of Education have been genuinely interested in the welfare of the school and have supported the faculty in all plans for its growth and improvement. Had it not been so, the fire of March 29, 1911, which utterly destroyed its records, collections and equipment, might easily have marked its end. On the contrary, there was no thought or hint of anything but the complete and quickest possible recovery, and twenty-five years' experience have been utilized to plan and organize a new school which, if possible, shall be even better than the old.

The school has been fortunate in the continuity of its administration. During the first quarter century but five different persons have served as director and vice director. Thus Mrs Fairchild's ideals and sound judgment at the service of the school for seventeen years made it possible to formulate and carry out policies with a minimum of that loss of efficiency which inevitably follows frequent change of executives.

The growth of the school has never been great in numbers, for until the occupancy of its rooms in the new building, its members have been strictly numbered by available desks. But the constant effort has been to keep its curriculum abreast of all proved and conservative

library developments and to strengthen and enrich its work whenever possible.

Despite the fact that its new quarters will accommodate a few more students than in the past, the school has no thought of modifying its entrance requirements or of abating in even the slightest degree its insistence on high personal qualities and an ample preliminary education.



MELVIL DEWEY

Founder of the New York State Library School and Director of the New York State Library and Library School, 1887–1905

The Genesis of the Library School

MELVIL DEWEY, *Director of the New York State Library and Library School, 1887–1905*

Eighteen hundred and seventy-six is the red-letter year of librarianship. It had become clear that the time had come for the birth of a new profession with new ideals. The old library was largely passive or asleep, a reservoir chiefly concerned in getting in. The new dream was of giving out, a life-giving fountain, an active, aggressive, educating force in each community, large or small. The old librarian was a jailer of his books; the new was a missionary eager to carry his message to all who had eyes to read or fingers to feel the raised letters of the library for the blind. It meant revolutionizing the public conception of librarianship. Its promoters were not afraid to be called dreamers or fanatics; they looked squarely into the future and saw that there must come, as fast as hard work could bring them, four distinct factors, among others, in the new world movement to which they pledged the rest of their lives.

1 A monthly journal, which would serve as a means of constant communication among the missionaries of the book.

2 An American library association for organized cooperative work to be followed as growth warranted by state and local library associations or clubs

3 A normal school which should select the best candidates and give systematic training in methods and a constant inspiration for the ideals of the new profession.

4 A state department to supervise, guide and promote valuable legislation, secure deserved appropriations and with the great power and resources of the commonwealth foster and build up libraries as similar departments were fostering the public schools.

So on October 3–7, 1876, in Philadelphia during the American Centennial, the leading librarians of America, with a few delegates from other countries, responded to

the urgent calls of those who rashly rushed in where the bibliographic angels feared to tread, and the American Library Association was founded and began its marvelous career of public usefulness side by side with the *Library Journal*. The school and state department waited only for favorable opportunity.

When the editor of the Journal and secretary of the A. L. A. went to Columbia College as chief librarian in May, 1883, he made it a condition of acceptance that he be allowed to make this school dream real. At the first meeting of the trustees, May 7, 1883, the new plan was laid before that body. Within three months, August 16th, the preliminary report was read at the Buffalo A. L. A. meeting.

Like every radical proposal, it excited criticism and opposition. But its friends made prominent all said in its support and judiciously forgot all opposition — except as they could profit from it. May 5, 1884, the Columbia trustees adopted by unanimous vote the plans submitted by the director of the new school.

The conditions were a little difficult. They were:

1 That the conduct of the school should involve no expense to the corporation.

2 That instruction in the school should be given by members of the library staff in addition to their ordinary duties.

3 That the school should be conducted in the library building with such accommodations as could be found there.

On the other hand, it was permitted that a moderate tuition fee might be charged, and that the proceeds from this source might be applied to any expense that might necessarily be incurred in the administration of the affairs of the school. Over two years' notice of the opening was given. The plan of the course was worked out with experimental classes made up from the Columbia staff, and meeting in the director's office. President F. A. P. Barnard of Columbia, a great educational seer, gave his warm support to the school from the first and urged it at each meeting of the Columbia trustees. The chief librarian was duly elected professor of library economy and director of the school. Five or at most ten students were expected.

From forty who applied twenty were se ected. Only two were from New York City; Massachusetts and New York sent five each; the other ten were from ten different states and countries from California to England. January 5, 1887 the course began. The Columbia report of the year says:

A fact exceedingly encouraging to those with whom this scheme originated has been the intense interest manifested by the students of the school in their work, and the untiring industry with which they have followed it up; many of them often remaining at the library to a late hour of the night, engaged in writing up their lecture notes or in practising the methods taught in class. An evidence of their appreciation of their opportunities was early manifested in an unanimous petition that the school term might be extended a month beyond the limit originally assigned to it, which was from January 1st to April 1st. This comparatively brief period was fixed on and announced before the opening in consideration of the fact that the school was an experiment, the success of which was indeed hoped for, but was not certain.

The director gave seventy-two lectures, W. S. Biscoe twenty-six, and eighty-five other lectures were divided among thirty-seven others. There was an average of three lectures or visits for study of libraries each day. On these visits there were quizzes next day. We quote from the official report:

Each student states what he learned from the last preceding visit that may be of practical service hereafter. The wide-awake comments and discussions impressed the practical lesson of library economy much more closely, after the methods had been seen in actual operation the day before. These examinations often required several hours, time being taken to compare other methods, and show samples collected from other libraries and at hand in the American Library Association Museum of library appliances, which is arranged in the classroom. These quizzes afforded opportunity to correct any errors and to add to their notes points not appreciated till brought out by discussion, questions and suggestions of the class. . . . Free criticism has been allowed, and there have been champions on opposite sides of most questions, thus guarding against that narrowness which assumes that the methods of any one library were necessarily the best for others. In this way seventeen libraries were studied from actual inspection, besides many more from printed or written explanations of their methods supplemented with pictures, samples etc., to serve as object lessons. As each topic is discussed in the regular lectures, these visits are again utilized by drawing out from the class the places where they saw the point practically illustrated. The skill and enthusiasm with which all this work has been

done have received from visiting librarians, and have merited, the highest praise.

In many ways there have been expressions of interest in the school beyond what is usual, and in repeated cases it has been intimated by officers or owners that the school is looked to to supply hereafter librarians or catalogers to certain prominent public libraries, and also to comparatively small private collections. No more practical approval of the work here done could be desired than this expression of a wish to secure the services of the graduates of this school.

In short, the school has been full of hard work, but also full of enthusiasm and helpfulness and inspiration to all concerned. Those who doubted its success have been wholly convinced, when they have seen what has been accomplished in the first year and the abundant promise of still better work in the year to come.

The University Convocation of 1888 invited the chief librarian of Columbia College to address them on the general relation of libraries to education. At the close of the address the following was unanimously voted:

> *Whereas*, This Convocation believes that the time has come when certain of our public libraries should be recognized as an essential part of the State system of higher education and as properly a factor with the academies and colleges in the composition of the University of the State of New York; and,
>
> *Whereas*, To secure to the State the full advantages of such recognition, it is necessary that proper provision should be made by the State for advisory supervision and guidance of existing institutions and for stimulating the formation of new libraries; therefore,
>
> *Resolved*, That this Convocation requests the Regents of the University to take such action as may seem to them expedient for giving to such libraries as their official inspection shall show to be worthy the distinction, their proper place as a part of our State system of higher education.

The school was the third and perhaps most important of the four factors necessary for library success; a state department with recognition and appropriations was at last in sight. There was obviously a great advantage in making the pioneer school a part of the pioneer state department.

In spite of the great public commendation of the new work, Columbia had no appropriation for its support, and the graver difficulty was the fact that the students were mostly women so that the strong antiwoman faction then dominant at Columbia felt justly that it was a grave

MRS SALOME CUTLER FAIRCHILD

First Vice Director of the New York State Library School, 1887–1905

menace to the barriers they had built against the admission of women to the university. These opponents of the school, not for itself but because of the sex of most of its students, threw their whole influence with its best friends who wished to see the larger development possible on y by direct connection with the State Education Department. By this curious combination of friends and foes, the transfer which had been thought too difficult to accomplish was brought about in April 1889.

The genesis of the library school, of necessity includes these first two years at Columbia.

January 1, 1889, the proposer of these innovations became secretary, treasurer and chief executive officer of the University and also Director of the State Library.

At their next meeting held on January 10th, by request of the Regents the new director spoke for an hour in the senate chamber on his plans for the new work and traced the remarkable resemblance between the development of the common school system and the public library as educational forces. The public school, like the library, began as a private enterprise, encouraged by churches, societies of public-spirited citizens and by individual gifts. As its vital importance to the public was more clearly understood, the school was taken over for support by public taxation; then step by step education boards or departments grew up in states, cities and towns.

The present generation, familiar with the wonderful public school organization on which countless millions are spent each year, finds it hard to understand how recently there was a Public School Society in the city of New York striving to educate the public to the point of creating public boards and officers to which the society could turn over its work and then disband. The chief lesson in this great public school development was the need of systematic training of teachers, without which no satisfactory work could be done. Profiting by the experience of the schools, an absolute essential to satisfactory work in the new field was seen to be provision for selecting and training the best candidates for the new profession of librarianship.

At this meeting the Regents voted their approval of the Convocation request and pledged their hearty support for

the campaign outlined for rendering the public a great educational service in the new field.

Perhaps we should speak of this period not as the genesis but as the exodus, for it was certainly going to the promised land of larger usefulness and opportunity.

The Regents minutes of their next meeting, July 10, 1889, bear this record about the new school (pages 542–48):

> The Chancellor also submitted in full the report and plan concerning the Library School which he had asked the director to prepare for the use of the library committee.
>
> [*Director's report*]
>
> At the meeting of the Regents on January 12, 1889, the secretary read the letter from Acting President Drisler of Columbia College consenting to the transfer of the library school, and gave oral explanations of the work of the school, after which the following resolutions were unanimously adopted:
>
> *Resolved*, That this Board approves the plan submitted by the Director of the State Library for training librarians and catalogers in connection with the work of the library, giving them instruction and supervision instead of salary for services rendered to the library.
>
> *Resolved*, That the Director of the Library be authorized to employ such assistants as are found best fitted for the work and are willing to give their services for a satisfactory time without other compensation than the instruction and supervision furnished by the library.
>
> *Resolved*, That this Board accepts the proposition submitted by the trustees of Columbia College through its committee on course and statutes and its acting president to transfer to the State Library the system of training conducted for the last three years in Columbia College under the name of the Columbia College School of Library Economy.
>
> *Resolved*, That the library committee be directed to submit to a later meeting of this Board a complete scheme for conducting this library training as a permanent feature of the State Library.

Under the authority thus given, the Director of the Library about April 1st received from Columbia College the entire collection of books, pamphlets, appliances and other collections bought or given to the library school. With the close of the winter term on March 30th, the Columbia authorities carried out their agreement to transfer the system of training to the State Library, by formally discontinuing the school and after settling all its accounts by transferring $548.05 to the Regents, this sum being the total balance on hand received from tuition fees after deducting all incidental expenses of

the school, for which expenses no payments were ever made from the college treasury. . . .

Over twenty applications have already been received for admission to our training class next October, so we shall be able to select the best from a large number, thus ensuring a high grade of students.

The first term has of necessity been an experiment as so many of the conditions were new. That experiment has however proved an entire success. It has been found that the State Library in its organization and appointments, rooms and other facilities is much better adapted to this work than was the Columbia College library. It has also been made clear that the services of the pupils can be used in our library to excellent advantage, so that it will be practicable to carry on the school successfully without asking any large appropriation for its support. With the great amount of cataloging and other work to be done in our great library, this apprentice help can be used here to much better advantage than at Columbia, where nevertheless the school proved a marked success without a dollar from the treasury for its support. All its expenses were paid by the fees of $50 for each pupil and at the end of the three years a balance of nearly $600 was left with the college treasurer, which has now been transferred to the Regents for the use of the school.

This experience makes it perfectly safe for the Regents to make this training a permanent feature of the State Library, which under the new law is an integral part of the University. Such a course is justified by the warm approval with which the plan has been received and by the evidence from all parts of the country, and also from abroad, that the school is doing an urgently needed educational work which, if it be maintained and developed to meet the growing demands, will bring great credit to the University. In addition to the many commendations in the press and from individuals, the most noteworthy since the last meeting is the hearty indorsement by the American Library Association at its national convention held in St Louis, May 8th–11th. As this association represents all the leading librarians of the country its action seems entitled to be submitted in full.

[*Extract from official minutes of American Library Association*]

After further approval from prominent members the resolution for a standing committee was adopted unanimously.

Later in the session the committee on resolutions introduced the following which was unanimously adopted:

Resolved, That the American Library Association hereby expresses its high appreciation of the action of the Regents of the University of the State of New York, in continuing the School of Library Economy; and with a desire to aid in securing the greatest efficiency of the school, the Library Association appoints a committee of three as a committee of correspondence with the authorities of the school. Said committee is hereby instructed to inquire in what way they can be of service in promoting the

objects for which the school is conducted, and to render such service to the extent of their power.

The committee elected was: Prof. R. C. Davis, librarian, University of Michigan; Rev. E. C. Richardson, librarian, Hartford Theological Seminary; Miss C. M. Hewins, librarian, Hartford Library.

The school is no longer an experiment but a conspicuous success, sure, if properly maintained, to accomplish great good and to win widespread approval for the practical work of the Regents. It is to meet no prospective or imaginary demand but one that is already real and beyond its capacity to supply. Still more important, its development does not involve the labor and mistakes incident to most new enterprises, for its period of first experiments has been successfully passed at Columbia and it is our good fortune to have with us on our staff nearly every person who contributed in any considerable degree to that success.

Finally, so long as necessary, the school can be creditably carried on without special appropriation from the Legislature, though of course it is desirable that a small sum should each year be placed at its disposal.

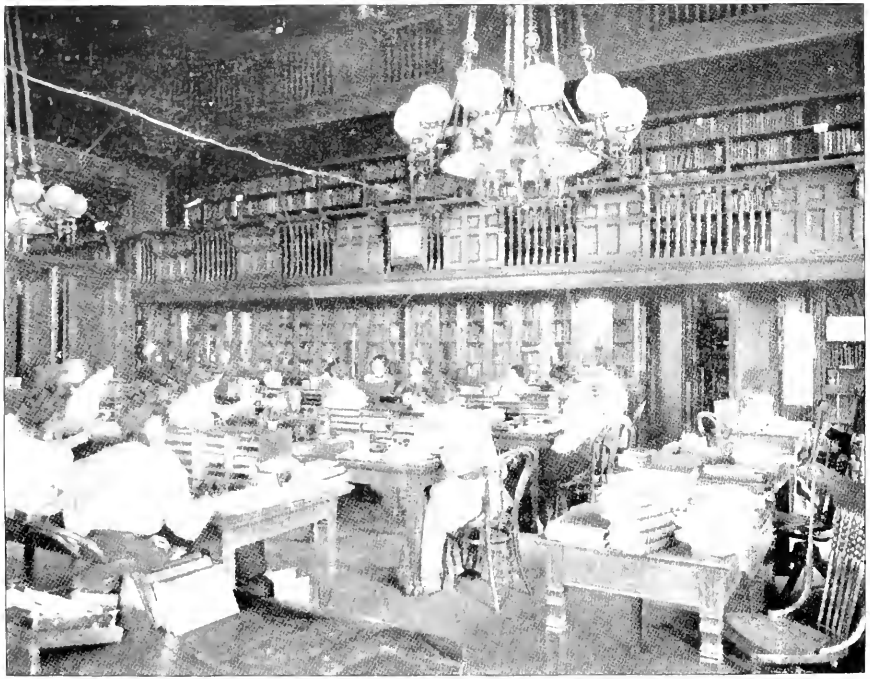
In view of these unusual facts the Director of the Library feels it his duty to urge on the Regents, through their library committee, the wisdom of such action as shall insure a healthy, normal growth of the important educational interest which has thus been committed to their care.

Your honorable committee was directed by a resolution January 12, 1889, to submit to a larger meeting a complete scheme for making the system of training librarians a permanent feature of the State Library. After very careful consideration and consultation with many eminent librarians specially interested in the subject, the director recommends the following plan for your approval:

1 That the system of training maintained by Columbia College for the past few years under the name of the Columbia College School of Library Economy, which, under authority of the Regents, was on April 1st transferred to the State Library and which has been successfully carried on during the few months past, shall be made a permanent feature of the State Library to be known as the "Library School."

2 That the school may occupy, for immediate instruction or other purposes, so much as may be needed of the director's room and the room adjoining on the third floor of the library, or, at the option of the library committee, any rooms on the fourth or fifth floors, occupancy of which will not interfere with the rights of readers or with the regular work of the library.

3 That the money paid as tuition fees or given to the school shall be devoted solely to its use and special expenses, and that no charge be made for the use of the rooms, the books or other facilities provided for officers and readers of the State Library; but that so long as the Legislature makes no appropriation for the support of the



STUDY ROOM, NEW YORK STATE LIBRARY SCHOOL, 1893 97

Room 31, State Capitol. Used also for several years for the summer school

school, its pupils are to expect no further expenditure, and only such time from the officers of the library as may be a fair equivalent for the services rendered the library by the pupils in their work under supervision.

4 That the director be authorized to arrange for such lectures and other instruction, outside that given by the library staff, as may be volunteered or paid for out of the money received from the pupils or other sources for the benefit of the school.

5 That, inasmuch as the school is not a charge on the treasury of the State, pupils from other states who pass the examinations for admission required from residents of this State, may be admitted on the payment of such fee, not exceeding $100 a year, as may be necessary to cover the special school expenses of the year; for the residents of this State, the annual fee shall not exceed $50, and both these fees may be modified or remitted in special cases by the library committee.

6 That instruction be given for five days of each week from October to June of each year, except legal holidays and Christmas recess.

7 That the subjects studied be as follows, subject to modification for reasons satisfactory to the director:

JUNIOR YEAR

1st October–23d December: 12 weeks' instruction in cataloging, accessioning and elementary library economy. One lecture daily.

24th December–2d January: 10 days Christmas recess.

January: 4 weeks on dictionary cataloging, with 1 lecture daily.

February: 4 weeks on classification, with 1 lecture daily.

March and April: 2 months on library economy, with 3 lectures daily.

May and June: apprenticeship work in State Library and visits with teachers to other libraries.

July, August and September: vacation.

SENIOR YEAR

During 9 months, October–June, 2 hours daily work for State Library under supervision. Also 1 hour daily as follows:

Mondays: seminar, under M. S. Cutler.
Tuesdays: bibliography, under W. S. Biscoe.
Wednesdays: cataloging, under M. S. Cutler.
Thursdays: classification, under W. S. Biscoe.
Fridays: library economy, under director.

Also special instruction as follows:

October: advanced classification.
November: advanced library economy.
December: advanced classification.
January: advanced cataloging.
February: advanced dictionary cataloging.
March and April: advanced library economy.
May and June: advanced work in the library.

8 That the department of Regents examinations shall, at such intervals as may seem to the officers expedient, conduct examinations in bibliography, library economy, cataloging and classification, and shall award to those who satisfactorily pass the same, suitable pass cards, certificates and diplomas, generally corresponding to those awarded for other studies.

9 That there be established by the Regents, to be conferred only on conditions to be hereafter prescribed, the degrees of B.L.S. and M.L.S. on examination and, *causa honoris*, D.L.S. for bachelor, master and doctor of library science.

10 That the secretary be authorized, on application from any school, library or museum which either is or applies to become a member of the University, to detail one of the staff to visit and give needed advice and assistance in starting or reorganizing the same, provided that the necessary traveling and hotel expenses shall be borne by the institution asking the service.

11 That the office include in the annual report full information as to the library school, and reprint in separate form, such parts as are needed for wider circulation.

12 That the receipt of gifts to be disbursed as fellowships, scholarships or otherwise to deserving students in the library school, be authorized, provided that such receipt and distribution shall be in accordance with the rules made by the Regents or the library committee.

13 That for the double purpose of securing better services for the State Library, and to encourage higher attainments among library pupils, the Chancellor be authorized to appoint the most successful students from the school as junior assistants in the State Library, so far as the needs of the library may require and the appropriations for salaries allow, and graduates so appointed may be reported as holding State Library fellowships, and undergraduates as holding State Library scholarships. At least one fellowship yielding $500 a year shall be assigned to that graduate standing highest and passing the best competitive examination therefor, and at least one scholarship of the value of $100, $150, $200, $250, or $300 as may be determined in each case shall be assigned similarly each year to that undergraduate in the school, who, besides excelling in scholarship, can render in addition to school duties, services in the library of the value of the scholarship assigned.

Respectfully submitted
MELVIL DEWEY
Director

New York State Library, 10 July, 1889

After discussion of the above report it was unanimously

Resolved, That the Board has heard with satisfaction the report of the director, touching the school for the education of librarians in connection with the State Library, and without committing itself to the details set forth in the report approves the general action of the

director in the premises as well as the continuance of the same, provided no financial liability on the part of the State be incurred. (*Regents minutes, page* 548.)

These recommendations, with verbal changes, were formally adopted at the Regents meeting of February 12, 1891, but the original draft is given here as giving clearer light on the earliest steps that led to the formal announcements in the printed circulars.

December 10, 1890, the Regents on recommendation of the director voted (*Regents minutes, page* 39):

Report on Library School. That the director append to the report of the library for 1890 such a statement as may be necessary to give the Regents and the public a clear idea of the work and methods of the Library School.

Library instruction. That in view of the growing importance of providing trained librarians and assistants for the libraries of the State, the director be authorized to allow such of the library staff as may be fitted for the work, to give a part of their regular hours to instruction of those who expect to become librarians.

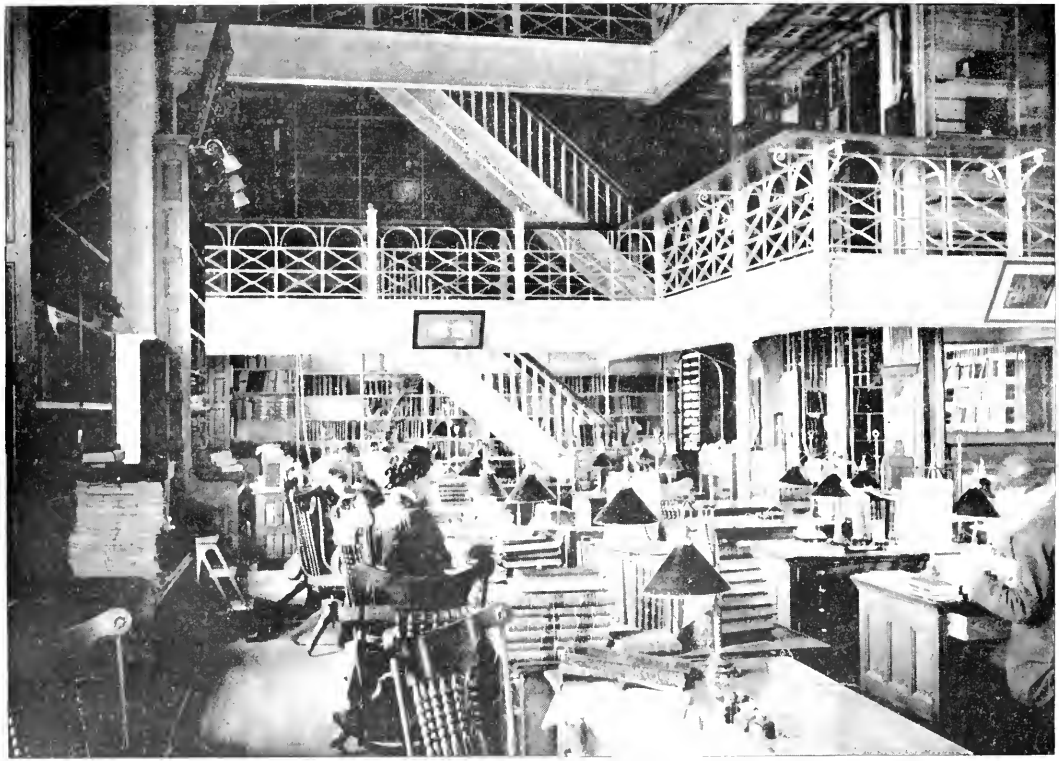
Vice director of Library School. That Mary S. Cutler, who has from the first been the director's assistant in charge of the detailed work of the Library School, be given the title of vice director of the Library School.

This completed the launching of the new school and thereafter the official votes were only about routine matters, the director and faculty being allowed full control of the school in accordance with the votes already passed.

It will be noted in all this action that the Regents, like the trustees of Columbia, gave their hearty approval to the new idea, but coupled with all their authority the provision that they should not be called on for necessary expenses. This meant that the promoters of the school were compelled to make bricks without straw; they had their regular duties to perform and rather than have the experiment fail of trial, without extra compensation beyond the supreme pleasure of establishing a great work, they gave their evenings, holidays and vacations to unselfish, enthusiastic efforts for the new school.

Chronological Summary

1883		
May	7	Plan for a library school submitted to trustees of Columbia College.
August	16	First A. L. A. committee on "a school of library economy" appointed. (C. A. Cutter, librarian, Boston Athenaeum, *chairman;* Mellen Chamberlain, librarian, Boston Public Library; B. Pickman Mann, librarian, U. S. Dep't of Agriculture, Washington, D. C.; Henry J. Carr, librarian, Grand Rapids (Mich.) P. L.; Chester W. Merrill, librarian, Cincinnati (O.) P. L.
1884		
May	5	Columbia College School of Library Economy established by vote of trustees of Columbia College.
1887		
January	5	Columbia College School of Library Economy opened for a three months' course (afterward extended to four months) with an attendance of twenty regular students.
November	10	Second year opened and a two-year course established.
1889		
January	12	Approval by Regents of the University of the State of New York of plan for training in librarianship submitted by Melvil Dewey and acceptance of the offer of the trustees of Columbia College, to transfer the Columbia College School of Library Economy and its collections to the New York State Library.
April	1	Formal transfer of the school, its collections, and money balance to the Regents of the University of the State of New York. Name changed to the New York State Library School.
April	10	First session in New York State Library.
May	9	Library school committee (now committee on library training) made a standing committee of the A. L. A. (R. C. Davis, librarian, University of Michigan, *chairman;* E. C. Richardson, librarian, Hartford (Conn.) Theological Seminary; Miss Caroline M. Hewins, librarian, Hartford (Conn.) P. L.)
1890		
June	9	First library examination under regular charge of the Regents of the University of the State of New York.
December	10	Mary S. Cutler (Mrs Salome Cutler Fairchild), given the title of vice director.

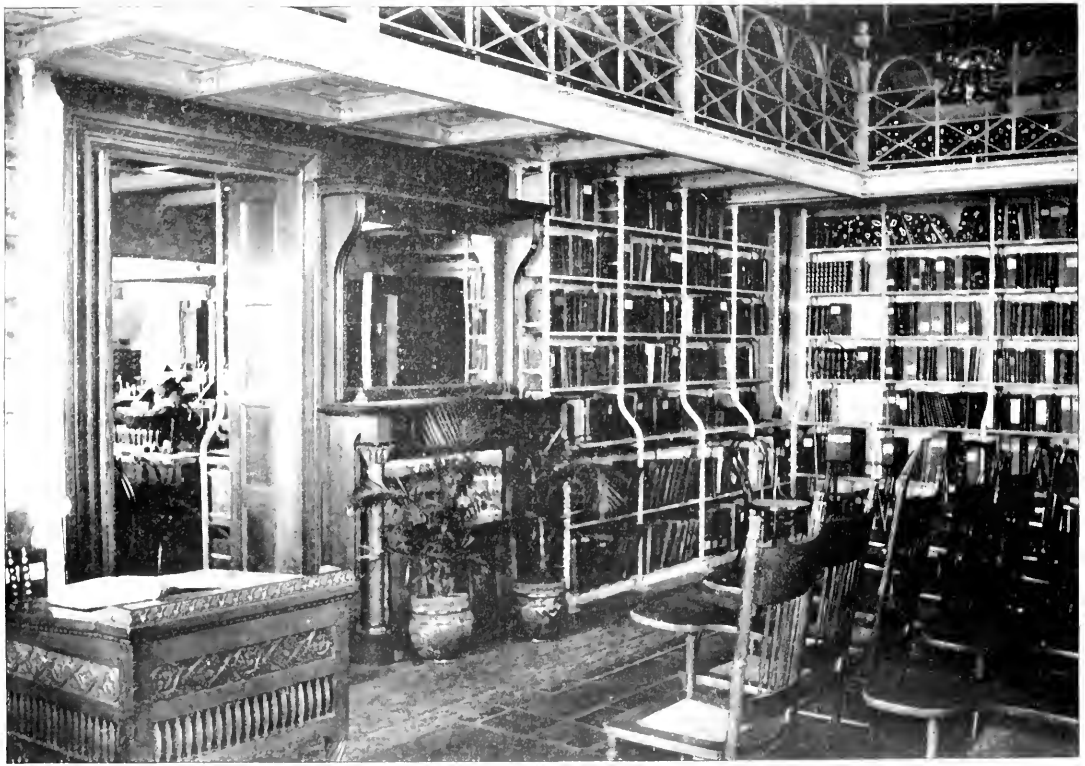


STUDY ROOM, NEW YORK STATE LIBRARY SCHOOL, 1897–1900

Room 51, southwest tower of Capitol, fifth floor

1891		
February	12	Rules for the conduct of the New York State Library School adopted by the Regents. Minimum admission requirements fixed at high school graduation and degrees of B.L.S., M.L.S. and D.L.S. established.
July	8	First public commencement and conferring of first degrees and diplomas by George William Curtis, Chancellor of the University of the State of New York.
1892		Harriot H. Sexton prize of $100 awarded for best thesis written by a woman student of the school on local public libraries and university extension.
1893		A. L. A. comparative library exhibit prepared by the New York State Library School for the World's Columbian Exposition, Chicago, and in December 1893, added to the school's collections.
1894		
September	21	New York State Library School Association organized.
1896		
June	2	First lectures (by Mr William Howard Brett) in alumni lectureship series established by the New York State Library School Association.
July	7	First summer course (five weeks) begun.
1897		
February		School quarters moved from third floor of Capitol to fifth floor (room 51).
December		First Library School Register (1887–97) issued.
1898		
October	12	Elective courses first introduced into senior year.
1899		
May	23	Summer course extended from five to six weeks.
1900		
April	4	Lecture room on seventh floor (71) provided for use of Regents and Library School. School quarters removed from room 51 (southwest tower) to room 59 (northwest tower) of the Capitol.
June	4	Reunion of New York State, Pratt, Drexel and Illinois library schools in New York State Library.
December	10	A. L. A. exhibit prepared by New York State Library for Paris Exposition of 1900 deposited with the Library School collections.
1902		
March	1	Admission to regular standing limited to graduates of registered colleges.
1905		
September	22	Resignation of Mrs Salome Cutler Fairchild as vice director of the Library School.

1905		
December	14	Resolution adopted by the Regents of the University of the State of New York announcing their purpose to continue the Library School and its establishment as a separate division of the Education Department.
1906		
January	1	Resignation of Melvil Dewey as director and appointment of Edwin H. Anderson as director and of James I. Wyer, Jr as vice director of the Library School take effect.
June	16	First M.L.S. degree conferred.
1908		
June	1	Resignation of Edwin H. Anderson and appointment of James I. Wyer, Jr as director of the New York State Library and Library School take effect.
October	1	Frank K. Walter appointed vice director of the Library School.
March	29	Destruction of the New York State Library and Library School quarters by fire.
1911		
March	30	School exercises resumed in the State Normal College.
September	18	School quarters temporarily removed to Guild House of Cathedral of All Saints.
1912		
August	26	School quarters in new State Education Building occupied.
October	2	First session in the new school quarters.
October	14–15	Reunion of former students and visiting librarians and dedication of State Education Building.



LECTURE ROOM, NEW YORK STATE LIBRARY SCHOOL. 1897-1900

Room 51A, State Capitol. Afterward used as Director's office

Summer Session

Corinne Bacon '03, *Librarian, Drexel Institute Library, and Director, Drexel Institute Library School*

The New York State Library School offered its first summer course in 1896.

The aim of this summer school was then, as it is now, to offer to librarians of small libraries and to assistants in larger libraries, who felt the limitations of their lack of training, a short course which would broaden their outlook and make them more efficient library workers. Since the second year, only librarians or assistants already in positions or under appointment to paid positions have been considered eligible for entrance. At one time a year's experience in a library was required for admission. Library interests would suffer seriously if those having no library experience should be allowed to take a six weeks' course and to think that they were thus fully prepared for professional service. It has seemed wise of late years not to refuse training to inexperienced workers already appointed to paid positions. This is quite different from allowing all who wished to do so to take the six weeks' training in order to secure positions.

In planning the courses, the needs of the workers in the smaller libraries, and more especially in the smaller libraries of New York State, have been given the preference.

Because of lack of accommodations or of instructors, it has often been necessary to limit the number of summer students. A large school with few instructors does not result in the most profit to each individual student. Summer school students differ so widely in age, education, ability, and even in library experience, that any collective handling of them will fail of the utmost profit unless supplemented by many personal interviews. When it has been necessary to limit the number admitted, preference has always been given to

librarians from New York State. No charge for instruction has been made to New Yorkers. To others, a fee of $20 has been charged for the general course, while special charges have been made for shorter courses.

Entrance examinations have not been required. At first, candidates were expected to have completed a full high school course or its equivalent, as a minimum of general education. Of late years even this educational requirement has been dropped so far as librarians from New York State are concerned, though still enforced upon those coming from other states.

Thirteen sessions of the summer school have been held, beginning in 1896 and ending in 1910. The session of 1897 was omitted because of the confusion and labor incident to the transfer of the regular library school to its new quarters on the fifth floor of the State Capitol, and because of the absence of several of the State Library staff at the International Library Congress in London. No session was held in 1906 because of the illness and subsequent resignation of Mrs Salome C. Fairchild, who was to have been in charge of the special course in selection of books, announced for that year.

The omission of the summer sessions of 1911 and 1912 was due to the fire of 1911 which left the State Library sorely crippled in regard to proper accommodations.

The course has usually covered six weeks. The three exceptions to this were in 1896 (5 weeks), 1898 (between 4 and 5 weeks), 1902 (between 5 and 6 weeks).

The first summer school was held from July 7th to August 10th, 1896. Seven of the succeeding sessions began in May and five early in June. This change in date was made for three reasons: (1) the faculty of the State Library School and others in charge of departments of the State Library, many of whom would be away during July and August, would be on hand to lecture or to hold personal consultations with students; (2) outside lecturers could be heard by both the regular Library School and the summer school; (3) summer school students would have the chance to meet the students in the regular course, which was likely to prove of advantage to both.

The following instructors have been in charge of the school:

1896	Myrtilla Avery	Class of 1895
1898	Harriet Howard Stanley	Class of 1895
1899–1900	Mary Floyd Williams	Class of 1899
1901–03	Mary Louisa Sutliff	Class of 1893
1904–05 1907–10	Corinne Bacon	Class of 1903

The lectures have been given by the faculty of the Library School and other regular members of the State Library staff, and by visiting librarians.

Three hundred and fourteen students have attended the 13 sessions. Of these, 19 were men and 295 women. One hundred and ninety-six came from libraries in New York State and 118 from libraries in other states. Of this latter number, Massachusetts led with 19 students; Ohio sent 14; Indiana 10; Connecticut 9; Pennsylvania 7; Iowa, Illinois, New Jersey, Texas and Virginia 5 each; Missouri, Tennessee and Washington, D. C. 4 each; Michigan 3; California, Georgia, Kentucky, Minnesota, Vermont and Washington (state) 2 each; Alabama, Delaware, Louisiana, Maine, Maryland, New Hampshire and Wisconsin 1 each.

Four summer students afterward entered the regular school.

Summary of Attendance

YEARS	COURSE	TOTAL ATTEND-ANCE	MEN	WOMEN	FROM NEW YORK	FROM OTHER STATES
1896	General	21	1	20	11	10
1898	General	15	1	14	8	7
1899	General	20	3	17	9	11
1900	General	28	3	25	16	12
1901	General	20	0	20	7	13
1902	General	32	4	28	22	10
1903	Cataloging and classification	20	1	19	11	9
1904	Bibliography and reference work	15	0	15	9	6
1905	Administration	5	0	5	2	3
1907	General	39	3	36	33	6
1908	General and two special courses	41	0	41	27	14
1909	General	28	1	27	20	8
1910	Two special courses (consecutive)	30	2	28	21	9
Totals 13		314	19	295	196	118

Four plans have been tried in arranging summer school courses. (1) The general course (1896–1902, 1907–9) covering classification, book numbers, cataloging, trade bibliography, reference work, accessioning, shelflisting, bookbinding, loan systems, book selection and ordering, rooms and fittings, administration of a small library. The ground covered has varied somewhat in different years as to the number of subjects covered and the length of time given to each. (2) The special course (1903–5) with one or two subjects running through the entire session. (3) General and special courses (1908). (4) Special courses, consecutive, three weeks each (1910).

It is impossible to state here the number of lectures given and names of lecturers for each year of the general course. In 1909, which may be considered a typical year, 85 lectures were given, 39 of which required from 2 to 4 hours technical work in connection with them. Other lectures called for collateral reading or examination of library material. The subjects were as follows:

SUBJECTS	NUMBER OF LECTURES	LECTURERS
Cataloging	19	Miss Bacon
Classification and book numbers	13	Miss Hawkins
Book selection	12	Miss Bacon
Principles		"
Aids		"
Morality in fiction		"
10 novels of 1909		"
7 recent books on sociological topics		"
A. L. A. booklist		Miss Bascom
Some interesting biographies		Mrs Harron
N. Y. S. L. best books list		Miss Wheeler
Editions		"
Publishers (3)		"
Administration	9	Miss Brown 8 Mr Wyer 1
Reference	6	Mr Walter
Work with children	5	Miss Lyman 4 Miss Eaton 1
Trade bibliography	3	Mr Biscoe
Rooms and fittings	3	Mr Eastman
Loan work	2	Miss Bacon
Shelflisting	1	"
Accessioning	1	Miss Rhodes
Bookbinding	1	Mr Walter
Government documents	1	Mr Wyer
The State Library	1	"
Mending	1	Miss Crissey
Work of the Division of Visual Instruction	1	Mr Abrams
Work of the Division of Educational Extension	1	Mr Eastman

SUBJECTS	NUMBER OF LECTURES	LECTURERS
The psychological moment	1	Miss Freeman
Ideals of librarianship	1	Mr Wynkoop
Book-buying	1	Mr Peck
The library in a small town as the center of educational activities	1	"
Albany	1	Miss Wheeler

In 1903, the following announcement was made:

"To meet the growing demand from librarians unable to afford the time and expense of the two-year course, we offer instruction in rotation in three great groups of subjects: administration, cataloging and classification, reference work and bibliography. A librarian may in this way take six weeks of instruction each summer . . . and so in four years take the general outlook and the three special courses, thus completing with earnest work a very creditable course. . . . It is possible that in future the general course may be given up and students desiring it referred to the Chautauqua Summer Library School." (Handbook, 1903, pages 269–70.)

It was afterward proposed to give a fourth special course on selection of books, but this was omitted because of Mrs Fairchild's illness.

A return to the general course brought us, in 1907, 39 students, 33 of whom were New Yorkers, and in 1908, 41 students, 26 of whom were New Yorkers. In 1908, a special course in work with children was also given, but the majority of the New Yorkers elected the general course.

These figures seemed to show that we could best serve the libraries of our own State by offering a general course, supplemented by special courses.

Special courses in reference work and in selection of books were offered in 1908, but so few students applied for these subjects that the courses were not given.

In 1909, a general course was announced, also special courses in reference work and government documents. Again such a small number of students applied for the special courses that they were not given.

In 1910, a fourth plan was tried. Two consecutive courses were offered, each to last three weeks. Students

might enter for either course or for both. This accommodated those librarians who could not take more than three weeks for study, and yet enabled those who could take six weeks to cover more varied ground than in the special course of previous years. Those who took both lines of work covered all the subjects treated at length in the general course except administration, selection of books and work with children, and covered more ground in reference, government documents and bibliography than had heretofore been possible in the general course.

This plan appeared to work well and the faculty were considering the advisability of giving the general course (announced for 1911) every other year, with special courses in the alternate years, when the fire put an end, temporarily, to summer school work.

In closing this account of one of the most interesting and important activities of the State Library, three tributes are due.

A tribute of appreciation should be given to the 314 students whose faithful work and unfailing enthusiasm made the hours of teaching them a pleasure. Only those who have tried it know what it means to give all of one's vacation to hard work in hot weather, as did many of these students. It is to be hoped that this will not be necessary in so many cases in the future. Much is being written of efficiency and of scientific management. Library efficiency means a trained and rested librarian, and trustees who manage their libraries scientifically must come to realize both the necessity of training and of playtime.

One of the best known librarians in New York State, without lectures from whom no summer school seemed complete, will be greatly missed in future sessions. Mr A. L. Peck's unconventional, terse, stimulating way of putting things, his unfailing humor, his spirit of helpfulness to those in small libraries will never be forgotten by those who heard him.

And last, but not least, to Mr William R. Eastman, for twenty years a member of the State Library staff, is due from the instructors in charge of the summer school, as well as from its many students, a measure of appreciation and gratitude that is hard to put into

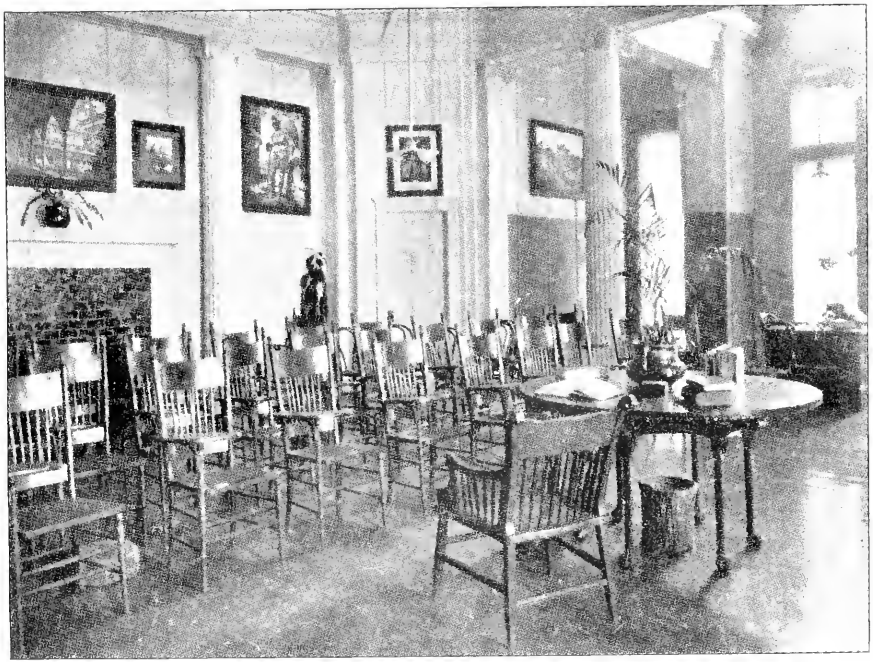
words. Mr Eastman's knowledge of the problems of the smaller libraries, his sympathy with their many difficulties, his youthful enthusiasm, his desire for the success of a school which would give the untrained librarian a broader view of her work, as well as help to solve her technical difficulties, has contributed in a very large degree to such success as the school has so far attained.

New York State Library School Association

Bessie Sargeant Smith '97, *Supervisor of Smaller Branches Cleveland (O.) Public Library*

As the number of the alumni of the New York State Library School increased and the influence of the school became more far-reaching, a desire was expressed by many of the graduates that there might be some tangible means by which the mutual relations of alumni and school should be strengthened. This desire brought definite results in September 1894, when a meeting of several students was held at Lake Placid during the conference of the American Library Association. At this time a committee consisting of one member from each class was selected to consider the advisability of forming a permanent association. After a few days Mr J. L. Harrison, the chairman, reported that this committee was in favor of such an association and read a constitution which the committee had drafted. This constitution was adopted, an association formed and Miss Katharine L. Sharp formally elected as its first president. Despite its substantial and enthusiastic beginning the association maintained a passive existence for a few years until Miss Isabel E. Lord was chosen secretary-treasurer, when it took on new vigor. Much of the present firm basis upon which the organization stands is due to the thought given it during the years of Miss Lord's service.

The association was formed with three objects in view: to promote social intercourse among its members, to advance the interests of the New York State Library School and to cooperate in the work of the American Library Association. In its second year the association showed definitely its very real wish to fulfil these objects in its decision to establish an alumni lectureship at the school. The lectures were to be delivered by persons of high professional standing who should be selected by the executive committee of the association after consultation with the school faculty. The subjects



LECTURE ROOM, NEW YORK STATE LIBRARY SCHOOL, 1900–11

Room 71, State Capitol, southeast tower, seventh floor

of the lectures were designed to be of special interest to undergraduates and were determined upon by the persons giving them. The following year, 1896, Miss Ada Alice Jones, chairman of the committee, reported at the annual meeting of the association that Mr W. H. Brett had been selected for the first of the alumni lecturers and that the time of his stay at the school had been the occasion of both pleasure and profit for the students. Other lectures on the alumni foundation were given by Mr C. W. Andrews, who discussed the subject of bibliography; Doctor E. C. Richardson, who gave some unusually scholarly lectures on classification, which have since appeared in book form; Mr W. D. Orcutt, so well fitted to speak on the special subject of fine printing; Miss Isabel E. Lord; Mr F. A. Hutchins; and Mr J. I. Wyer, Jr.[1] The undergraduates hearing these lectures expressed the unanimous opinion that they had been well worth while and that they had brought fresh viewpoints from outside. Much regret therefore was manifested when it seemed wise to discontinue this arrangement, but after careful consideration and consultation with the faculty it was deemed expedient to use whatever funds were at the disposal of the association in ways more needed. This resulted in the establishment of a student loan fund to be drawn upon for the benefit of good students in need of some financial assistance to finish their second year at the school. The distribution of the fund was made upon the recommendation of the faculty. By this means the association hoped to further good librarianship and add excellent librarians to the profession. Assistance thus offered has been requested to a limited degree only, but in each instance has been given with profit and received with expressions of appreciation.

In 1900, to give further evidence of interest in the school, a committee was appointed to ascertain facts regarding the instruction and work in the library school and to report the following year. At the next meeting the chairman of the committee, Miss Edith E. Clarke, presented a report which had been compiled after much careful investigation. It was then voted to continue

[1] A full list of lecturers and subjects is given on pages 37–38.

this work under an advisory board whose purpose should be "to learn the condition of affairs in the New York State Library School, to obtain the opinion of former students regarding its work and interests and to suggest any changes or improvements that may seem to them advisable." This close-range inspection of the various courses given has enabled members of the advisory board from their own actual experiences in the field to offer many suggestions. On their recommendation certain changes have been made: a more adequate course of instruction in public documents has been added to the curriculum and has proved advantageous; the instruction in cataloging has been adapted to meet more fully the demands of public library work; the course in business methods has been enlarged and outside librarians with practical experience have been invited to lecture on this subject; some splendid lectures on the subject of binding, which had not hitherto been given, were presented; lectures on the use of technical books have been included; the subject of work with schools has been developed and the study of "the Library and the community" introduced as an elective. Many of these additions to the curriculum had been under advisement by the faculty but were put more speedily into operation because of the suggestions of the advisory board. Our board always has had a very real interest in the welfare of the school and it is because of mutual confidence that the relations between it and the faculty have been most friendly. This board has also accomplished much in bringing the school and its alumni closer together and in increasing the feeling of vital interest in the work of the school on the part of the alumni. A great deal of this has come about through the personal efforts of Mr A. L. Bailey who for several years has given his time and service unstintingly as chairman of the board.

An effort has been made to help members become acquainted with each other and to advance social intercourse among them. The annual dinner has become a regular feature of the association. This is held during conference week of the American Library Association when a larger number of alumni are gathered together than at any other time, and without doubt the circles of

acquaintance of many alumni have in this way been enlarged. The feeling of *esprit de corps* thus fostered has borne evidence in the interest graduates often show in the work of other graduates.

As a body the association has been always in the fore in seeking to cooperate with the American Library Association. Its members serve on various committees of the A. L. A. and have proved ready to give help in other ways whenever asked. That a place on the regular program of the A. L. A. is given our association is ample proof that we have made ourselves a body with force enough to be recognized.

While the growth of the membership has not been large, it has been continuous and, in proportion to its possibilities, commensurate with that of alumni associations of other schools. Membership in the association is open to all former students who have been at the Library School at least one year and who pay an annual fee of one dollar. There is evident in the association an ever increasing sense of the responsibility it owes to its Alma Mater which is fundamentally the reason for its existence and to which each member looks for the highest ideals of librarianship.

The following is a complete list of the lectures of the alumni course supported by the association:

YEAR AND LECTURER	POSITION	NO. LEC.	SUBJECTS
1896			
William Howard Brett M. A.	Librarian Public Library, Cleveland, O.	3	Librarianship. Cleveland Public Library. History
1897			
Frederick Morgan Crunden M. A.	Librarian Public Library, St Louis, Mo.	0	Withdrew at a late hour on account of ill health
1898			
Herbert Putnam B.A. Lit.D. LL.D.	Librarian of Congress	2	Library buildings; evening lecture, illustrated. Administration of Boston Public Library
1899			
Frank Avery Hutchins	Sec. Wisconsin Free Library Commission	3	Work of the Wisconsin Free Library Commission

YEAR AND LECTURER	POSITION	NO. LEC.	SUBJECTS
1901 Ernest Cushing Richardson M.A. Ph.D.	Librarian Princeton University Library	2	Classification theoretical and practical: the order of sciences; the classification of books. (14+248p. D. N. Y. 1901. Scribner $1.25 net)
1902 Clement Walker Andrews M.A. LL.D.	Librarian John Crerar Library, Chicago	3	Guides to scientific literature
1903 Charles Ammi Cutter	Librarian Forbes Library, Northampton, Mass.	3	Notes from the art section of a library. (22p. O. Bost. 1905. A. L. A. Publishing Board (Library tract, No. 5))
1904 William Howard Brett M. A.	Librarian Cleveland Public Library and dean Western Reserve University Library School	3	Relations of the public library and the library school to other educational activities
1905 James Ingersoll Wyer, Jr M.L.S.	Librarian University of Nebraska Library	5	United States government documents. (78p. O. Albany 1906. (Library School Bulletin 21))
1906 Isabel Ely Lord B.L.S.	Librarian Pratt Institute Free Library, Brooklyn	3	Some notes on the principles and practice of book-buying for libraries. (18p. O. N. Y. 1911. Library Journal)
1907 William Dana Orcutt	University Press, Cambridge, Mass.	2	The art of printing

The New York State Library School from the Student's Point of View

Two classes of persons are chiefly responsible for the New York State Library School and its influence on library work. The faculty, among whom changes have fortunately been few and usually rather widely separated in time, have been a continuous body and it is they who are in most part responsible for the contents of the course and the technical methods taught. A general summary of what they have been able to do along these lines appears in the annual reports of the school. The school's traditions, its prestige and its influence are largely due to the personal and intellectual qualities of its students and their professional attitude both as students and as active librarians. They have in no inconsiderable degree contributed to the changes in curriculum which have from time to time been made and on their continued interest and cooperation the future of the school will in large measure depend.

This chapter has been devoted to a series of articles by former students because of the students' part in the making of the school and because no chronicle of faculty doings, or summary of formal courses offered or record of examination grades can give an adequate idea of the spirit which is the basis of the individuality of any institution, unless such official record is supplemented by some account of what the students did and what they thought of the school while they were an active part of it. The articles cover, at or about five-year intervals, the entire period of the school's life. None are written by any one at present officially connected with the school and no comment on curriculum, on faculty, or on general conditions is due to official suggestion or has been censored by official editing. They are therefore a record of what those who have been here really think or have thought of the school and its work.

The articles are in many cases frankly reminiscent and full of personal allusions which will interest those

who have been students here rather than those who have not. This, indeed, is one of the main purposes of this chapter: to enable every one who has ever been connected with the school to refresh his memories of its past and in this way to preserve and increase his interest in its present and its future.

The Columbia College School of Library Economy from a Student's Standpoint[1]

MARY WRIGHT PLUMMER '88, *Principal, Library School of the New York Public Library*

Perhaps no body of instructors ever had a more expectant class or one more ignorant of the subject to be entered upon than were most of the members of the School of Library Economy on the 5th of January last. It is almost a wonder that the ferment of energy and enthusiasm with which we listened to and attempted to follow our instructions did not burst out the walls of the superannuated building, for it was a clear case of new wine in old bottles.

We began at once on our work under the instructors appointed, applying ourselves first to the attainment of the library hand. Later we were allowed a choice between this and a printed hand, and several adopted the latter.

More than one family were astonished in these first days to receive letters written and superscribed in characters abjured since childhood, for the enthusiasm went so far as to make this almost a test of class spirit.

If I remember right, the next step was acquaintance with the accession book, as being simplest. We used loose sheets similar to those of the condensed accession book. From this we went on to gain a slight knowledge of the writing of shelflists and condensing of titles, giving but a short time to this as we were to return to it later.

[1] This article, which was read by Miss Plummer at the Thousand Island Conference of 1887, is here reprinted, by her permission, from the *Library Journal* (12:363–64). To keep its strictly contemporary character, no changes have been made, even though the conditions as described in the paper have in many cases been greatly changed.

The writing of catalog cards came next. For some time this was done on slips of author and subject sizes, until we could be trusted to take the regular cards. Piles of books were brought up to us to be cataloged, and we took them as they came, without selection. Our previous instruction on the slips had been in systematic order — biographies for a few days, then analyticals, then works in series, etc., so that we might master the writing of one kind of card before going to another.

During practice hours the instructors remained with us, overseeing our work, making suggestions, and answering questions with almost infinite patience. The time was all too short, however, to conquer thoroughly the vast amount of detail, and the apprenticeship term was of great value in confirming our uncertain impression of what we had been taught. From carding we went to classification, which proved fascinating but difficult. Only a few of the class elected to devote themselves to this during the apprenticeship term, the majority preferring to work at cataloging. Some weeks were spent in carding according to the dictionary system, and with this the term virtually ended.

It was not merely during the appointed hours of practice that we worked, for there seemed to be a general disposition to fill up the odd moments. Some busied themselves with cyclostyling, some with the Hammond typewriter, others with reference work and the elaboration of their lecture notes.

For one or two weeks our notes were taken down by ear, without much idea of what they meant, in the faith that some day we should look them over and find that practical experience had made them comprehensible. This proved true only in a measure, but the plan now inaugurated of a short term of practice before the lecture course will do away with this difficulty. The questions asked will probably be more intelligent and notes can be taken with full understanding.

It is greatly to be hoped that the lecture courses in the future may be arranged so as to bring together discourses on the same or kindred topics; by this means, the mind may remain upon one subject until it be examined on all sides, avoiding the waste of energy that must

come from a continual change of the subject under consideration. Such an arrangement would also facilitate the taking of notes in topical order.

As to our interest in the lectures, I think some of the eminent librarians who had hardly said their last word before they were surrounded by eager questioners and greeted with individual applause, can answer for that. The lectures might be divided into two kinds — the technical and the inspiring; the former aroused practical discussion, the latter enthusiasm, and the combination was a good one. It was noticeable that nothing that appealed to the missionary spirit appealed in vain.

When the apprenticeship term began, the value of actual and constant practice soon became evident. Reference books and aids to cataloging that had been but names to us became a continual need, and we soon learned to form a judgment, albeit a crude one, of their relative merits.

There has been expressed by several of the class, in my hearing, a doubt whether it is best for the school to attempt to teach more than one system of cataloging, considering the short time during which many of the class have the benefit of its instructions. In school parlance, we found ourselves "mixed up" by the different methods taught, so that when we came to be apprentices we had to relearn some things in order to do our work correctly.

The convenience of training in languages was very apparent, more so, doubtless, than if our apprenticeship had been in an ordinary library. To meet a want in this direction, a class in German was started, under one of the staff, and proved helpful. Several of us would be glad if the third year's course might include a review at least of our studies in languages, ancient as well as modern.

The plans with which many entered the school suffered changes and may undergo more before the end of the apprenticeship year. Our ignorance of the many departments, the infinite detail, and the higher aims of librarianship, led us to make hasty choice of future work, which was modified or reversed as we gained insight. Fitness for special lines developed itself and seemed almost to

EDWIN HATFIELD ANDERSON

Director, New York State Library and Library School, 1906–08

force a choice in some instances. One feeling however was common to the class, that, whatever place and whatever division of labor might fall to our lot, we should not be satisfied with less than our best work, now that we had a standard. With the untried enthusiasm of tyros we even yearned for small libraries in straitened circumstances, that so we might show how much could be done with a little.

I have intimated that the class was ambitious, industrious, conscientious, enthusiastic; all this would sound like self-praise if I had not intended all along to account for it in great part by the patient painstaking, the persevering energy, and contagious zeal of the faculty of the school. If the class be called a success, it is greatly owing to the ability and the generous spirit with which it was managed.

In 1890-91

EDWIN HATFIELD ANDERSON '92, *Assistant Director, New York Public Library*

My days at the Albany Library School during the winter of 1890–91, are now so far away that I have rather vague recollections of them. I can therefore only touch upon a few points which stand out after the lapse of twenty-one years.

Librarians are sometimes inclined to smile when applicants for positions give a fondness for books as a reason for wishing to take up library work. Yet I remember it was my own inclination in this direction which brought the library school to my attention.

Having been some years out of college when I entered the school, I naturally found the close study of the many details of library work, and especially the minutiae of cataloging, very irksome. When I tried to learn to write catalog cards in "library hand," I felt like an elephant trying to do fancy needlework. I shall never forget the gory red of the reviser's corrections on my cards. I was inclined to cavil at many of the minute, not to say fussy, details of cataloging. I still think some of

them *were* fussy; but I had not been long engaged in practical library work before I saw reasons for most of those minute details. I suppose there is no more assured maker of college curricula than the freshman, and I remember that during my first term in the school I had little doubt that I could vastly improve its curriculum. Now, after twenty years' experience as a librarian, during which I have had more or less to do with the management of three library schools, I am not so confident.

In general I believe the advantage of library school training over mere experience in a library without the special training, is due to the fact that at the schools there is a concentration of experience. If one learns only one library's methods, it is a comparatively narrow experience. At the schools various methods are studied and discussed and a broader view of the general situation acquired. The individual libraries are prone to self-satisfaction with their own methods; and self-satisfaction is a sure sign of arrested development.

For personal reasons it was necessary for me to get all I could from the school in one school year. I was fortunate therefore in being allowed to attend many of the lectures given before the senior class as well as those given before my own. Thus, in an informal way, I was able to take in one year an eclectic course, supplementing my junior work with some senior lectures.

On the personal side it is interesting to note that two of my classmates, Miss Sharp and Miss Robbins, became heads of other library schools, and another, Miss Foote, of a training class in a large library; while Miss Kroeger, who was a senior when we were juniors, afterward had the responsibility of the management of still another school. Counting myself, therefore, who later stood godfather, as it were, to two schools and for two and one-half years was director of the New York State Library School, there were five of us at Albany in the winter of 1890–91 who were afterward called upon to administer such schools.

Unfortunately it was necessary for me to earn a little money while pursuing my studies. So for several months I acted as librarian of the Albany Y. M. C. A., devoting

part of my afternoons and most of my evenings to it. As a result of this overwork I grew thin and pale, and when I returned home my friends seemed to think I had been through a long and severe illness. I shall never forget the search for a "job" which followed. I thought for a while the library profession was determined to get along without my services. In those days it was not necessarily an advantage to have had library school training. The school was new and not very well known, and among librarians the old idea of learning by doing, rather than by special study, was in popular favor. Like the colleges and universities, and more especially like the schools of engineering, law, medicine, the arts etc., the library schools have had to demonstrate their practical usefulness before employers could be persuaded to look with favor upon their product. Any new kind of school begins with a strong prejudice against it. It was long the prevailing idea that the place to study law was in a law office, not in a school. But the advantages of organized study in the modern law school are no longer questioned; and among sensible people the advantages of study in a good library school are now generally conceded. It was not so, however, in 1891 and after some anxious search it was with considerable relief that I accepted the first position I could get, that of cataloger at fifty dollars a month. When I see today how the libraries are competing for the output of the library schools, I realize how conditions have changed in twenty-one years. The demand for school-trained people is now greater than the supply.

Schools, of whatever sort, can only put their students in the way of learning; they can not really educate them. Colleges and universities can only familiarize their students with the use of the tools of knowledge. So the library schools can not produce well-rounded nor fully informed librarians. They can only point the way which the student must afterward travel for himself. Furthermore the schools can only do their best with the human material which comes to their hands. If the student has not in himself the making of a first-rate librarian, the school can not put it there. Robert G. Ingersoll once said that colleges were places "where brick bats were

polished and diamonds dimmed." The rhetoric is pungent, but the facts are otherwise. Ingersoll made the mistake of expecting the colleges to manufacture diamonds. They can refine, not transmute, the material with which they work. The like is true of the library schools; and we have no right to expect that they will turn out library geniuses unless they have potential geniuses upon which to work. Just now, it seems to me, the best way to improve the product of the schools is to persuade better equipped people to attend them.

New York State Library School 1895-97

Isabel Ely Lord '97, *Director, School of Household Science and Art, Pratt Institute, Brooklyn, N. Y.*

On October 2, 1895, the class of 1897 gathered (at 9.30 a. m. as duly ordered by letter) and its members seated themselves meekly behind the class of 1896, in 31a, which was then the lecture room of the school. Miss Mary S. Cutler met them and gave out the program (with one *m*) for the fall term, distributed lists of faculty and of both classes, and gave the necessary information as to "settling in." There were but ten seniors, but they loomed very large to the juniors, who numbered twenty-two. Only the presence of two men in the class enabled the juniors to hold up their heads before the wholly feminine senior class.

Tables that served as desks for the students were in 31 and 33, with Miss Cutler's quarters in the far corner of 31 — very literally the center for the life of the school. Those juniors who had entered on examination found in their odd moments time to discuss such quotations as "Give a sketch of American literature from the beginning with special reference to spirit and tendency, not to individual authors." "Mention and characterize in a few words ten famous persons who have died within the last year." "Outline the most important work of the legislature of your own state during its last session." "Choose for careful description some one great institution from the 13th century." And still the wonder

grew how any had passed. Or they compared notes as to the results of the letter received in the summer from Miss Cutler and beginning: "Allow me to call your attention to the importance of mastering the library hand before the opening of the term."

But there were not many odd moments, with a program that called for five lectures of cataloging a week, with a minimum of forty hours' work, one reading seminar, with nominally four hours' and really at least ten hours' work, four hours of general lectures, and at least four of reading, and with all the ways of a library to learn. There were yellow requisition slips to be filled out for everything we needed to buy, and manila V slips for anything we needed to use for "the State." There were the mysterious abbreviations to be learned that were now to be our signatures, and which began such brief (V slip) notes as "Please write a trifle larger hand," "Make the words a trifle more compact," "Please insert Joaquin Miller in title," "Please see F. W. before you go."

Into all this the class plunged with energy and a due amount of gaiety. To them fell the unusual fortune of having Miss Ada Alice Jones as instructor in elementary cataloging, and to the credit of the class be it recorded that in their saddest moments of depression on the impossibility of living up to A. A. J.'s standard, they still rejoiced that she was training them. The time flew till the day of reckoning in December, when the examination in elementary cataloging tested the class — and it met the test. "Real" cataloging began early in those days, and at least one member of the class of 1897 still has a copy of the first card she wrote for the New York State catalog, on December 2, 1895. The time flew again till the close of the year and 1896 departed, with two B.L.S. degrees and three diplomas. September 30, 1896 brought the class of 1897 back, reduced now to fifteen, but with eighteen juniors to "train in." The reduction was partly due to the fact that this was the first year of the application of the doctrine of "election" to the senior class. Grades were given promptly, so that one was not kept in suspense as to whether one had "satisfactorily completed" a subject, but by the new

ruling one might pass gloriously as far as grades went and yet not be "invited" as the polite term was, to continue. Of course we all felt we were personally fitted to do library work, but we had no way of knowing whether the authorities of the school agreed with us. Some of the reduction was for personal reasons that lost us members we were loth to lose. We certainly mourned our lessened numbers. One of the first efforts of that politically exciting year was to discover that all but one senior and all but three juniors were unreservedly "gold" and only curiosity brought them all out one day to watch Mr Bryan drive by.

Soon came, in February 1897, the move to the fifth floor, because the Senate committees wanted our quarters, and we packed up cheerfully, not realizing that soon the Library School would be sent higher yet, until finally fire should eliminate the old familiar body that we knew, leaving only the spirit to find itself a new dress in the beautiful building now almost ready for it. In our fifth floor quarters we were provided with real desks, an improvement that was much appreciated by everybody, but perhaps most by the cleaning women, since now a library school student could actually put a few things away.

But we had little time to play with our desks when the *Publishers' Weekly* had to be checked in order to show our intelligence as to the selection of books, and when everybody's number came back every week fairly gay with red checks that expressed disapproval. Many a student gained then that fear of a wrong purchase that inhibits his or her action today, when he or she sits in high places; one shudders even now to think of one's responsibility.

The "library trip" of the first year was to Springfield, Hartford, Northampton, Boston, Salem, and Wellesley. The working hours each day were approximately seventeen, and the number of questions on the official mimeographed list was 179. The social events are counted into the schedule, as they were practically required, and it would be untrue to memory not to record that the Pratt Institute Library School came soon after us, with a much lighter schedule and a vigorous freshness

TEMPORARY STUDY ROOM, NEW YORK STATE LIBRARY SCHOOL, APRIL SEPTEMBER, 1911

First floor, Science Building, State Normal College

that made them distinctly unpopular with the weary N. Y. S. L. S. The proud reward for our trip was a *Transcript* editorial of which one sentence read "The interest which this company of young women has awakened is due quite as much to their sincerity and earnestness as to the novelty of their position." But Pratt was included in that too.

The second year's trip took the school to Vassar, Newark, and Greater New York, with a meeting of the New York Library Club. It seemed less strenuous than that of the year before, but that may have been because of longer experience.

The social side of the school life centered at 315 Madison avenue, where Mr and Mrs Dewey always left the latch string out for the library school. Many an informal dance did they enjoy there, and whenever dear Mr Cutter was a guest he waltzed about ecstatically with the tallest girl obtainable. At the opening of their senior year the juniors gave a party for which the following invitation was printed on a lurid red folder, with three black pins stuck viciously through, and a witch riding a bicycle depicted at the beginning:

> Ninety-seven witches of experience dire
> In the ways of black art and tricks of red fire
> Hereby command ye blithsome, careful mortals
> Fearful to draw nigh unto the Dewey portals
> When in the lurid light of Hallowe'en
> Dark secrets of the future ye may glean.
>
> At eight — At ten
> Away again!

It is good evidence both of what good times we had, of what archaically early hours we kept.

But out of all the many impressions of class instruction, class discussion, private books examined, books read, books studied, discussion, library routine, hours of grind, moments of gaiety, there arises one impression so much bigger and so much more enduring than all the others that it dominates them wholly — the impression of personalities embodying for us the "library spirit." Not the rules we learned, the books we cataloged, the facts we acquired or the decisions we made, but the people who gave us our start in library work — they were the big thing.

First came our faculty. In and out from time to time Mr Dewey flashed, giving us in terse, vigorous, staccato phrases, practical directions and ideals all mixed inextricably, but with a power of incentive that sent us long and far. Miss Jones set a standard of accuracy and of patience in detail that none of us have ever reached; Mr Biscoe awed while he inspired us to a desire for some infinitesimal part of the knowledge that was his; Mr Johnston goaded us almost to desperation and certainly to sp endid effort and some good results by his swords of witticism drawn and thrust while he looked his laziest; Miss Wheeler set us a standard of judgment that we struggled for then and after; and dear little Miss Woodworth comforted and encouraged us and greeted each birthday with a rose. But always from that desk in the corner came what counted most. It was Miss Cutler's ideal of life and work that we saw clearest, her patient consideration of every point, her insistence on a philosophic, an ethical, and an economic basis for our work, her never-failing sense of justice, her ignoring of the pettiness of personalities, her generous giving of the very best she had — it was all these that made the largest influence of the New York State Library School for many and many who still bless her name.

From outside they came too — Mr Larned, with his scholarly calmness and his simple, fine ethical standard; Mr Brett, with the beautiful childlike quality that made his splendid achievement dear to us all; Mr Foster, whose modesty was even greater than Mr Brett's and from whom we gained a further glimpse of the characteristics of the true scholar; Miss Hewins, with that quality in both literary judgment and wit that made her seem almost too good to be true; Miss Hannah James, whose vigorous common sense and relentless holding high the standard stirred us to shame at our own lack of accomplishment; Miss "London" James, bringing her broad social interest and her own delightful freshness in point of view; Mr Solberg, whose gentleness was so palpably that of strength; Miss Sharp, whose mental clearness and brilliancy alternately incited and discouraged us; Mr Dana, gloomy and discouraging without, but offering us much food for thought and inspiration to achieve;

Mr Iles, who flew in and out almost as fast as Mr Dewey, leaving a trail of pungent and wise sayings; and dear Mr Cutter, more beloved perhaps than any, who in the very citadel of the D. C. raised his lance for the E. C., never making converts, so far as one knows, but gaining the respect, the admiration, and the warm affection of every one of us.

These are they who come back as one writes *currente calamo*, so that they are real impressions. From them the class of 1897, like its predecessors and successors, got the greatest thing that any school can give — an ideal lived out by fine personalities. Whether one has been able to do much or little, whether one has occupied a hidden corner in the big library world, or has sat on the throne (larger or smaller) of administration, or has slipped out of that world altogether, wherever one has gone and whatever one has done, the library school years have had their harvest.

Leaves from a Journal of Our Life in Albany Lest we Forget!

Charles James Barr '02, *Assistant Librarian, John Crerar Library, Chicago, Ill.*

As Twain remarks of the Innocents on the Quaker City, it was a carefully expurgated company of aspirants who found themselves "enrolled among the select" in the fall of 1900, with the privilege of letting loose their intellects on the accumulated store of knowledge commonly denominated library science. Fourteen seniors had returned to deal patronizingly with the thirty-five newcomers. Nineteen hundred two was blessed with a plentiful stock of genuine feminine enthusiasm most refreshing to one who had accustomed himself to an attitude of standing by to watch the young folks play. The presence of an occasional scoffer, or one whom the bitter experience of the pedagogue had made more or less indifferent to the appeal of the uplift, but added to the zeal of the more ardent elements in the class.

The school that year had rather an unusual percentage of male stock—unlucky thirteen?—which fact possibly added some interest for the faculty in the outcome of the year's work. Nine promising youths (?) entered with the class of 1902 and did their best to look wise and take a leading part in all weighty discussions of "the modern library movement."

Room 59 could not accommodate all the newcomers, as well as members of the faculty and staff whose duties warranted the honor of assignment of space in school quarters. The restraining influence of the latter in curbing the effervescing spirits of students with social proclivities could hardly be dispensed with, even from eight to ten p. m. "Conversation even in low tones strictly prohibited!" In consequence three of our "Hahvahd" men were relegated to 56.

The faculty of that day had seen little change of personnel from those who had helped to found and build up the school. Mr Dewey and Mrs Fairchild were still in charge and doing their part to inspire students with lofty ideals for their chosen profession and an appreciation of the fellowship which prevails among the rank and file of those engaged in the work.

As was to be expected of classes made up so largely of graduate students, many of whom had already wrung a meager living from the work-a-day world for longer or shorter periods, all had soon settled down to serious routine work, which involved faithful attendance upon lectures and long periods of detailed study during the open hours of the library. To some of the ardently ambitious it was a matter of regret that the doors closed at ten o'clock at night, as they were primed for their best efforts at that hour. For others it became an established routine that an hour thereafter must be given up to wild dissipation, the details of which can not be here mentioned with propriety. (There were no moving-picture shows in those days!)

Aside from the excitement of the chase after the mastery of the proper use of capitals, commas and semicolons in manuscript cataloging, there was the joy of doing "State time"—a term eschewed by the faculty, but so aptly suggestive that it appealed strongly to the student mind.

The long hours of durance vile devoted to the State were sometimes regarded as a means by which the toil of the staff was lightened at the expense of the unremunerated student, who *must* have experience.

A goodly number, however, braved the terrors of the civil service and found themselves entitled to serve as members of the staff on terms that helped to keep the wolf from the door. This service had in it an element of real experience which appealed to the man who hoped to nail a good job at the conclusion of his course.

The lectures provided by the school from those outside gave many opportunities to know the "lights" of the profession at first hand. A mere enumeration of the treats offered would prove the value to those who sat in rapt attention, but space forbids. The lectures provided from the fund of the alumni association were noteworthy for their scholarly character.

Occasionally discussion of affairs of state attracted us to the legislative halls where we were privileged to note how the machinery of government is run. It is unlikely that the students of that day will soon forget their opportunity to hear Mark Twain discuss in his inimitable way the proposal to regulate the practice of osteopathy. His venerable aspect and his dry humor made *him* the center of interest, rather than any logical argument he may have endeavored to persuade himself he was presenting.

The experience of boarding-house life in Albany had an element of interesting novelty for those who had the sense of humor to help them to take its characters at their true value. The social life of the school and the student body had much to offer that was thoroughly enjoyable. A variety of outdoor recreation was offered through the generous thoughtfulness of the faculty and the resourcefulness of the students themselves. Mr Dewey's surrey, generously contributed, gave many a pleasant hour as relaxation from work that would otherwise have made Jack a dull boy. Skating parties in winter enjoyed the Pine Hills pond and the hospitality of Mr and Mrs Fairchild.

The circus, the dog show ("I haven't done the same thing since, have you?"), the omnipresent street grind organs, and the stock companies at the theaters all

attracted their quota of patronage in parties of students who were ready to go "dutch." It was that spirit of casting aside the formalities and going in for a lark which made for good fellowship and established so many genuine and lasting friendships. This atmosphere was perhaps more novel to those who had come from universities and colleges exclusively for one sex, than to those of us who had been undergraduates at coeducational institutions.

Indoors the ladylike game of ping-pong was then in vogue and had its devotees who enjoyed a "quiet game." The Regents' tower room was frequently the scene of activity, until the Regents overheard and enforced the law. Dancing appealed to a sufficient number so that evenings devoted thereto were frequent and a "lovely time was had." The occasional presence of the faculty members and their families at these functions added zest to the game and kept us all young in spirit. Spectators were excluded; every one in attendance was required to take a turn.

The classes were repeatedly indebted to Mr and Mrs Dewey for their generosity in opening their home for festivities and receptions. Not least among these occasions was the Hallowe'en party given by the class of 1902 to 1903. A feminine committee with all the resourcefulness of born hostesses and full-fledged kindergartners combined, kept the male contingent on the jump for some days previous, and on that memorable night served up an article of entertainment that for variety would put the modern vaudeville show to shame! Besides the customary decorations, stunts and "eats," there were a sheet and pillowcase disguise and a real live fortune teller whose marvelous powers of character reading made many a man tremble for fear his buried past would be revealed. To cap the climax of the evening there was the famous "parlor-football" contest with the faculty pitted against naughty-three, for the little silver trophy engraved "Presented by the class of 1902," and intended to pass on from year to year as an incentive to future contests. Fortunately the faculty won this initial game in spite of the fact that they were handicapped by the early departure of the sublibrarian in

STUDY ROOM, NEW YORK STATE LIBRARY SCHOOL, 1911 12

Guild House, Cathedral of All Saints, third floor

charge of bibliography and classification. It was whispered among the naughty-threes that the faculty were surreptitiously aided by the extra wind of the breezy '02s, but thus the juniors were taught a necessary lesson in humility.

The famous valentine party of February 1902 will go down in history as the red-letter social event of library school days. The clever variety of entertainment, the attractive decorations and the scintillating wit and humor of the verses dedicated to St Valentine made the event one that will be long remembered by those present. Doubtless more than one man has since had a tender spot for the game of hearts.

The school junkets of 1901 and 1902 were as complete a realization of delights long anticipated as rarely falls to the lot of the eager enthusiast. The earlier trip included New York and vicinity, Philadelphia, Baltimore and Washington. We visited three new buildings, those of New York University, Jersey City and Newark. Classes were organized into committees that spent the precious moments in critical examination of methods, conscious that the day of reckoning would come when reports must be submitted in class. However, there were those who stole away long enough to store up memories of rathskellers, facetious barkers on "Seeing Washington" cars and similar excitements. To those of us who hailed from the "woolly west" where there are no centers of culture, the wonders of the metropolis and the capital city were a revelation.

And now to pass to the closing days of our connection with the school; it was a happy arrangement that brought the A. L. A. conference of 1902 to Magnolia, and permitted the attendance of the school in a body after its visit to the libraries of New England. What could be a more perfect realization of Paradise than New England in June! Magnolia with its rocky coast, its sailboats manned with well-schooled salts, a glorious moon at its best, and who could be lured to meetings or even dances indoors? Then there were the attractions of the "Pop concerts," the Harvard Yale game and other commencement festivities. All this was a fitting climax to two years of preparation for a new work; for, while it may

have made the toil directly after seem prosaic, it wove into the memories of our days in Albany a glimpse of the joys of librarians at play, and it is then, if they have a redeeming sense of humor and do not take themselves too seriously, that they are at their best.

"I now at the close of the examination in *Auld Lang Syne* declare that prior to this examination I had no knowledge of what questions were to be proposed, and have neither given nor received more aid than I could get."

C. J. Barr

As it was in 1905-06

Chalmers Hadley '07, *Librarian, Denver (Col.) Public Library*

"Nothing now is left but a majestic memory" was doubtless our thought when news of the State Library conflagration was received. In our mind's eye we saw the flames burst from below into the school above and then curl upwards, while we exclaimed with the excited student in her grief: "Well, room 71 is warm at last!"

Recollections of library school really begin with the trip to Albany when first we realized the importance of the letter "S," in every phase of New York life, from sausages to Sing Sing. There were Spuyten Duyvil, and Shinnicock, Shawangunk, Shinhopple, Seawanhaka, Sempronius, Schaghticoke, and finally that classic suburb of the capital city, Saugerties.

Every little city has an odor of its own and in Albany there prevailed a faint mustiness as of a house long closed. All senses were awed, however, when we beheld the red roofed pile which surmounted the hill. The fame of its million dollar stairway had gone abroad, but its steps were trod by the lords of the State and not by meek library students whose way led past the Lunacy Commission and Charity offices to the elevator.

Fortune smiled that first Albany day, for the lift was lifting and we were hoisted to the accompaniment of diverse creakings which dropping oil from above failed to assuage. Cordial greetings warmed our hearts and then we beheld Santa Florence, patron saint of students, gentle

of voice and manner, but withal a collector of bears. Evidences of thoughtfulness abounded and assistance was given in search for boarding houses. Popular places were on Beaver, Tiger and Fox streets, but many timid students from the far west beyond Schenectady preferred living on Dove or Swan. Elk street was a favorite, but fewer residents on that aristocratic thoroughfare openly took boarders.

The first day was devoted to inspecting the city and estimating its resources for a two years' sojourn. The most esteemed pleasure of Albanians seemed to be the consumption of " contrabands," a mint-flavored molasses confection. For the less extravagant, there was always Washington Park, a converted cemetery, with its beautiful paths where one could walk sedately. One soon realized the wisdom of locating the library school in a secluded spot, far from human distractions, where there was every incentive to complete the library course as quickly as possible.

The second day promised excitement, for then would come the official inspection of newcomers. Expectations were high for it had been specified that all admitted should " have freedom from marked physical defects "— mental ones were not mentioned. Surprise therefore was unbounded when we beheld a manly youth bending wild-eyed over cramped fingers as if fatally twisted. These contortions ceased entirely, however, with the mastery of library handwriting, long before the writer became editor of the *Publishers' Weekly*.

We gazed about with interest and noted the talented woman responsible for the high price of red ink and the registrar of pleasant mien.

The Websterian gentleman to the left already has perfected his plans to capture the vice directorship of the school. Behind him sits a strawberry blonde from Michigan with a love for fine raiment. Gorgeous in his silk tile, he mingles in the Elk street parade on Sunday, while the lower class gazes in admiration.

School work began with book selection and John Halifax, Gent., was considered for admittance to public libraries. Having seen that book for years in libraries, all felt safe in recommending it.

Then came the opening reception at the Deweys. Who will ever forget the thrilling personality of the host or his hospitable home? Floors were cleared for a dance to music from the pianola, presided over with the same success that the *Booklist* now enjoys.

A start was made in classification and the ladies discovered that in 920, but one point separated them from idiots, cranks and fools. This narrow margin also divided *limbus patrum* from *limbus infantum* and in spite of a very general impression, neither proved to be contagious diseases.

Then came the deluge — classification, book selection and cataloging, with this order reversed every forty-eight hours, until all sense of time and direction were lost.

In November Albany became surcharged with excitement, due to the annual boarding up of Moses' statue in the park. On Thanksgiving day the coveted invitation to the director's home fell to our foreign friend, the Viking, who described two notable dishes enjoyed as "a great bird and a russet pie which was formally parted."

In December the junior class asserted itself in favor of less cataloging. The faculty listened politely and cataloging continued without a break.

January saw the egg blowing contest, and the flames which finally melted the silver trophy were not fiercer than the windy efforts to win the little cup. The month was notable for the arrival of the new reference librarian, a Wiry gentleman from the West and an extraordinary live one.

The coming of the new director of the school made a notable spring which was marked also by examinations. The State of New York is a suspicious commonwealth and to prevent fraud, desks must be cleared. Following a portentous silence, a bell is struck which paralyzes the students' few working brain cells and then follows a wild rush and the devil take the hindmost. It was then that the problem came: "Plan a library building to cost $25,000 for a city of 10,000 inhabitants, the annual book increase being 1000 volumes." The most interesting design showed a marble edifice with four courts, covering a city block, with fountains and gold fish and a statue of

STUDY ROOM, NEW YORK STATE LIBRARY SCHOOL, 1912 DATE

Room 330, State Education Building

Minerva by MacMonnies at the entrance. The designer has since devoted herself entirely to cataloging in Cincinnati.

The annual trip of library inspection was interesting. For two weeks, at the rate of three a day, libraries were visited and copious notes were taken concerning the pins which supported the book shelves, the demonstration of picture bulletins, and the actual space required by a reader for his complete comfort. Statistics and libraries became somewhat confused at the last and the institutions which stood out most vividly as successful ones were those where lunch had been served.

School work was over and then instead of a period for mental and spiritual discipline, the year appeared all beautiful in time's procession. Friends were made, foundations laid and we realized with Jean Paul that memory is the only Paradise out of which we could not be driven.

In 1910-12

Mrs Elizabeth G. Potter '12, *Instructor, Library School of the University of Wisconsin*

To the members of the class of 1912, assembling for the first time, the massive Capitol seemed like a mysterious maze, whose winding corridors led in every direction except that in which we desired to go. The cheerlessness of the halls, the crowded reading-room with its sea of strange faces cast over us a shadow of apprehension; but when the threshold of the library school study room had been passed we seemed surrounded by that warmth and cheer which will forever be associated with Albany. The clasp of the hand and the tone of the voice gave a message of welcome and we instinctively felt that our instructors were also our friends.

As we drew the little slips of white paper which would decide the desks we were to occupy during the coming year, we glanced about to see whom our classmates were to be and listened to their voices. There came to us the soft drawl of the southerner, the broad vowels of the New Englander, the refreshing breezy phrases that told of the

great plains of the middle West, and now and then the unfamiliar words of a foreign tongue. In fact a more cosmopolitan group would be difficult to find. Here were those who still seemed to be wearing the mortarboard and gown of college days and others whose maturity bespoke years of experience in library work and in that still larger school of the world. But all had assembled for the same purpose and were filled with the same earnest enthusiasm.

If some had entered the school with sordid motives; if the lure of salary or fame had led them to take up this work, all such thoughts were quickly dispelled. For were we not to be the "educators of future generations" and the leaders in a great cause? It was somewhat appalling at first to realize that we were to raise the standard of culture throughout the country, but we went bravely to work, following our leaders through the maze of bibliography, and carefully concealing our catalog cards, gaudy with red ink, in a box plainly marked "In case of death to be destroyed without opening."

And so the busy days sped by. We lived and worked like one great family. Our faculty, devoted to our interests, planned every detail of our work with careful consideration, the colored janitor gave the desks of the southern girls an extra polish, and Jerry, as he regulated the speed of the elevator, inquired with concern whether we had found the "economic family."

Of course there were days when we declared that the work was too heavy; when we thought that one of our friends in the Capitol was right when he said, "They do hand it out to them library students pretty liberal and they ain't forgettin' Sundays and holidays either"; and there were times when we told each other how we would run a library school, but in the end we looked back at our grumbling with a smile, declaring there were few flaws in the course provided for us.

Spring had just begun to take the chill out of the air, when we awakened one morning to find the New York State Library in ashes. As we stood on the street corner watching the smoldering flames, which now and again burst forth with renewed energy and played with awful beauty within the narrow confines of the tower, we wondered how this great library could ever be restored. But

we did not doubt that the work would go on, for we knew our director and his staff. It was not long before we were all assembled in the aud torium of the State Normal College, and Mr Wyer standing before us held up one poor charred volume saying, " My friends, this is the New York State Library." Upon so small a foundation were plans quickly laid for the future; comfortable quarters were provided at the State Normal College, lectures delivered, books purchased, and with only a day's interruption our work proceeded with its former interest and efficiency. As we looked upon the blackened walls of the Capitol we realized how great a calamity had fallen on the State but we were also filled with admiration for the courage and energy of our faculty. There was no faltering, no hesitation but a marvelous spirit of determination to save what was possible from the ruins and to rebuild upon the same broad lines.

To the class of 1912 there was one gleam of light in the darkness. The fire had been terrible but if it had to be, we were glad it had come at this time. Our recent examination in shelf and accession work had caused us many pangs of anxiety but out of the blackness peeped a silver lining. Everything had been destroyed so our examination papers were no more. But our joy was short lived for everything was lost except one small iron box and this contained the examination papers, only blackened a little along the edges.

Then came the library trip, when we traveled from place to place, invested with somewhat the same feeling of importance that took possession of David Copperfield when he donned his first suit of mourning. In the eyes of the library world we were refugees from a great fire and received with unusual interest. We told and retold the story of the conflagration and dwelt with pardonable pride on all that had been accomplished in the succeeding weeks.

On our return we found our room at the Normal College provided with unhoped-for conveniences and equipped with an excellent working library. So the year ended with a little fun intermingled with the long hours of cataloging and the bond between faculty and students was

drawn more closely because of the great crisis through which they had passed together.

The next fall we assembled, our own class somewhat diminished in numbers, but not in enthusiasm. The gloomy loft of the guild house of the Cathedral of All Saints had been transformed into a pleasant study room and the walls lined with a splendid collection of books. In spite of the fire there seemed to be no lack of material for our work and we delighted in the soft strains of music which came to us from the choir boys in the cathedral.

Soon the strange faces of the juniors became familiar to us. We entertained them; they invited us to a dance; the months slipped by and we separated to do practice and research work in various parts of the country. All too quickly June arrived and our two years at Albany became but a memory.

Our course had been varied and broken, but was there one who was not glad and proud to belong to the "fire class?" We had lost much in the form of lecture notes and books, but we had gained far more in seeing the courage with which men and women could face a great disaster and the ability and perseverance which made it possible to build a new library on the ashes of the old.