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*A History of*  
THE SCHOOL OF  
LIBRARY SERVICE  
*Columbia University*

RAY TRAUTMAN  
PROFESSOR OF LIBRARY SERVICE



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WHO, IN THEIR COMMUNITIES  
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THE MEANING OF  
COLUMBIA'S BICENTENNIAL THEME—  
“MAN'S RIGHT TO KNOWLEDGE  
AND THE FREE USE THEREOF”





## PREFACE

THE BICENTENNIAL YEAR 1954 was deemed an appropriate occasion to record some of the happenings of Columbia University's different professional schools and departments, hence the appearance of this historical sketch of the School of Library Service.

The School of Library Service is unique among the accredited library schools of this country. No other has had such a checkered and at times precarious existence, if we include its predecessors. The old School of Library Economy began at Columbia almost as if by accident, though nurtured by and developed according to the ideas of its zealous founder. The Trustees of the College, who had grudgingly permitted its establishment, happily abolished the School within a few years. To say it was transferred to Albany is perhaps less accurate than to say it was re-established there by its original founder.

The School at Albany suffered from lack of support, the loss of its first director, and a disastrous fire. It survived because of the self-sacrificing efforts of its staff and the intense loyalty of its alumni. Certainly little of the original School remained at Albany in 1926 when it was permitted to "return" to Columbia.

The other predecessor school was established at the New York Public Library, where it was engaged in training librarians, primarily for its own staff, for fifteen years before the decision was reached to transfer it to Columbia University.

Full-scale histories need to be written on the New York State Library School at Albany and on the Library School of the New York Public Library. It was impossible to include more than a fragmentary account of their activities within the limited scope of this work.

The alumni of all four schools have individually and collectively rendered invaluable assistance to the present School of Library Service by means of criticism, suggestions, and support, financial as well as moral.



THE SCHOOL OF  
LIBRARY SERVICE



# I

## BEGINNINGS OF THE SCHOOL OF LIBRARY ECONOMY

THE EARLY HISTORY of the School of Library Economy of Columbia College is the story of Melvil Dewey. It was Dewey's initiative and enthusiasm, ably seconded by the persuasive powers of President Frederick A. P. Barnard, that won authorization for the novel project in May, 1884, from a skeptical Board of Trustees. Similarly, it was his talent for supervising and improvising, combined with his prestige among professional librarians, that raised the School to a position of leadership in library education during its brief sojourn on the Columbia campus at 49th Street.

The cool attitude of the Trustees is perhaps understandable. They had appointed Dewey to the post of Librarian-in-Chief in 1883 for the purpose of reorganizing and strengthening Columbia's library to meet the needs of a rapidly expanding curriculum, both in the School of Arts (where graduate work had been introduced in 1880) and in the newly founded School of Political Science. From this point of view, the proposal to institute a school to train librarians for service elsewhere appeared irrelevant, if not injurious, to the main business in hand.

The task that faced Dewey in overhauling the antiquated library was, in fact, no simple matter. For a century and a quarter the College had given the sort of instruction that placed little emphasis upon student use of an institutional library. Classwork had consisted largely of recitation

from textbooks and of filling notebooks with more or less accurate versions of faculty lectures or dictated outlines. Each professor had his personal library for reference purposes, while the student in search of lighter reading or of material for an essay or oration could turn to the collections of Philolexian or Peithologian, the literary societies that played so prominent a role in after-class affairs. Under such circumstances, the College library had occupied a subordinate place in the scheme of education. The librarian had made it available at prescribed hours for those who had need of its limited resources, and periodically he submitted a report to the Trustees' Committee on the Library setting forth its condition and listing the modest accessions that came to its shelves through gift or purchase.

The arrival in 1876 of John W. Burgess as Professor of Political Science, History, and International Law had marked the beginning of a vigorous and persistent agitation for improvement in the size and procedures of the College library. Following his graduation from Amherst in 1871 and a brief interlude of teaching in Illinois, Burgess had studied political science at the universities of Göttingen, Leipzig, and Berlin. He had returned to his alma mater in 1873 deeply impressed by the methods of scholarly instruction at the German universities, particularly the emphasis upon original research, the seminar, and the wide use of source materials. He had accepted the invitation to Columbia three years later in the hope that he could make use of these methods in developing advanced work in jurisprudence.

Burgess's first impressions had been highly disappointing. He found the School of Arts small, its faculty lethargic, and its alumni indifferent to its fortunes. The somewhat more vigorous School of Mines was inadequately housed. The School of Law, under Warden Theodore Dwight, was flourishing, but it was separated from the main campus and narrowly professional in its curriculum. Worst of all, in the young scholar's opinion, was the College library. The collection consisted of about 25,000 volumes and ranked forty-ninth in size among the libraries of the country. It included few items devoted to the political and social sciences and was notably inferior in arrangement and cataloging to the Amherst library. For this situation Burgess held the librarian responsible, and it was upon that worthy that he poured his greatest scorn. The Reverend Beverley Robinson Betts, he recalled in later years, "crept up to the building about eleven o'clock in the morning and kept the library open for the drawing of books about one hour and a half daily. . . . He used to boast that the Trustees appropriated \$1500 a year to the library and

that he turned back nearly half of it at the end of the period.”<sup>1</sup> Whether or not the last comment was actually justified, it is clear that the Reverend Betts’s conception of his duties was widely at variance with Burgess’s conviction that a library is the vital center of scholarly enterprise and that it should be open to investigators for as many hours each day and on as many days during the year as possible.

Burgess tried in vain to stir Betts into making improvements in the collection, the hours of attendance, and the service. He then obtained permission from the Trustees to open a special reading room containing works in the fields of history, law, and political science. While this was not a full solution of the problem, it did serve to draw the attention of other faculty members and certain Trustees to the inadequate services of the librarian.

Early in 1883, President Barnard, working closely with Burgess, managed to bring matters to a head. Columbia’s new library building was nearing completion. Furthermore, the School of Law was about to move up to the 49th Street campus, which meant that facilities would have to be provided for its fine professional reference collection. The time appeared opportune to review the entire library situation. Accordingly, the Trustees requested their Committee on the Library, of which Barnard was a member, “to consider such rules and regulations for the better management of the United Libraries of the College and of its several Schools, as will secure a uniform system of cataloging the books, and their proper arrangement and supervision and render them more useful and accessible and to suggest improvement in the staff and organization of the library as they deem proper.”<sup>2</sup>

Among the changes suggested by the Committee was the appointment of a new head librarian. The Trustees gave their approval and charged the Committee with the duty of making the selection. The name of Melvil Dewey was early put forward in the discussions that followed. The proposal was natural enough, for Barnard had closely watched the young man’s rising reputation among librarians, while Burgess had been an enthusiastic witness of the pioneering reforms Dewey had introduced into the library at Amherst College.

Dewey came to New York at Barnard’s invitation to confer with the Committee members. Although he insisted that his purpose was solely to suggest some properly qualified candidates and that he had no per-

<sup>1</sup> John W. Burgess, *Reminiscences of an American Scholar* (New York, 1934), pp. 174-75.

<sup>2</sup> Minutes of the Trustees, January 3, 1883.

sonal interest in the position, he expounded his views on the principles of library management in so impressive a manner that the Committee exerted its best efforts to persuade him to allow his own name to be submitted for the post. The members were the more eager because they had already received letters from several leading librarians suggesting Dewey as a candidate and praising his accomplishments. What the Committee did not know, however, was that Dewey had solicited these very letters from his close friends in the profession.<sup>3</sup>

The upshot of this maneuvering was that Dewey permitted himself to be persuaded, with the understanding that he would have a free hand in operating the library and in initiating a number of reforms. These conditions were agreed to and on May 7, 1883, the Trustees appointed Dewey Librarian-in-Chief of Columbia College, to enter upon his duties immediately.

Enough has been said to indicate that Mr. Dewey was a man of professional reputation, personal force, and considerable ingenuity. It will be useful to add something about his background and activities prior to his entering upon his short but controversial career at Columbia.

Melville (later shortened to Melvil) Louis Kossuth Dewey was born December 10, 1851, at Adams Center, Jefferson County, New York, the youngest child of Joel and Eliza Green Dewey. In the intervals between helping his father make shoes and tend the general store, the boy managed to get some public schooling and to pass an examination which permitted him to teach in the elementary grades before he obtained admission to Amherst in 1870.

The young New Yorker found Amherst a stimulating place, not only because of its able faculty at this period, but also because the Class of 1874 included a remarkably talented group of students, many of whom later achieved distinction in education, business, the law, and the ministry. While employed in the library during his junior year Dewey invented the Decimal Classification idea, which was presented in outline to the Library Committee of Amherst College on May 8, 1873. He was granted permission to try out his scheme in the library, and there, with the help of his classmate and friend, Walter S. Biscoe, he developed it to the point where it was ready for publication in 1876 when he severed his connection with the College. Unfortunately for Dewey's peace of mind, Professor W. L. Montague, then in charge of the library, insisted that the Decimal Classification System was the property of the College,

<sup>3</sup> The original letters are in the Special Collections Archives, Columbia University Library.



inasmuch as the College had employed Dewey and had authorized him to adapt the scheme to the needs of the collections. Dewey denied this, pointing out that by Montague's reasoning the College could claim property rights in any book written by a professor while in residence.

The Decimal Classification System was published in the monumental volume *Public Libraries in the United States*,<sup>4</sup> issued by the United States Commissioner of Education for the Centennial Exposition held in Philadelphia in 1876. It was at a meeting in connection with this exposition that Dewey and a number of other interested individuals founded the American Library Association.

Dewey, as secretary of the new association, established its headquarters in a rented office in Boston. The same office served as the national headquarters of the Spelling Reform Association as well as of the American Metric Bureau, of which Frederick A. P. Barnard was president. Although Dewey was the leading organizer and promoter of each of these organizations, he received no salary from any of them. Another activity in which Dewey was involved in 1876 was the founding and editing of the *Library Journal*, a publication devoted to the interests of librarianship and later the official journal of the American Library Association.

In the beginning Dewey's expenses in Boston were considerably greater than his income, but with his marriage in 1878 to Annie Godfrey, Librarian of Wellesley College, he was sustained by their joint earnings until he had earned an international reputation in his chosen fields. Among Dewey's early projects was the Economy Company, a commercial concern which specialized in the manufacture and sale of labor-saving devices for readers and writers. By 1883, when he was approached by Columbia, Dewey had a successful business and was one of the most prominent library experts in the world, especially in the field of library education.

The idea of a training school for librarians appears to have emerged from discussions between Dewey and some of his professional colleagues which began at the 1876 conference of librarians at Philadelphia. These talks were perhaps precipitated by the first appearance at that meeting of the public library report containing excerpts from Dr. F. Rullmann's treatise on library science as a special study in German universities. This was one of the earliest modern plans setting forth the organization and subject content of a course for the training of librarians. The following year the subject of library school training was further discussed by the seventeen American delegates, including Dewey, who voyaged to Lon-

<sup>4</sup> *Public Libraries in the United States* (Washington, D.C., 1876), pp. 623-48.

don to participate in the first conference of librarians in Europe held in 1877.<sup>5</sup>

Dewey had the ability to grasp, summarize, refine, and improve upon the suggestions of others. Any kind of information obtained from discussion, study, or correspondence which he considered to be of possible future use he jotted down, often in shorthand, filling many notebooks in the process. By 1879 his thoughts on a "librarians' college" were taking definite form. In the spring of that year the *Library Journal*, of which he was editor, carried a provocative article entitled "Apprenticeship of Librarians" in which Dewey proposed an institution of professional training.<sup>6</sup> The article was published ostensibly for the purpose of sounding out librarians on the subject, but perhaps even more he intended it to identify the proposal as his own.

That Dewey had "sold" President Barnard on many of his ideas is borne out by the fact that Barnard, at the same meeting at which Dewey was appointed Librarian, proposed to the Trustees that they should open a school for the training of librarians. The reasons advanced were ones which Dewey had supplied. They included the following extracts:

In the past few years the work of a librarian has come to be regarded as a distinct profession, affording opportunities of usefulness in the educational field inferior to no other, and requiring superior abilities to discharge its duties well. The librarian is ceasing to be a mere jailer of the books, and is becoming an aggressive force in his community. There is a growing call for *trained* librarians animated by the modern library spirit. A rapidly increasing number of competent men and women are taking up the librarian's occupation as a life work. Thoughtful observers say that public opinion and individual motives and actions are influenced now not so much by what is uttered from the rostrum or the pulpit as by what is read; that this reading can be shaped and influenced chiefly and cheaply only through the library, and therefore that the librarian who is master of his profession is a most potent factor for good.

In our colleges every professor and every student, in whatever department, necessarily bases most of his work on books, and is therefore largely dependent on the library.

Recognizing the importance of this new profession and the increasing number of those who wish to enter it, we are confronted by the fact that there is absolutely nowhere any provision for instruction in either the art or sci-

<sup>5</sup> Dewey had organized and conducted the tour, for which he received free steamship passage for himself. He complained that the extra expenses he had to incur for the party made the trip as expensive as if he had paid his own passage in the first place.

<sup>6</sup> *Library Journal*, IV (May 31, 1879), 147-48.

ence of the librarian's business. Prominent library officials tell us that it is no uncommon occurrence for young men and women of good parts, from whom the best work might fairly be expected, to seek in vain for any opportunity to fit themselves for this work. It is simply impossible for the large libraries to give special attention to the training of help for other institutions. Each employee must devote himself to the one part of the work that falls to his share, so that he can know little of the rest, except what he may learn by accidental and partial absorption of methods. . . . A limited number may be here and there found who have had certain experience in parts of library work, but few who have been systematically trained in any one thing, and fewer still who have had such training in all. The few really great librarians have been mainly self-made, and have obtained their eminence by literally feeling their way through long years of darkness.

Such a school is called for, not only by the inexperienced who wish to enter library work, but by a growing number of those already engaged in it. Of the 5,000 public librarians in the United States, not a few would gladly embrace such an opportunity to bring themselves abreast of modern library thought and methods; and their employers would find it economy to grant the necessary leave of absence. If it be true, as is so often stated, that 10,000 volumes catalogued and administered in the best way are more practically useful than 30,000 treated in an unintelligent or inefficient manner, then it is of the greatest importance to advance by every possible means the general standard of library work throughout the country.<sup>7</sup>

This communication was referred to the Trustees' Committee on the Library to inquire into and report on the expediency of instituting such a school. The Committee consisted of F. A. P. Barnard, chairman, Joseph Harper, Jr., F. Augustus Schermerhorn, A. Ernest Vanderpool, John J. Townsend, Morgan Dix, and Talbot W. Chambers. Their report was made a year later.

By June 4, 1883, Dewey had selected his library staff, which was also to include his teaching staff, for on that date the Trustees resolved on the recommendation of the Committee on the Library to appoint twelve persons to subordinate positions, their duties to begin August 15, 1883. Half of this group had been chosen by Dewey, with the aid of his wife, from among the June graduates of Wellesley College.<sup>8</sup> These were Alice Ayers, Mary M. Deveny, L. Adelaide Eaton, Louise Langford, Nellie Page, and Martha Tyler, collectively known as the "Wellesley

<sup>7</sup> School of Library Economy, *Circular of Information, 1884*, pp. 21-23.

<sup>8</sup> Annie Godfrey Dewey had been Librarian at Wellesley College from 1875 until her marriage to Dewey in 1878, when she was succeeded as Librarian by her sister, Lydia B. Godfrey.

Half Dozen." This group was actually part of the first "apprentice class" at Columbia, for they had to be trained for their library tasks upon their arrival for duty.

At the American Library Association conference in Buffalo, New York, in August, 1883, Dewey again outlined his plan for a "library college" and indicated that Columbia College was hopeful of trying it. In his usual manner he invited questions, suggestions, and criticisms from the floor and in writing. In closing he called upon the chairman to appoint immediately a committee to study his proposal and draft a resolution of approval which he hoped could be introduced and adopted by the Association the following day. A resolution was finally adopted during the last day of the conference over the vigorous protests of some of the members present and the following lukewarm endorsement given:

*Resolved*, That this Association desires to express its gratification that the trustees of Columbia College are considering the propriety of giving instruction in library work, and hopes that the experiment may be tried.<sup>9</sup>

With the American Library Association's resolution, even though it was completely noncommittal, Dewey returned to Columbia filled with enthusiasm and new arguments for influencing the Trustees of the College to favor his project. The Committee on the Library, on May 5, 1884, reported that they were unanimously in favor of establishing a "school for the instruction of persons desiring to qualify themselves to take charge of libraries, or for cataloging, or other library or bibliographical work."<sup>10</sup> The report stressed the point that a connection with a college like Columbia, which had a sizeable and well-managed library and the power to grant certificates and degrees, provided the most favorable basis for launching such a school. In order to determine the scheme of instruction and make necessary arrangements and preparations, the Committee recommended that the opening of classes be deferred until October 1, 1886.

The Committee report was approved at the same meeting and resolutions establishing the School were adopted, almost two and one-half years before it was to open. The enabling legislation read as follows:

*Resolved*, That there be established, in connection with the College, a school in which instruction may be given in the principles of library management, and in which learners may qualify themselves to discharge the duties of professional librarians; such school to be called the Columbia College School of Library Economy.

<sup>9</sup> *Library Journal*, VIII, No. 8-9 (September-October, 1883), 293.

<sup>10</sup> Minutes of the Trustees, quoted in *Circular of Information*, 1884, p. 23.

*Resolved*, That the School established by the foregoing resolution shall be under the superintendence and control of the Library Committee, who shall prescribe the course of instruction to be pursued in it, fix the amount of the tuition fees to be paid by its students, and enact all necessary rules for its government, subject to the approval of the Board of Trustees.

*Resolved*, That the Chief Librarian, under the Committee, and with the advice and approval of the President, shall have the general direction of the School and of the course of instruction so established, with the style and title of Professor of Library Economy.<sup>11</sup>

*Resolved*, That the Library Committee be authorized to make arrangements with experienced librarians or experts whose cooperation in the conduct of the School may be desirable; and that any expense incurred may be defrayed out of the fees received for tuition in said School.

*Resolved*, That instruction in the School shall commence on the first Monday of October, 1886, or at such other date as the Library Committee may fix.<sup>12</sup>

While approving the new School, the Trustees made it clear that their support was based upon the premise that the enterprise would "involve no charge upon the treasury but on the other hand may prove an actual source of income."

A prospectus issued in 1884 indicated that members of the School would be entitled to all University privileges and admission to other College departments. Partial courses and evening classes were planned.<sup>13</sup> The methods of instruction and training were to consist of lectures, readings, seminars, visits to libraries, problems, and actual daily work in a library. Formal classwork was to be restricted to one twelve-week term each year, the first of which would probably begin immediately after the Christmas holidays in 1886.

Meanwhile, two "dry run" or preliminary classes for "pupil assistants" were conducted in order to provide some practical experience. Nine such assistants were employed during 1884. Each was to give 2,000 hours of work per year to the library in return for \$300 and such library training as could be arranged. Classwork consisted of two meetings or "lectures" each week, held late in the afternoon.

It is said that Dr. Barnard was in the habit of dropping in at the library almost every afternoon, where he visited with Dewey and observed the various library staff members at their assigned tasks. The staff for the

<sup>11</sup> Dewey's salary was increased on May 7, 1884, from \$3,500 to \$5,000, the rate for a full professor at that time.

<sup>12</sup> Minutes of the Trustees, May 5, 1884.

<sup>13</sup> School of Library Economy, *Circular of Information*, 1884, p. 26.

most part was made up of women, something of a rarity on the Columbia campus at that time. Both Dewey and Barnard seemed to enjoy an atmosphere graced by the presence of young women, especially when they were attractive and intelligent.

Details as to the fees to be charged and the nature of the certificates or degrees to be granted upon completion of the formal course had not been included in the resolutions of 1884, but the decisions later reached on these matters appeared in the *Circular of Information* for 1886-87.<sup>14</sup> The fee was set at \$50 for the course, which would entitle a student to all the privileges of the School for the full two-year apprenticeship, should he elect to remain that long. In 1887-88 the \$50 fee was applied to each year. A free employment registry was to be maintained and a certificate granted upon completion of the course.

The subjects of study included Library Economy, the Scope and Usefulness of Libraries, the Founding and Extension of Libraries, Buildings, Government and Service, Regulations for Readers, Administration, Libraries on Special Subjects, General Libraries, Libraries of Special Countries or Sections, Reading and Aids, Literary Methods, Bibliography, and Catalogs of General Collections.

The preparation recommended for those desiring to equip themselves most effectively for the library profession included:

1. The regular college course as a foundation
2. The three months' course of lectures
3. One or two years' actual library experience
4. The three months' course of lectures taken over again in review

The student thus prepared was advised to seek a position as an assistant to an older member of the profession. That accomplished, he would be ready *to begin* a successful library career.

The proposed opening of the School in October, 1886, failed to materialize. A revised plan to open the School on January 5, 1887, came near to miscarriage. Twenty-four hours earlier the chairman of the Committee on Buildings notified Dewey that he would not be allowed to use any Columbia classroom because, it had been learned, the first class was to have women in it.<sup>15</sup> President Barnard's utmost efforts having failed to provide a remedy, Dewey, with the help of janitors, improvised a classroom out of an unused storeroom over the Chapel, furnished it with makeshift and discarded furniture supplemented with a wagonload of chairs

<sup>14</sup> School of Library Economy, *Circular of Information*, 1886-87, p. 28.

<sup>15</sup> The incident is described in a letter written by Dewey many years later and quoted in Fremont Rider, *Melvil Dewey* (Chicago, 1944), p. 44.

from his own home, and, in defiance of the Trustees, opened the School on schedule.

The activities and operations of the School of Library Economy during its first year have been well chronicled in the official publications of the College and the library periodicals of the time. One of the most interesting of these is *Library Notes*, a quarterly devised, written, edited, and published by Melvil Dewey and his Library Bureau of Boston. Publication was begun just six months before the opening of the first library school and served as an additional editorial medium for Dewey to advertise himself, communicate his ideas, and stimulate interest in his various library enterprises. He hoped to get for the magazine a wide circulation among the many librarians throughout the country who did not belong to the American Library Association or subscribe to the more expensive *Library Journal*.

In *Library Notes*<sup>16</sup> he openly recruited college-bred women to apply for admission to the library school at Columbia, which at that time was strictly a college for men. Except in the original 1883 proposal to consider a library school, all of the official publications of the College pertaining to the School of Library Economy carefully avoided mentioning women or the feminine pronoun. In one instance Dewey purposely gave a misleading title citation in various circulars of information<sup>17</sup> to a recruiting address he had delivered on March 13, 1886, before the Association of Collegiate Alumnae, entitled "Librarianship as a Profession for College-Bred-Women." In the circulars Dewey dropped the words "for College-Bred-Women."

Invitations from the College (through Mr. Dewey) had been sent to twenty of the best-known American librarians asking each of them to give a lecture to the students on any topic deemed important to the guest lecturer. From these he hoped to choose the salaried lecturers when the growth of the School permitted.

The December, 1886, issue of *Library Notes* (which appeared in January) reported the opening of the Columbia library school with twenty pupils, not including the Columbia staff, who were permitted to take the course without payment of fees. Seventeen women and three men, coming from Maine to California, plus one member from England, were enrolled in the first class. The roll of that class follows:<sup>18</sup>

<sup>16</sup> *Library Notes*, I, No. 2 (October, 1886), 91.

<sup>17</sup> School of Library Economy, *Circular of Information, 1886-87*, p. 29. See also circulars for two subsequent years.

<sup>18</sup> School of Library Economy, *Annual Register, 1886-87*, p. 9.

Kate Bonnell, San Francisco, California

Harriett P. Burgess, New York City

George Catlin, late Assistant Librarian, Birmingham, England

Lilian Howe Chapman, Librarian, Cottage City, Massachusetts, Library Association

George W. Cole, late of Fitchburgh, Massachusetts, Public Library

Lilian Denio, Albion, New York, late of Wellesley, Massachusetts, College Library

Hattie C. Fernald, B.S., Orono, Maine

Harriet Goodrich, Northampton, Massachusetts

Harriet Sherman Griswold, Librarian, Batavia, New York, Public Library

Annie E. Hutchins, late of Harvard College Library

Annie Brown Jackson, A.M. (Smith College), North Adams, Massachusetts

Fannie S. Knowlton (graduate of Oswego State Normal School), Holland Patent, New York

Eulora Miller, B.S. (Purdue University), Assistant Librarian, Lafayette, Indiana

Martha F. Nelson, late Assistant, New York Free Circulating Library, Brooklyn

Francis C. Patten, Assistant Librarian, Ripon College, Wisconsin

Mary Wright Plummer (Special, Wellesley College), Chicago, Illinois

May Seymour, A.B. (Smith College), Binghamton, New York

Janet Elizabeth Stott, Assistant, New York Free Circulating Library

Eliza S. Talcott, A.B. (Vassar College), Elmwood, Connecticut

Florence E. Woodworth, St. Louis, Missouri

For the instruction of these twenty pupils the following staff was listed under Officers of the School:

Melvil Dewey, A.M., Professor of Library Economy and Director of the School

Walter Stanley Biscoe, A.M., Lecturer on Cataloging and Classification

George Hall Baker, A.M., Lecturer in Bibliography

Mary Salome Cutler, Instructor

Carrie Frances Pierce, Instructor

Annie E. Hutchins, Instructor in Dictionary Cataloging

William Edward Parker, Jr., A.B., Director's Assistant

This staff, all from the library, was supplemented by an array of lecturers whose names not only gave added prestige to the new school but secured for it the assistance and support of many of the leading librarians



and influential bookmen of the country. Among those who gave lectures in the first year were the following: <sup>19</sup>

Henry Barnard, LL.D., L.H.D., ex-United States Commissioner of Education

Edmund M. Barton, Librarian, American Antiquarian Society, Worcester, Massachusetts

John S. Billings, M.D., LL.D., Librarian, Army Medical Library, Washington

R. R. Bowker, Editor, *Library Journal* and *Publisher's Weekly*

Professor R. C. Davis, A.M., Librarian, University of Michigan

W. I. Fletcher, A.M., Librarian, Amherst College

W. E. Foster, Librarian, Providence Public Library

Samuel Swett Green, A.M., Librarian, Free Public Library, Worcester, Massachusetts

Reuben A. Guild, LL.D., Librarian, Brown University, Providence, Rhode Island

Caroline M. Hewins, Librarian, Hartford Library

Hannah P. James, Librarian, Osterhout Library, Wilkes-Barre, Pennsylvania

W. C. Lane, A.M., Assistant in charge of catalogs, Harvard College Library

W. T. Peoples, Librarian, New York Mercantile Library; President, New York Library Club

G. Haven Putnam, A.M., of G. P. Putnam's Sons, New York City

Ernest C. Richardson, A.M., Librarian, Hartford Theological Seminary

Ainsworth R. Spofford, LL.D., Librarian of Congress

Gustav E. Stechert, foreign bookseller, New York City

Frederic Vinton, Litt.D., Librarian, Princeton College

None of these lecturers received any payment for their services, and most of them were guests of the Deweys in their home in order to cut down expenses to the School.

As if this array of talent were still insufficient, a number of affiliated bibliographical lectures were given by authors and specialists from other departments of the College including Professors Hjalmar Hjorth Boyesen, Charles Sprague Smith, Richmond Mayo-Smith, John D. Quackenbos, Thomas R. Price, Thomas Egleston, John Strong Newberry, William H. Carpenter, Nathaniel Lord Britton, Nicholas Murray Butler, Harry Thurston Peck, and Edwin R. A. Seligman.

<sup>19</sup> School of Library Economy, *Circular of Information*, 1887-88, p. 8.

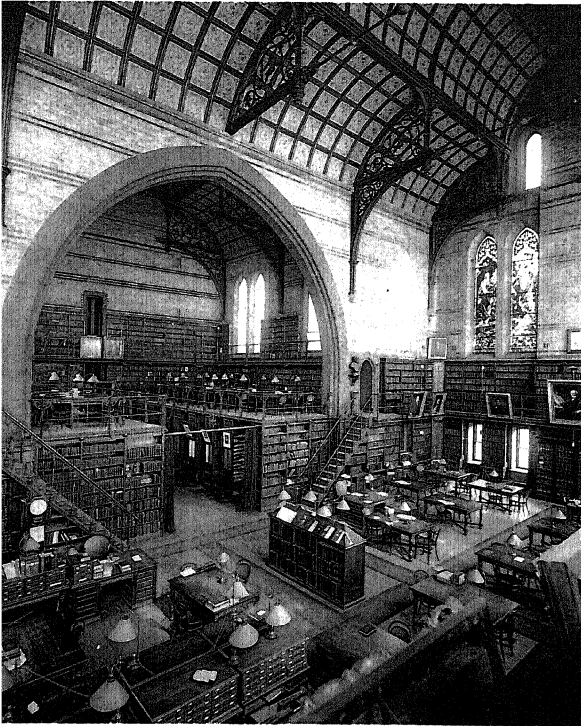
Dewey's first annual report of the School of Library Economy<sup>20</sup> described how the class had unanimously petitioned for an additional month of instruction, which was granted. At the completion of the four-month course more than half of the class had decided to take the full two years' course. For the next year, however, it was planned to add to the three-month course a preparatory term of eight weeks and a subsequent apprentice term of eight weeks, making the course seven months in all. Lectures and visits to city libraries averaged three per day for sixteen weeks. There were many expressions of interest on the part of librarians in securing the services of the graduates of the School even before the end of the term.

Two minor setbacks to the School occurred during 1887. The Committee on Finance report of May 29 rejected the request for \$2,263.75 to provide new space by flooring over stack cases in the library hall and to obtain furnishings for the School of Library Economy. The Committee recommended that the old library hall be used. In June the Trustees rejected Dewey's proposal to change the name of the School and "resolved that it is not expedient to change the School of Library Economy into a School of Library Science." These served as warnings to Dewey and Barnard that the School was not popular and need expect little consideration or support from the Trustees.

President Barnard's annual report to the Trustees of Columbia College on the School of Library Economy, dated May 2, 1887, recited the needs for library school training, traced the development of the School, and noted the difficult conditions which the Trustees had imposed before giving approval to its establishment by requiring that the School should involve no expense to the corporation, that instruction in the School should be given by members of the library staff in addition to their ordinary duties, and that the School should be conducted in the library building with such accommodations as could be found there. Barnard enumerated the great accomplishment of the School in the face of these handicaps and expressed his gratification at the way in which the many volunteers had co-operated in assisting the program of the school during its first year. President Barnard then recommended to the Trustees that convenient classrooms and lecture rooms be set aside for the classes and that a diploma or certificate of proficiency bearing the seal of the college and the signature of the President be given to students satisfactorily completing the prescribed course of study. It was felt that this certificate would assist the holder in obtaining employment anywhere in the country.

The second year of the School as reported by the Director in his an-

<sup>20</sup> Dated June 20, 1887.



INTERIOR OF THE  
NEW LIBRARY AT  
49TH STREET

In this building instruction was given to the first class of the School of Library Economy in January, 1887.



A CLASS IN THE SCHOOL OF LIBRARY SERVICE  
Professor Robert D. Leigh conducts a seminar  
in a present-day classroom in Butler Library.



nual report<sup>21</sup> was considered to be highly successful. To cope with almost one hundred applications for enrollment, Dewey required each applicant to submit a completed form containing answers to thirty-two searching questions. While it had been planned to admit but ten new candidates to the junior class, the number was gradually increased to twenty-two. Eleven seniors from the first class remained to take further instruction.

The length of the school year was extended from three months to four and then to seven months. The customary two weeks' recess was not taken at the Christmas holidays. For the following year the course was to be extended to eight months in order to be the same length as courses in the other schools of Columbia College.

The instructional staff consisting of Dewey, W. S. Biscoe, G. H. Baker, and Misses Mary S. Cutler, Annie B. Jackson, Mary W. Plummer, and Harriet E. Green gave 260 lectures, plus other instruction, during the 1887-88 school year. In addition, twenty-two leading librarians of the country and seven other specialists gave a total of sixty-seven lectures. Professors from other departments of Columbia presented twenty-seven bibliographical lectures, and class visits were made to nineteen different libraries. The same quarters in the old library hall were used for this instruction, but some material improvements had been made.

The work of the School was widely recognized, for letters of commendation were received from many librarians. Dewey urged an appropriation of \$5,000 per year for salaries of instructors and to pay lecturers who had been donating their services. He deplored the double duty of running a library and at the same time teaching in a school, but he felt proud of the achievements in spite of the adverse conditions under which it had been necessary to work.

Two proposals in library education which were described at some length in *Library Notes*,<sup>22</sup> but which did not get beyond the initial planning stage, are interesting to note. Both schemes were introduced after the School of Library Economy had moved to Albany. The first was a Correspondence Library School for which plans, according to Dewey, had been well advanced at the Columbia library school. Actually the project was a trial balloon, since nothing on the subject had appeared in any Columbia publication. Applications were invited for the first correspondence course on cataloging and classification to be held during

<sup>21</sup> *Second Annual Report of the Director of the School of Library Economy*, June 30, 1888, pp. 22-31.

<sup>22</sup> *Library Notes*, II, No. 8 (March, 1888), 289-96.

October, November, and December, 1889. *Library Notes* was to carry outlines, rules, and other matter and it would therefore be essential for each student to have the magazine for reference.

The other trial proposal was for a Summer School for Librarians, which Dewey regretted had been impossible up to that time. He invited comment and suggestions as to the length the course should be and offered three alternative proposals:

1. Combine it with a summer school like Chautauqua, Amherst, or Burlington;
2. Let the School select a bit of pure country, mountains or seashore, and meet by itself;
3. Combine plans by going where a large library would be available, such as Boston, Wellesley College, Amherst, or some other place, or possibly go to a different place each year by carrying all material needed except facilities for board and rooms, thus making such a peripatetic school entirely practicable.

The *Circular of Information* for 1888-89 announced that while the full regular course required two college years called junior and senior, each was divided into three terms. A third year's course for comparative literature, languages, translation, advanced bibliography, and library economy had been called for. This the School could not offer in formal courses; but by joining the library staff of the College, individual guidance would be provided as required. By arrangement, male students were entitled to attend special courses in any of the other departments except the School of Mines, but women were referred to the circular of the Collegiate Course for Women for the "terms on which all the College degrees are open to women who pass the required examinations, without having received their instruction in Columbia College."<sup>23</sup>

The most trying and difficult period of Dewey's stay at Columbia came during 1888. His Library Bureau in Boston failed in April even after he had advanced \$5,000 more of his own money and had obtained a similar loan from Mr. Frederick A. Schermerhorn, a Trustee of Columbia.<sup>24</sup> Dewey bought out the creditors for forty cents on the dollar and reorganized the business. In addition, President Frederick A. P. Barnard, for reasons of ill health, submitted his resignation to the Trustees on May 7, 1888. With Barnard gone, Dewey's greatest bulwark against the

<sup>23</sup> School of Library Economy, *Circular of Information, 1888-89*, p. 35.

<sup>24</sup> There is evidence in Dewey's correspondence that this sum was eventually paid back to Mr. Schermerhorn.

Trustees and other faculty members left him more exposed and vulnerable than before to various charges and attacks.

The real charges brought against Dewey, such as insubordination and admitting women to classes at Columbia against the wishes of the Trustees, could not be substantiated. He had discussed his plans with, and had the approval of, President Barnard for his actions. While it was true that the Statutes of the College forbade the admission of women, it was also true that the rules generally permitted the President to deviate from them. Paragraph six, Chapter V of the Statutes of Columbia College, dated May 2, 1887, remedied this oversight by stating that "no woman shall be admitted as a student in any department of the College, other than the Collegiate Course for Women, except by special order of the Trustees." This ruling became effective July 1, 1887.

Dewey also was criticized for sending out a printed circular letter and questionnaire to prospective applicants and for including in it a request for height, weight, color of hair, color of eyes, and a photograph to be submitted with the application form.<sup>25</sup> This was prohibited by the Trustees, but he continued to ask for the same information through the columns of his *Library Notes*. The form he used had been largely copied from that of the commercial employment agency operated by the Library Bureau in Boston in which Dewey was financially interested. He sent out matter to be printed without first obtaining approval of the special committee having oversight of all printing, for which appropriations were made by the Board of Trustees. He was charged with appending to the annual reports of the President "long and boastful statements and details with regard to the library which . . . are not in accordance with academic propriety and the dignity of the College. Such supplementary matter, it is believed, could not have been read or approved by the President before publication." He had promised scholarships and a fellowship in the School of Library Economy which the Trustees had not created.

At the Trustees' meeting on November 5, 1888, a number of resolutions pertaining to Mr. Dewey and the library school were presented. One was "to dismiss Mr. Dewey from his office of Librarian from this date."<sup>26</sup> Another was "to consider whether the School of Library Economy is a desirable adjunct to the library, and if so, whether the instruction

<sup>25</sup> Dewey claimed that the form and letter were printed by the Library Bureau at no cost to Columbia. *Library Notes*, II, No. 8 (March, 1888), 305.

<sup>26</sup> No resolutions pertaining to the suspension and dismissal were printed.

to be given in it, shall not be committed to others than the librarian of the college." This latter resolution was referred to the Committee on the Course and the Statutes, which reported:

Your committee are in great doubt as to the expediency of continuing this School; at the same time, as the students have already arrived and paid their fees and have made their arrangements for the course during the current year, and as it would be a matter of great inconvenience to many of them if the School were now abruptly closed, your committee are of the opinion that the School should be continued during the current academic year, but under the immediate supervision and direction of the acting President. They have accordingly drafted a resolution to that effect which they will submit to the Board for adoption with the request that the subject be continued in their hands for a further report.<sup>27</sup>

It is little wonder that the resignation of Melvil Dewey, dated December 20, 1888, when presented to the Trustees on January 7, 1889, was accepted promptly and gratefully.<sup>28</sup> He had been elected Secretary of the University of the State of New York and Director of the State Library on December 12, 1888.

Soon after the announcement of his resignation the *New York Sun* carried an article headed A NEW BUSINESS FOR THE STATE.

Melvil Dewey, Secretary of the Board, presented a letter from the Trustees of Columbia College offering to transfer the training school for librarians from Columbia College to the State Library in Albany. The proffer was accepted by the Regents, all of which, being interpreted, seems to mean that Columbia College, being sick of its school of Library Economy which originates, we believe, with Mr. Dewey, is quite content to abolish that institution in a polite way by requesting it to go to Albany with its founder. The project is a piece of folly. . . . We may add that Columbia College has never been known to give up a good thing . . . a careful examination of the mouth of this gift horse is in order.<sup>29</sup>

The Committee on the Course and the Statutes, having been given power "to make arrangements to close the School of Library Economy whenever in their opinion it should seem expedient to do so," reported on February 4, 1889, that the Acting President, Henry Drisler, had informed them that Mr. Dewey had proposed to transfer this School of Library Economy to Albany and that the Committee had requested the Acting

<sup>27</sup> Minutes of the Trustees, December 3, 1888.

<sup>28</sup> Trustee Dix presided at this meeting in the absence of the chairman.

<sup>29</sup> *New York Sun*, January 13, 1889.



President to inform Mr. Dewey that they cheerfully consented to the transfer. An extract from their report follows:

A communication was subsequently received from Mr. Dewey dated at Albany the 12th day of January [1889], and transmitting a copy of a resolution adopted by the Board of Regents of the University January 10th and attested by Mr. Dewey as Secretary of the said Board, which resolution is as follows:

“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 past three years in the Columbia College Library under the name of the Columbia College School of Library Economy.”

It is obvious that this resolution must have been adopted by the Regents of the University under an erroneous impression of the facts, and derived from the representations of the College, as the proposal to transfer the school to Albany did not come from your Committee or from the Acting President but from the late librarian of the College, and the part of the Committee consisted simply in consenting to Mr. Dewey's suggestion. So great, however, was the anxiety of your Committee to have this matter ended and to close the School of Library Economy with the least possible delay, that they considered it best to overlook the error of the Regents for the present, and to facilitate the plan submitted to them and substantially approved by the Regents.

It is understood that the arrangements for the transfer of the School are now in progress but cannot be completed before the month of April. In the meantime your Committee have authorized the Acting President to continue the School until the transfer can be accomplished, but no longer, and have directed him to inform all persons concerned that in any event the School will be finally closed at the end of the current academic year.<sup>30</sup>

The academic year for the library school could be considered to end March 31, since on that date the three-month course of lectures ended.

On April 1, 1889, the School of Library Economy, by agreement between the Columbia Trustees and the Regents of the State University, was officially transferred to the State Library at Albany, New York, together with part of its teaching staff,<sup>31</sup> books, pamphlets, and all the special materials accumulated for its use, such as the Bibliothecal Museum begun in 1876 by the American Library Association and added to constantly since that time. When the School was about to move to Albany an effort was made to obtain certificates for those who had earned them. No certificates had been issued while the School was at Columbia, even

<sup>30</sup> Minutes of the Trustees, February 4, 1889.

<sup>31</sup> Walter S. Biscoe, Mary S. Cutler, Harriet E. Green, and Ada A. Jones.

though the Trustees had agreed to issue them upon completion of the course of study. It was only after the repeated efforts of Elizabeth G. Baldwin, a librarian at Teachers College, and the receipt of petitions signed by the members of the first two classes that President Seth Low reluctantly signed the overdue certificates on March 20, 1891.<sup>32</sup> These statements, written on stationery bearing the printed heading "President's Room, Columbia College, New York," read as follows:

I hereby certify that \_\_\_\_\_ was a member of the School of Library Economy, connected with Columbia College, from the beginning of the college year 1887-88 until the close of the School,<sup>33</sup> April 1, 1889, successfully pursued the prescribed course of study and passed all required examinations upon the same.

(s) SETH LOW, LL.D.  
*President*

The certificates bore no seal, ribbon, or reference to Trustee action. They were given to Miss Baldwin, who folded them like the ordinary letters they appeared to be and dispatched them to the recipients. Those who completed the course and received the Columbia certificate were: Elizabeth G. Baldwin, Nina E. Browne, Edith E. Clarke, George W. Cole, Louisa S. Cutler, Lilian Denio, Harriet C. Fernald, Lydia B. Godfrey, Emma K. Hopson, Annie B. Jackson, Ada A. Jones, Isabel R. Marsee, Mary Medicott, Eulora Miller, Henrietta R. Palmer, Francis C. Patten, Mary W. Plummer, Harriet B. Prescott, May Seymour, Caroline M. Underhill, Anna H. Ward, George E. Wire, and Florence Woodworth.

<sup>32</sup> Copy in Columbia School of Library Service Archives, also reproduced in *The School of Library Economy of Columbia College, 1887-1889; Documents for a History* (New York, 1937), p. 271.

<sup>33</sup> It will be noted that President Low used the phrase "until the *close* of the School" instead of the more usual "*transfer* of the School."

## II

# THE NEW YORK STATE LIBRARY SCHOOL AT ALBANY

IN TRACING the development and growth of the Columbia School of Library Service the Albany chapter could properly occupy a stellar role. Thirty-eight of the first forty years of the School's existence to 1926 were passed in Albany as the New York State Library School. During that time the School had no connection with Columbia, which makes it somewhat presumptuous to include all of its struggles and achievements in this volume. The story of its training of a thousand librarians should be more fully told, however, for from this group have come a great many of our library leaders, men and women, who have been more responsible for extending and improving the profession of librarianship than any other comparable alumni group.

The most readable and interesting accounts of the Albany School are to be found in the historical sketch by Dr. James Ingersoll Wyer<sup>1</sup> and in the School's publication, *The First Quarter Century, 1887-1912*,<sup>2</sup> from which most of the material in this chapter has been drawn.

The Bulletins of the New York State Library School contain much factual information on courses of study, reports, and registers of students. These registers literally assigned a permanent number to each student

<sup>1</sup> New York State Library School, *Register, 1887-1926* (New York, 1928), pp. v-viii.

<sup>2</sup> New York State Library School, *The First Quarter Century, 1887-1912* (New York, 1912).

chronologically and alphabetically beginning with No. 1, Kate Bonnell, of the Columbia Class of 1888, and ending with Helen J. Wylie, No. 1079.

Melvil Dewey became Secretary, Treasurer, and Chief Executive Officer of the Board of Regents of the University of the State of New York and Director of the New York State Library on January 1, 1889. Twelve days later he had secured the approval of the Board for his plan to train librarians in connection with the work of the library by giving them instruction and supervision instead of paying them a salary for services rendered the State Library. He also secured approval of the transfer of Columbia's library school from New York City to Albany. With this authority the Director of the Library received about April 1 the collection of books, appliances, and other materials used by the School of Library Economy at Columbia, together with the sum of \$548.05, representing the remaining balance from tuition fees after all expenses had been paid.

The curriculum at Albany in the early years was essentially the same as it had been at Columbia, except that perhaps more apprentice work was required in the State Library. Fewer lectures on non-library subjects and a general tightening of the courses of study were some of the early improvements initiated at Albany.

On July 10, 1889, Dewey submitted a complete plan for a system of training librarians which was adopted February 12, 1891, in essentially the form presented. Like Columbia, the Regents approved the plan "Providing no expense to the State is involved." The degrees of Bachelor of Library Science, Master of Library Science, and the honorary degree Doctor of Library Science were established at this time. However, there is no record of any award of the D.L.S. degree having been made during the period the School was in Albany. In June, 1906, the first Master of Library Science degree was awarded. The recipient was James Ingersoll Wyer.

By vote of the Faculty of the Albany School in 1900, any student who had attended the Columbia classes in 1888 and 1889 and had been awarded a certificate therefor could be granted the B.L.S. degree. It was necessary only to pass all the library examinations of the course and to have completed ten years of satisfactory library work. There were always more applications for admission to the School than the space provided for instruction could accommodate, so that it was possible to select as students only those who seemed most likely to perform good work.

One of the important and enjoyable features of the School consisted in

having both classes, juniors and seniors, accompanied by one or more faculty members, spend seven to ten days at Easter time each year in visiting leading libraries; those in the Greater Boston area were visited one year and those in New York the next. Students were advised to budget \$40 for this visit plus \$20 for textbooks and supplies each year.

The long-planned and much-heralded summer sessions first began in July, 1896, and lasted five weeks. This period was extended to six weeks in 1899. Summer sessions were intended to offer short training courses for librarians of small libraries who could not otherwise obtain library instruction. They were much appreciated and served a longfelt need.

The New York State Library School Association was founded at Lake Placid, New York, during the conference of the American Library Association held there in 1894. This alumni group had three interests: to promote social intercourse among its members; to advance the interests of the New York State Library School; and to co-operate in the work of the American Library Association. The members established an alumni lectureship at the School and a student loan fund for the benefit of second-year students who needed assistance. They made a curriculum study with recommendations for certain changes, which were later adopted, and were helpful in many other constructive ways.

An important milestone in library education was marked in 1902 when it was decided to limit admission to the regular two-year course to graduates of registered colleges. The expected slump in applications did occur but there was no lack of qualified students to fill all the available spaces. Thus professional library education on a graduate level was firmly established.

The resignation of Director Dewey and the appointment of Edwin H. Anderson as Director and James I. Wyer as Vice-Director of the Library School occurred on January 1, 1906. This was just after the Regents had voted their intention to continue the Library School permanently and to organize it as a separate division of the Department of Education.

A disastrous fire on March 29, 1911, destroyed the records, collections, books, and equipment of the Library School, yet the following day classes were resumed at the State Normal College. The prompt and helpful efforts of the Commissioner of Education and the Regents enabled the Director of the School to commence immediately the task of rebuilding its collections and to make plans for the new School, pending the completion of the new State Education Building, in which larger permanent quarters were ready for classes in October, 1912.

Financial support to the School from the state of New York was never

liberal, although in other ways the faculty had no cause for complaint. The alumni strongly supported the Director of the Library School in his efforts to obtain adequate appropriations from the state, especially for teaching salaries. These efforts were supplemented by their own gifts, totaling \$14,000 between 1911 and 1916, which spoke eloquently of their interest and devotion to their school. The ever present difficulty of securing adequate appropriations for the conduct of the School became even more serious about 1920, when an active campaign by a committee of alumni was responsible for obtaining a slight increase in appropriations. However, as budget limitations became more stringent each year, the alumni pledged \$3,000 per year for three years for an alumni instructorship fund.

In the midst of the period during which the New York State Library School was having its greatest financial difficulties, the Carnegie Corporation of New York issued Dr. C. C. Williamson's famous report, *Training for Library Service*,<sup>3</sup> which exposed the weaknesses of all library school training. This was followed a year later by the American Library Association's Temporary Library Training Board report, which charged that all library schools were operating with inadequate funds, that no facilities existed for training library school teachers, and that standards for library education varied widely without regard for the requirements of the profession as a whole. This latter report stimulated the New York State Library School to reorganize its curriculum by establishing the standard "semester hour" as the basis for determining the necessary credit units for graduation. An effort was made to raise the second-year course more nearly to a graduate level.

The American Library Association then appointed a Board of Education for Librarianship, the members of which visited the Library School in Albany in October, 1924, and sought data, by means of a series of questionnaires, on the history, existing conditions, and future plans of the School. The Director and Faculty co-operated fully with this Board but it was inevitable that various rumors pertaining to the future of the School should be circulated.

In order to clarify the situation with respect to the future policy and course of the Library School, a meeting of the Regents' committees on the State Library and on Finance and Administration was held in New York City on April 13, 1925. Those who attended were the five Regents, Commissioner of Education Frank P. Graves, Director Wyer, E. H.

<sup>3</sup> Charles C. Williamson, *Training for Library Service* (New York, 1923)

Anderson and Paul N. Rice of the New York Public Library, W. F. Yust of the Rochester Public Library, Joy E. Morgan, representing the New York State Library School Alumni Association, and Andrew Keogh, representing the American Library Association.

Commissioner Graves questioned the propriety of the state in continuing to maintain a library school, stressed the need of the space occupied by the School for the Department of Education, and noted that increasingly smaller numbers of graduates were entering library service in New York State. Upon the recommendations of the librarians present, the Board of Regents voted that the state should continue its Library School without lowering its standards; that it should extend the resources and instruction of the School to public and school librarians of the smaller libraries of the state by providing larger offerings of summer courses and by giving regular courses for which entrance requirements could be lowered; and that "every reasonable effort should be made by the Education Department to secure an adequate teaching staff at adequate salaries for the New York State Library School."<sup>4</sup>

Undoubtedly the above statement of policy was entered into in good faith. The facts are, however, that within twelve months all arrangements had been completed whereby, at the request of the Trustees of Columbia University, the Regents of the University of the State of New York approved of the transfer of the New York State Library School back to Columbia.

The negotiations appear to have been instituted in January, 1926, by Columbia University through a series of letters begun by Dr. Frank D. Fackenthal, then Secretary of the University, to Commissioner Frank P. Graves. Extracts from Fackenthal's letter of January 28 clearly indicate the background of the transfer:

Our library situation is as follows: The Committee on Education of the Trustees have accepted in full the recommendations of a memorandum which I prepared for their consideration. The acceptance of these recommendations means that we are embarking on a large program, one part of which will include a School of Library Science, and that angle of the question has been referred back to Mr. Frederick Coykendall, Chairman of the Committee on Education of the Trustees, and myself, as a special Committee. We were asked to take up the matter with those most interested in library education in the East, and it is for that purpose that I am arranging the dinner meeting of which I wrote you.

<sup>4</sup> New York State Library School Alumni Association, *Library School News Letter*, I, No. 9 (June, 1925), 49.

I hope very much you will be able to attend the meeting, but if you cannot do so, can you send some one of your regents who could talk fully and freely on the problems involved.<sup>5</sup>

This was followed on February 10 by another letter from Dr. Fackenthal, one paragraph of which follows:

May I say to you quite informally that before a great while we fully expect to come to you with the proposal to bring back to Columbia the Library School which started here but which is now being conducted under your direction. My reason for sending you this advance word is that I have just now been told that a similar proposal is likely to come to you from a mid-western university. It would seem too bad to have a local product move so far away. Maybe you would let me have just as informally your advice as to how we should proceed in making our advances to you.

On March 10, 1926, Mr. Frederick Coykendall, Chairman of the Committee on Education of the Board of Trustees of Columbia University, wrote to Commissioner Graves:

We have now completed arrangements to state library instruction as a part of the work of Columbia University, under the general direction of Mr. C. C. Williamson, now of the Rockefeller Foundation, and it has been arranged that the work now being conducted at the New York Public Library will be transferred to Columbia.

It appears to us that there is an opportunity for large public service in the establishment of an important Library School in connection with Columbia University, and it would be a satisfaction to us, to include in that work, the School now conducted at Albany, if such a transfer is possible.

Sixty-five members of the New York State Library School Alumni Association met in New York City on March 27, 1926, for the purpose of incorporating their association and to consider Columbia's proposal to start a graduate library school in September through the merger of the Library School of the New York Public Library and the New York State Library School. The alumni present voted unanimously to return their library school to the university where it originated.

On March 30, 1926, President Nicholas Murray Butler wrote to Commissioner Graves, reviewing the background and asking: "Is it feasible and desirable to transfer the State Library School to Columbia, and if so, under what terms and conditions would such a transfer be possible?" To this a reply was received from Dr. Graves dated April 8, 1926, indicating

<sup>5</sup> Copies of this and the succeeding letters are in the Office of the Secretary, Columbia University.



that the matter would be discussed with the Regents and their views obtained, but that it might require formal action at their meeting on April 21, 1926.

Secretary Fackenthal's memorandum for President Butler, after he had learned by telephone that the Regents had approved of the transfer on April 21, stated in part:

In addition the coming to Columbia of the Albany School stamps us in library school classifications as a graduate school and makes us at once an applicant for that part of the million [dollars] which the Carnegie Corporation has apportioned for the support of graduate schools of library service. Under all these circumstances, we ought, I think, have no trouble in balancing our Library School Budget.<sup>6</sup>

The Regents voted to transfer the New York State Library School to Columbia University in view of the better facilities and support promised. They suggested that the junior year be discontinued in June, 1926, but that the senior year be retained until June, 1927. Suitable quarters were to be provided at Columbia for the new School.<sup>7</sup> The members of the Albany faculty taken over by Columbia were to have their insurance and retirement benefits protected. Arrangements for the transfer of physical property were to be on terms approved by the Board of Regents, who also sent their hearty good will and good wishes with the School to its new home.

In connection with the transfer of the School, Columbia purchased fifty desks, bookcases, chairs, and 2,850 volumes, representing one-half of the classwork collection. Through a gift Columbia received the other 2,850 volumes, the historical collection of 2,500 children's books, the alumni collection of printed works, all pictures, class gifts, rugs, silver, china, and other materials collected by the School, plus all of the office, personnel, and placement records of the School since 1911, the records previous to that date having been destroyed by fire.

The original plan to continue the second year at Albany during 1927 was given up, but a few students who had almost completed their senior year were permitted to finish their work before the transfer. Therefore, ten students of the Class of 1927 received B.L.S. degrees and two the M.L.S. from Albany on August 16, 1927.

<sup>6</sup> Original memorandum in the Office of the Secretary, Columbia University.

<sup>7</sup> Dr. Wyer visited the Columbia campus, where he carefully inspected the space in East Hall set aside for the School. He then prepared a list of changes with detailed specifications which he considered essential before the space could be considered "suitable."

Dr. Wyer, at the last commencement of the New York State Library School in 1926, recited a few of the many accomplishments of the School during its forty years of existence and closed by urging every Albany alumnus to transfer to Columbia the same loyalty, interest, and effort that helped make Albany great.

A summary of the enrollment in the Albany School showed a total of 1,992 students. Of this number, 1,079 had registered for the regular two-year course and 913 in the summer sessions. Bachelor's degrees were granted to 335 graduates and master's degrees to eleven. No totals were given for the number of diplomas or certificates issued.

Space does not permit a full listing of Faculty members at the Albany School, but the names of the Directors and Vice-Directors follow:

Melvil Dewey, Director, 1887-1906

Mary Salome Cutler Fairchild, Vice-Director, 1887-1906

Edwin Hatfield Anderson, Director, 1906-8

James Ingersoll Wyer, Vice-Director, 1906-8, and Director, 1908-26

Frank Keller Walter, Vice-Director, 1908-19

Edna M. Sanderson, Vice-Director, 1919-26

### III

## THE LIBRARY SCHOOL OF THE NEW YORK PUBLIC LIBRARY

THE STORY OF the School of Library Service at Columbia University would be incomplete if it did not include some information and background on its vital and component parts. The roles played by the Library School of the New York Public Library and the New York State Library School must be understood as separate entities in order to gain a proper perspective of the library school which emerged from their union in 1926 as Columbia's School of Library Service.

Professor Ernest J. Reece, Principal of the Library School of the New York Public Library for ten of the fifteen years the School was in existence, has written an excellent, though brief, historical sketch of the School <sup>1</sup> from which much of the following material is drawn.

Mr. Edwin H. Anderson, once Director of the New York State Library School, came to the New York Public Library in 1908 as Assistant Director. With the opening of the new library building at 42nd Street and Fifth Avenue in 1911, in which there were suitable quarters for a library school and many unfilled positions available for its graduates, it seems but natural that Mr. Anderson would seek the means for establishing a library school within the New York Public Library. That he planned well is indicated by his success in securing from Mr. Andrew

<sup>1</sup> Library School of the New York Public Library, *Register*, 1911-1926 (New York,

Carnegie a gift of \$15,000 per year for five years to get the School started.<sup>2</sup> Approval by the Board of Trustees of the Library to establish the School was given May 10, 1911.

The selection of a faculty was next, and Mary Wright Plummer was chosen as Principal. She had been a member of the original class at the Columbia School of Library Economy in 1887 and had started the second American library school at Pratt Institute in Brooklyn. To her was entrusted the selection of additional faculty members, the preparation of announcements, and the organization of the School so that classes could begin in September, 1911, with the thirty-three students who had enrolled.

The Library School had two objects: "To secure and train the best possible material in the way of assistants for the New York Public Library, and to prepare students as librarians and assistants for other libraries."<sup>3</sup> Entrance was by examination unless credentials indicating graduation from an approved college were submitted. Minimum age for acceptance was twenty and the maximum thirty-five.

After the one-year basic curriculum had been determined and was in operation, arrangements were made to provide a second-year program which would permit electives, specialized courses, nontechnical courses, and practice work. High standards were set and maintained, better methods devised, more equipment procured, and general improvements made as the School gained experience.

Like the Albany Library School, the Library School at the New York Public Library conducted a series of annual inspection trips for its students. Libraries in the Albany, Boston, and Providence areas were visited one year and those in the Washington and Philadelphia areas the next.

The total number of students granted certificates or diplomas during the fifteen years the Library School of the New York Public Library was in existence was 520. This number does not take into account the many persons who attended the open courses of lectures on library techniques conducted for those unable to attend the regular classes and for which no credit was given.

Following is a list of the directors of the New York Public Library and the principals of the School from 1911 to 1926:

John Shaw Billings, Director, 1911-13

Edwin H. Anderson, Director, 1913-26

<sup>2</sup> Grosvenor Dawe, *Melvil Dewey* (New York, 1932), p. 200, credits John Shaw Billings with getting Mr. Carnegie's support.

<sup>3</sup> Library School of the New York Public Library, *Circular of Information*, 1911, p. 5.

Mary Wright Plummer, Principal, 1911-16

Azariah S. Root, Principal, 1916-17

Ernest J. Reece, Principal, 1917-26

Upon the expiration of the five-year trial period Andrew Carnegie continued his gift on a year to year basis until 1920, when the amount was increased to \$20,000 per year. For 1925-26 the amount was further increased to \$25,000. In the fifteen-year period the grants totaled \$255,000, which sum provided the substantial portion of the School's budget.

As a result of the recommendations of the American Library Association's Board of Education for Librarianship, it became evident that connection with a university was essential for graduate library schools. It was not surprising, therefore, that Mr. Anderson, Director of the New York Public Library, was prepared for Columbia's informal request to transfer the Library School to Columbia University in the same city. After some discussions with Secretary Frank D. Fackenthal and Mr. Frederick Coykendall of Columbia, Mr. Anderson recommended to the Executive Committee of his Board of Trustees on March 3, 1926, that authority be given to transfer the Library School to Columbia University. The proposed transfer was conditional upon the appointment of a proper person to be Director of Libraries and of the new library school at Columbia and upon the continuation by the Carnegie Corporation of its \$25,000 annual grant after the transfer. The Executive Committee approved the recommendation and on March 10, 1926, the Board of Trustees transmitted to Columbia their resolution of adoption.

The Carnegie Corporation on March 20, 1926, assured Columbia of its intention to contribute \$25,000 per year for ten years for the library school, beginning with the school year 1926-27. Dr. Charles C. Williamson was then appointed Director of Libraries and of the Columbia library school on April 5, 1926.

With this transfer Columbia was committed to establishing a library school in 1926 prior to, and without dependence on, the transfer of the New York State Library School from Albany.

# IV

## BACK TO COLUMBIA—THE WILLIAMSON REGIME

THE EFFORTS of several persons went into the re-establishment of a School of Library Service at Columbia. Dr. Frank D. Fackenthal, Secretary, and Trustee Frederick Coykendall especially were instrumental in planning the strategy and carrying out the delicate negotiations which resulted in the transfer of two well-established library schools to Columbia at virtually no cost to that institution. In addition to the valuable collections of books, equipment, teaching aids, and the records of the two schools, there was acquired at the same time a substantial dowry in the form of a series of continuing grants from the Carnegie Corporation, which had been received by the Library School of the New York Public Library since its establishment in 1911. As if this were not enough, there went with the physical assets of these schools the combined good wishes and active alumni support of more than a thousand librarians scattered throughout the United States, Canada, and many foreign countries.

The process of selecting a suitable librarian to head the new library school began in 1925. The first choice of President Butler and Dr. Fackenthal was Dr. William Warner Bishop, Librarian of the University of Michigan. He had tentatively accepted Columbia's offer pending the outcome of a meeting of the Board of Regents of his University but was induced to remain at Michigan by a series of flattering concessions, including a substantial increase in salary and the deanship of a new library

school to be established there.<sup>1</sup> Dr. Bishop was then asked to suggest the names of other librarians for the position. He mentioned several candidates but recommended Dr. C. C. Williamson as the "right person" for Columbia. Dr. Williamson entered upon his duties at Columbia May 1, 1926. To work with him as a Committee on Organization, President Butler appointed Mr. Coykendall, Chairman of the Committee on Education of the Trustees, and Dr. Fackenthal.

The selection of a teaching staff was not too difficult, as all invitations to members of the faculty of both predecessor library schools to join the Columbia staff were accepted. E. J. Reece, Principal of the Library School of the New York Public Library since 1917, became Associate Professor of Library Administration; Mary L. Sutliff, an instructor there during the entire life of the School from 1911-26, was appointed Assistant Professor of Classification. From the New York State Library School, where she had been Vice-Director since 1920, came Edna M. Sanderson to be Assistant Professor of Library Administration and Assistant to the Director. She also brought two of her assistants, Gertrude P. Thorpe, as Curator of Collections, and Dorothy A. Plum, as Reviser. Isabella K. Rhodes, also from the Albany School, became Assistant Professor of Cataloging. To round out the staff, John S. Cleavinger, Librarian of the Saginaw, Michigan, Public Library, was appointed Associate Professor of Bibliography.

By August, 1926, it appeared that the expected enrollment of fifty students would be doubled. This necessitated adding two more members to the teaching staff. Lucy E. Fay, instructor at Carnegie Library School, Pittsburgh, Pennsylvania, joined the School as Assistant Professor of Bibliography, while Margaret S. Williams, an instructor at Albany, became an associate in Bibliography.

An Administrative Board appointed by the President conducted the work of the library school in the manner of some of the other professional schools on the campus at that time. This Board for 1926-27 was made up of Director Williamson, Professors Robert E. Leonard, John J. Coss, and Robert H. Fife, Trustee Frederick Coykendall, Secretary Frank D. Fackenthal, and Librarian Roger Howson.

The curriculum for the first year's work was organized to conform to the general pattern of other accredited library schools. Originally it had been planned to grant a certificate upon the completion of the first year's work. However, the University Council on October 19, 1926, approved

<sup>1</sup> Correspondence and newspaper clipping (from Ann Arbor, Michigan) in Office of the Secretary, Columbia University.

of the Administrative Board's recommendation to award the degree of Bachelor of Science for those completing the first year's work and the degree of Master of Science for the completion of the second year's work. A certificate was approved for issuance to students completing the course of library studies through the Summer Session and University Extension. The library courses given at Columbia prior to and during the Summer Session of 1926 had no connection with the School of Library Service. Courses in library economy had been offered by the Department of Extension Teaching of Columbia since 1917-18 under the direction of Miss Helen Rex Keller. They were intended to help prepare students to run small libraries or to become library assistants in larger institutions. Instruction was on the undergraduate level and the full course lasted one year.

For the 1926-27 school year no instruction was planned on the master's level; the seven students registered for the M.S. took approved courses elsewhere on the campus for credit toward the master's degree in anticipation of the time it would become available.

Formal opening exercises of the School of Library Service were held on October 1, 1926, in McMillin Academic Theater, although classes had started September 23. Addresses were delivered by Dr. Williamson; the three former directors of the New York State Library School, Dr. James I. Wyer, Dr. Edwin H. Anderson, and Dr. Melvil Dewey; and by President Butler of Columbia University. It is unfortunate that no copy of Dr. Dewey's address was preserved, but he had not prepared a written speech and he spoke too rapidly for the stenographer to get more than a few fragments. A paragraph from President Butler's response is quoted below:

By the act of the authorities of the New York Public Library and on the recommendation and at the instigation of a distinguished member of this University whom we always delight to honor, Dr. Anderson; and by the consent and approval of the Regents of the University of the State of New York on the recommendation and at the instigation of Dr. Wyer; and with the blessing of Mr. Bowker, whose great service to library knowledge, library administration and library schools has been emphasized by Dr. Dewey and rejoiced in by all of us; and with the approval and personal presence of Dr. Dewey, himself the originator of the idea and the first formulator of all those instrumentalities that he so imperfectly described—he could have told you much more about them had time served—which together made up a great group of carefully planned and well-thought-out agencies for advancement of adult education in the United States; with all these and with the unanimous approval and satis-



faction of the Trustees of Columbia University in this year of grace 1926, this School of Library Service, well organized, well staffed, and well administered, opens its doors.<sup>2</sup>

The total student body for the first school year was 109, composed of students from thirty-one states and six foreign countries. Six were already holders of a master's degree and one had received the degree of Doctor of Philosophy. To gain an idea of the high standards maintained for entrance to the School, it was estimated that 25 percent of all technically qualified applicants were rejected in 1926. This was in addition to the larger number of inquirers who were unqualified for various reasons.

Quarters for the first year were to have been provided in East Hall, but delays in finding other space for its occupants and the short time available for rearranging and renovating made necessary the occupation of temporary quarters in Earl Hall. Here the auditorium served as a study room and reference library. The stage held the practice collections. The trophy room on the first floor was used for administrative offices and the teaching staff lectures were held in the School of Business Building. Most of the library school equipment had to be stored for lack of space. By the end of the school year, East Hall had been made ready and the move was begun.

With the exception of the collection of 2,500 children's books received from Albany, which were housed in the Main Library Building, the 6,000 volumes making up the practice collections received from the New York State Library by purchase and by gift, together with the collections of practice books and works on library economy received as a gift from the Library School of the New York Public Library, went to East Hall. There they were supplemented with \$1,000 worth of new books during the first year and \$3,000 worth the second year.

Two scholarships, each equal to the tuition fee of \$300, were given by the Alumni Association of the Library School of the New York Public Library in 1926. The need for additional and larger scholarships up to \$1,000 was cited by Director Williamson in his first annual report.

Seventy-five library school students were awarded the Bachelor of Science degree in June, 1927. A comparison with later years may be found in Appendix III.

During its second year, 1927-28, the School offered a full schedule of courses in the 300 series for the master's program. This program was divided into seven types of specialization: Bibliography and Reference,

<sup>2</sup> *Annual Report, Director of the School of Library Service, 1927*, p. 11.

Cataloging and Classification, Public Library Administration, College and University Library Administration, School Libraries, Work with Children, and Special Libraries. The resources of the entire University Library, totaling more than a million books, were made available in addition to the department library of the School of Library Service. By University Council action, properly qualified students could be admitted to final examinations for the degree of Doctor of Philosophy regardless of the University Faculty in which enrolled.

The total registration grew to 205, almost double the number expected. Of these, 36 were enrolled in the master's program. Extension classes had a total registration of 143, including an extramural course in children's literature given at the public library in Bridgeport, Connecticut. One hundred and thirty-five B.S. and 14 M.S. degrees were awarded. In addition to the degree programs, the certificate plan was still in operation, primarily for those with one or more years of liberal arts college background but lacking a bachelor's degree. The students in the School came from eighty different colleges. Enrollment was far greater than the facilities of the School could properly accommodate; classes were still held in other buildings and little use of laboratory and exhibit materials could be made.

In July, 1927, it was decided to double the size of the School. Additional instructors had to be secured, duplicate reference books obtained, and more equipment purchased. The new class was organized into four sections instead of two, divided according to previous library experience. In some courses all four sections met together for one weekly lecture to insure greater unity in instruction. Bookselling courses were added and found to be quite popular.

The American Correspondence School of Librarianship at Syracuse, New York, which had been operating for several years under the directorship of Professor Azariah S. Root, Librarian of Oberlin College, was transferred to Columbia on April 1, 1928, together with its assets, good will, and students. This Correspondence School had been financed by Gaylord Brothers, a library supply house. At Columbia it was to be administered by the Department of Home Study and the School of Library Service jointly.

The work-study program by which students could take two years of half-time study along with partial library employment was developed, and persons employed full time in libraries in Greater New York were encouraged to enroll on a part-time basis.

East Hall, after having been redecorated and remodeled for the use of

the library school, was first used in the Summer Session of 1927. Although library school instruction in the form of short survey courses had been given during summer sessions at Columbia for a number of years, it was not until the summer of 1927 that the School of Library Service became responsible for conducting these courses. The work of the first-year graduate curriculum leading to the Bachelor of Science degree was to be offered over a period of four summers to permit students to complete their entire work for a degree by attendance at summer sessions.

In 1927 the Alumni Association of the New York State Library School provided the School of Library Service with three permanent \$300 scholarships. These were intended for second-year students who were candidates for the Master of Science degree. The Class of 1928 established the Mary Louisa Sutliff Fund for the enrichment of the library of the School of Library Service with examples from modern presses.

A new Administrative Board for the development and control of the curriculum was appointed by the Trustees in 1929 at the expiration of the three-year term of the first Board. The membership for the first time included four members of the library school—Professors John S. Cleavinger, Ernest J. Reece, Edna M. Sanderson, and Director Charles C. Williamson—together with John J. Coss, Director of the Summer Session, and Roger Howson, Librarian of the University.

In order to maintain contact with the 1,500 alumni members of its two predecessor library schools and the hundreds of new graduates being turned out by the Columbia library school, the *Library Service News* was established in April, 1929, as a bimonthly publication designed to carry information of interest to all former students of the three schools. The first issue contained the proposed constitution of a new alumni association to be known as the Association of the Columbia School of Library Service and its Predecessors. Such an organization was founded June 16, 1930, with the object of aiding the library profession and the Columbia School of Library Service and maintaining an alumni spirit among its members.

Home Study courses in Library Service were begun in 1928-29 with Miss Marion Horton of the School of Library Service as supervising instructor but with the Home Study department of the University in charge of administrative and business details. Courses were offered on two levels: elementary aspects of library work for untrained personnel and specialized library courses intended to supplement the training of experienced or professional librarians.

During the school year 1929-30, there was a total of 911 persons en-

rolled in the School of Library Service for instruction of one kind or another. Of this number, 400 were enrolled in the Summer Session, 137 in the Home Study courses,<sup>3</sup> and the remainder in the regular sessions.

Four of the eight advanced fellowships of \$1,500 each, created by the Carnegie Corporation of New York for 1929-30, were held by students who chose to enroll for the Master of Science Program at the School of Library Service. Dr. Williamson in his annual report<sup>3</sup> took occasion to cite the need for additional scholarships, particularly for those who desired to prepare themselves for teaching in library schools. He also urged the addition to the faculty of a professor with an interest in research in order to develop the curriculum beyond the second-year program and leading to the degree of Doctor of Philosophy.

By Trustee action effective July 1, 1931, the Administrative Board of the School of Library Service was replaced by a Dean and a Faculty comprised of all officers of instruction of professorial rank. Assistant Professor Isabella K. Rhodes was elected Secretary and Associate Professors Reece, Cleavinger, and Fay were appointed members of a Committee on Instruction.

The death of Melvil Dewey occurred on December 26, 1931, only sixteen days after his eightieth birthday, which had been the occasion for presenting him with two bound volumes of letters of felicitation<sup>4</sup> from his many friends. Dean Williamson's letter<sup>5</sup> to Dewey praised his pioneering activities and proposed December 10th to be celebrated as Founder's Day at the School of Library Service every year.

The one-year course leading to the certificate, which had been offered since 1926 by the School of Library Service through University Extension and summer sessions, required a minimum of one year of college work for entrance. On January 1, 1931, the New York State Department of Education required a minimum of two years of college work. Necessary revisions in entrance requirements were made for the School of Library Service. Degree credit was also offered for work done in evening classes, summer sessions, and through University Extension.

Unemployment among librarians became something of a problem to the School of Library Service in 1932 with almost half of the 169 members of the first-year graduating class unplaced at the end of the academic

<sup>3</sup> School of Library Service, *Report of the Director for the academic year ending June 30, 1930*, pp. 10-11.

<sup>4</sup> In the Columbia University Library.

<sup>5</sup> In *Library Service News*, III, no. 3 (December, 1931), pp. 18-19.

year. This was the first time since 1887 that any real difficulty had been encountered in securing positions for library school graduates. Williamson<sup>6</sup> attributed this condition as much to the too rapid expansion of library school training agencies as to the business depression. The only concession he felt should be made with respect to limiting the number of students entering the School of Library Service would be a more rigorous application of the selective system to insure admittance of students of high quality. As a result, more care was exercised in selecting suitable candidates for admission by requiring that applicants be in the upper half of their class or that they pass a suitable intelligence test.

The Alumni Association of the Library School of the New York Public Library endowed a scholarship in honor of Mary Wright Plummer by a gift of \$6,000 in November, 1932. It was intended that the income therefrom would cover the tuition fees, \$300 per year at that time.

In June, 1933, Mary Louisa Sutliff, Assistant Professor of Bibliography, after teaching a total of thirty-six years at all three library schools making up the Columbia School of Library Service, received a special retirement allowance from the Trustees.

The School moved into its new quarters in South Hall, the new University Library Building, in the summer of 1934. Construction of this building, having quarters specially designed for the School of Library Service, was made possible through a gift from Edward S. Harkness received in 1931. This move was considered the greatest event in the development of the School of Library Service since its re-establishment at Columbia in 1926. The library of the School enjoyed for the first time adequate space in which its rich resources could be fully utilized by the faculty and student body. Despite the increased space available, however, no provision was made to increase the size of the student body.

In 1934-35 greater emphasis was placed on courses in the field of the book arts by adding instruction in hand bookbinding and book design and production.

During this period there was established in connection with the Columbia University Press a series called "Columbia University Studies in Library Service." The first such study published was a translation from the German by Ralph Shaw of Georg Schneider's *Handbuch der Bibliographie*.<sup>7</sup> The second study was *Living with Books* by Helen E.

<sup>6</sup> *Report of the Dean of the School of Library Service for the period ending June 30, 1932*, pp. 10-11.

<sup>7</sup> Ralph R. Shaw, *Theory and History of Bibliography* (New York, 1934).

Haines.<sup>8</sup> Intended as a textbook in book selection, it was so well received that it subsequently went through many reprintings and remained a standard work in its field. A second edition was published in 1950.

Tuition and fees were raised from \$340 to \$400 per year beginning in 1935-36. By June, 1936, after the completion of ten years' work, the reputation of the Columbia School of Library Service was so well established that a great many more applicants for admission were received than could be accepted. This posed a problem in eliminating those who, while possessing the requisite intellectual capacity, might lack certain desirable personal qualifications, such as leadership. During the first decade B.S. degrees had been awarded to 1,436 persons, M.S. degrees to 131, and professional certificates to 48. These, added to the 1,500 alumni of the two predecessor schools, formed a large body of graduates scattered throughout the United States and many foreign countries. The admissions office of the School placed considerable reliance on the recommendations of applicants by the alumni and found this practice a great aid to selection.

The first-year curriculum, which had been under study for two years, was reorganized by placing less emphasis on the technical aspects and attempting to provide a wider view of librarianship in general. For the first time, in 1936, the training given to those preparing for the professional certificate or the B.S. degree was identical. Also, plans were made to construct a new series of achievement tests to be administered in 1937 as comprehensive examinations to supplement the accumulation of credits for course work.

The fiftieth anniversary of library school training, represented by the founding of the School of Library Economy at Columbia in 1887, was observed all over the country in 1937. A well-organized committee of sixteen deans or directors of library schools, headed by Ethel M. Fair, Director of the Library School of the New Jersey College for Women, sponsored special programs in their own schools to help celebrate the occasion. All of the members of the committee were alumni of the School of Library Service or its predecessors. A brief extract from Miss Fair's report follows:

The observance took the form of press notices; official statements in state library association programs; special sessions of state library meetings; anniversary dinners with appropriate programs; programs or exhibits arranged by students and faculties of library schools; reminiscences and other papers on the history of education for librarianship; bibliographies, surveys and special

<sup>8</sup> Helen E. Haines, *Living with Books; the Art of Book Selection* (New York, 1935).

publications prepared by library school faculties and students; special numbers of two leading periodicals; articles in other professional journals.<sup>9</sup>

The School of Library Service and the Pratt Institute School of Library Service joined in celebrating the anniversary on January 5, 1937. President Nicholas Murray Butler and Henry Watson Kent spoke about the early struggles of the School of Library Economy. An attractively produced volume entitled *The School of Library Economy of Columbia College, 1887-1889*<sup>10</sup> was published by the School of Library Service for the occasion with funds provided by the Carnegie Corporation of New York and the Alumni Association of the New York State Library School.

Columbia University proudly announced the establishment of the Melvil Dewey endowed Professorship of Library Service on April 5, 1938, with a gift of \$150,000 from the Carnegie Corporation of New York. Professor Ernest J. Reece became the first incumbent of the first endowed chair in any library school. At the same time the Corporation made an additional gift of \$100,000 for the general purposes of the School of Library Service. This combined sum of \$250,000 was donated by the Carnegie Corporation instead of the Corporation continuing its annual \$25,000 grant, which had been in effect since 1926.

During 1937-38, thirty-five comprehensive examinations were taken by students desiring to demonstrate their competence in the subject matter of certain courses in order to obtain advanced standing or to secure exemption from them. Syllabi for fourteen courses in the School of Library Service had been published and put into use during the 1936-37 school year. Although developed for class use, they were purchased in large numbers by other library schools and libraries in the United States and abroad.

June, 1938, marked the largest graduating class to date, with 203 degrees being awarded, even though librarians' salaries had not improved much since the depression years. The salary range for B.S. graduates was from \$1,000 to \$3,000, with a median of \$1,440. The median salary for holders of the Master of Science in Library Service was \$2,200. Registration continued to increase, with a total of 1,071 persons enrolled for classes during the 1938-39 academic year. This was an increase of 148 students over the preceding year.

<sup>9</sup> *Report of the Dean of the School of Library Service for the period ending June 30, 1937*, p. 6.

<sup>10</sup> School of Library Service, *The School of Library Economy of Columbia College, 1887-1889; Documents for a History* (New York, 1937).

An amendment to the University Statutes provided for the election of a delegate from the library school to the University Council, in addition to the membership of the Dean. Professor Lucy E. Fay was elected by the Faculty for a three-year term beginning July 1, 1939.

The commencement list in 1940 contained the names of 244 graduates of the School of Library Service, the largest class since the School began. With the beginning of World War II the number of foreign students declined sharply, but this decline was offset by the admission of more than thirty refugee students who claimed the United States as their country of residence. Many of these German and Austrian students were holders of advanced academic degrees.

Placement records during the thirties indicated that at least half of the positions filled by graduates were in public libraries, about one-fourth in college and university libraries, one-eighth in school libraries, and one-eighth in all other kinds of library positions combined. The proportion of men enrolled fluctuated from year to year but averaged about 20 percent. The total enrollment for the winter session of 1940 showed a high of 25 percent men; in the first-year course that year the number of male students was seventy-eight, or 30 percent, considered to be the highest proportion of men ever enrolled in an American library school.

The assembly meetings of the student body, originated by Melvil Dewey in 1887, were continued in later years in much the same manner, even to the extent of being scheduled on the same day, Wednesday. They were intended to give students an opportunity to meet and hear lectures by some of the outstanding librarians of the day. A Faculty committee arranged these programs and also conducted afternoon visits or tours to many libraries and related institutions in the metropolitan area. Attendance was taken, which doubtless stimulated participation on the part of students, although part-time and evening students were readily excused upon request.

Enrollment in the School of Library Service for 1941-42 declined 10 percent from the previous year. This fact, together with a great increase in the demand for trained librarians, resulted in easy placement for every one of the 198 persons awarded degrees during the year. Actually, there were more than twice the number of position vacancies reported to the School than there were graduates available for placement. Although the School had never engaged in "recruiting," it became evident that something should be done to stimulate enrollment. Dean Williamson addressed a letter to two hundred selected alumni, calling their attention to the desirability of obtaining a sufficient number of well-qualified



applicants for admission to library schools and actively seeking their aid in recruiting superior applicants.

Dean Williamson's interest in the development and extension of the objective-type achievement tests continued even though this work required the full time of at least one member of the Faculty and the part-time efforts of several others. He hoped that some day a nation-wide system of standard tests might be devised for use as a comprehensive measuring tool for the entire library profession. Therefore, in 1942 an invitation was sent to all accredited library schools asking them to cooperate in the further development of the tests by administering one or more of the examinations prepared by the School of Library Service. Of the eighteen schools which indicated an interest in the project, only four actually availed themselves of the offer. The next year eight schools cooperated by giving a total of 441 examinations. Valuable suggestions and comments on the examinations were made by faculty members and students which enabled the examining division of the School of Library Service to make further improvements in their work.

With the approaching retirement of Dean Williamson, scheduled for June 30, 1942, the remaining members of the Faculty became concerned over the selection of an appropriate successor. It was not known whether President Butler would appoint a committee to assist him in choosing a new Dean and Director of Libraries or whether he would make the selection himself. Professors Reece, Cleavinger, Fay, and Associate Dean Sanderson signed a letter which was sent to Mr. Carl Vitz, then president of the Alumni Association, asking him to make a selective list of prominent librarians who could be called upon to help the School by serving as a selection committee representing the Alumni Association and to exert organized pressure upon President Butler should it become necessary. In December, 1941, President Butler appointed his own committee of two administrative officers and two professors to assist him in choosing a replacement for Dean Williamson.

Dr. Carl M. White was asked to consider coming to Columbia in 1942, but he had only recently gone to the University of Illinois and he felt that it was too soon for him to leave that position, especially since he wanted time to develop some of the changes which he had instituted there. Dean Williamson was then asked to remain in his position for one year beyond the statutory age limit, which gave President Butler and Secretary Fackenthal more time for selecting a new replacement. The Dean's position had to be filled at a most difficult period, during the middle of World War II, when so many librarians were in uniform and

a number of other important libraries and library schools were seeking new directors. The final choice of Dr. Carl M. White, then Director of Libraries and of the Library School at the University of Illinois, to fill Dean Williamson's place was a logical one, since at that time no other library position in this country was so nearly comparable to Columbia's with respect to size, complexity, and importance.

The last two years of the Williamson regime marked a number of changes in the faculty, which until that time had remained quite stable. Associate Dean Edna M. Sanderson, who had been connected with the Albany and Columbia Library schools since 1900 and had served as Associate Dean since 1931, retired in 1942, as did Associate Professor Lucy E. Fay after sixteen years. Both had continued their work two years beyond the normal retiring age. Assistant Professor Mary Shaver-Brown, a member of the faculty since 1927, died on January 31, 1942. Assistant Professor Alice I. Hazeltine, who came to Columbia as a member of the newly established School of Library Service in 1926, retired in 1943. Assistant Professor Harriet D. MacPherson resigned in 1943 to become Librarian of Smith College.

In closing his last annual report, which announced his retirement on June 30, 1943, Dean Williamson paid high tribute to the Alumni, the Faculty of the School, and to the staff. He also welcomed "as my successor Dr. Carl M. White, of the class of 1934, who brings to the office everything that could be desired."<sup>11</sup>

No evaluation of the achievements and work of the School of Library Service during its direction by Dean Williamson is attempted, but perhaps a brief recital of some of its accomplishments, aims, and failures will suffice.

It would be unfair not to mention some of the difficulties and obstacles under which the School operated during the 1926-43 period. The rapid expansion of the School was accompanied by the usual growing pains, such as inadequate quarters, scattered operations, and heavy staff responsibilities. The facilities available to the school were woefully inadequate until it moved into its quarters in the new Columbia University Library Building in 1934. Then, too, there was never the financial support which Dean Williamson felt was necessary to develop the School properly. Except for the Carnegie grants, there were no substantial endowments which would assure the continued growth of the faculty in accordance with the demands made upon the School.

<sup>11</sup> *Report of the Dean of the School of Library Service for the year ending June 30, 1943*, p. 8.

The decision of President Butler in 1925 to combine the directorship of the library school with that of the University Libraries was widely hailed at the time, since it was considered to be the only way the University could justify and obtain the services of an outstanding person. Some critics urged that the two positions should be filled with two good persons rather than one, even if that one person had a good assistant in direct charge of each. It was inevitable that no one individual could give all of the time and attention required in two such responsible administrative posts even under optimum conditions. With inadequate staffs the problem at times became acute. It is known that the feelings of the student body under Dean Williamson, shared in some degree by the Faculty and staff of the School, were that the School was being neglected in favor of the Libraries and that its direction was mainly by remote control.

On the positive side should be mentioned the placement service, which managed to find positions for most of the graduating librarians requiring its services. The large, loyal, though scattered alumni membership was a very helpful factor in placement and also served admirably in recruitment for the School. The number of degrees and certificates granted during the seventeen commencements was 3,069. Of these, 2,721 were B.S. degrees, 272 M.S. degrees, and 76 certificates. A breakdown by years may be found in Appendix III.

The publication of two editions of *Who's Who in Library Service*, sponsored by the School of Library Service and published by the H. W. Wilson Company in 1933 and again in 1943, represented a substantial contribution to the entire library profession.

A problem which was recognized soon after the establishment of the School of Library Service at Columbia in 1926 was that of obtaining a proper degree structure for librarianship. The issuance of a bachelor's degree for a fifth year's work was greatly deplored on all sides but nothing was accomplished toward establishing a master's degree for this work. Dean Williamson considered it an undesirable lowering of standards to give a master's degree for the fifth year but expressed the hope that perhaps a system of testing and the careful selection of students of superior ability might justify this procedure. The desirability of having a program of studies leading to the doctorate had been proposed as early as 1926 by Dean Williamson in his first annual report. He recommended the establishment of such a program, pointing out that the library school was Columbia's only professional school on a strictly graduate basis. However, no workable scheme was developed and not one single doctor-

ate in librarianship was granted in the seventeen-year period of Williamson's regime.

The growth of a two-squad system of instructors in librarianship, whereby the regular faculty taught the day courses and a different group of part-time teachers taught in the evening session, made a difficult problem of granting credits for the several programs in operation simultaneously. Gradually this plan was changed so that it became possible for a person employed in a library in Greater New York to obtain a degree for courses attended in evening and summer sessions.

Since funds were limited for faculty salaries and operating expenses, they had to be spread rather thinly in order to maintain the extensive and varied offerings of the School. The curriculum was designed to cover every type of library work in addition to the usual subjects. Needless to say, too much was attempted with too little.

The need for specialized training in the various fields of library service had been recognized soon after the establishment of the School, but it was not until the mid-thirties that the policy of adding at least one new course each year was established. These additions to the curriculum were always begun on an experimental basis but tended to be frozen into the pattern of regular offerings. Some examples of these courses are the following: County and Regional Library Service and Bibliographic and Reference Service in Science and Technology, 1936; Microphotography and Law Library Administration, 1937; Music Library Administration, 1938; and Bibliographic and Reference Service in the Medical Sciences, 1939.

Some of the course offerings of the School are listed to show the degree of fragmentation to which the original curriculum had been subjected and the large number of peripheral studies which had been added to the already impressive catalog of courses. During the 1926 to 1936 period, not only were a large number of courses given on the library and related subjects, but frequently the same or similar courses were given simultaneously in two or more programs.

Those listed as noncredit courses follow: Book Evaluation, Filing, Practical Aspects of Bookselling, The Art of Hand Bookbinding, Indexing and Filing, Book Collecting, Book Design and Production, and Lettering and Art Work in Book Design and Book Jackets.

Another group offered during this period paralleled the course leading to the bachelor's degree and was listed for the certificate candidates. These all bore numbers in the 100 series. Some courses listed were Book Selection for School Libraries, Reference Service, Classification, Library

Records, Publicity for Libraries, Regional Libraries, Storytelling and Its Literature, History of Bookmaking, Modern Bookmaking, Bookbinding, and European Books for American Readers.

The comparable degree courses were in the 200 series. They included Trade and National Bibliography, Subject Bibliography, Government Publications, Introduction to Standard Works of Reference, Reference Work in School Libraries, Principles of Dictionary Cataloging, Special Problems in Cataloging, Principles of Classification, Teaching the Use of Books and Libraries, Organization and Administration of Libraries, School Library Administration, Library Records and Methods, Factors in the Development of American Libraries, and many more.

The courses intended for candidates for the degree of Master of Science were largely in the 300 series. They were often advanced courses on the same subjects represented in the basic courses, but the following titles will indicate the additional subject material offered: Bibliography and Bibliographic Method, History of Printing, Introduction to the Study of Fifteenth-Century Books, Book Illustration, History and Organization of the Book Trade, Personnel Problems, Library Buildings, Problems and Methods of Training for Library Service, Seminar for M.S. Candidates, and History of Children's Literature.

Beginning with the revised curriculum of 1936, most of the courses formerly offered separately for the certificate course and each of the degree courses were made available to all three groups. These retained the 100 series numbers. Some of the new courses offered during 1936-48 in this group were Psychological Foundations for Reader Guidance, Applied Psychology for Librarians, Psychological Adjustments, County and Regional Library Service, Care of Special Collections, Library in the Elementary School, Public Relations for Libraries, Music Library Administration, American Archives, Library Work with Hospital Patients, Editing, Abstracting, and Proofreading, Book and Periodical Indexing, Law Library Administration, History and Literature of the Fine Arts, Government Publications (foreign), Periodicals, Medical Library Administration, Standards and Values in Contemporary Fiction, Reading Interests and Habits of Adults, Reading Interests of Adolescents, Reading Interests of Children, and Microphotography for the Library.

A few new courses in the 200 series were made available only to candidates for the B.S. degree. Some of them offered during the 1936-48 period were Fundamentals of Library Service, Principles of Library Organization and Administration, Bibliographical Method, and Practical Bookmaking for the Librarian.

Some new courses offered in the 300 series for M.S. candidates included The Public Library in Adult Education, School Libraries (book problems), Bibliography and Bibliographical Method, Bibliographic and Reference Service in Science and Technology, Seminar in Readers' Advisory Service, Scientific Method in the Study of Library Problems, Research Methods and Techniques, and Colloquium for Candidates for the Degree of Master of Science.

# V

## DEAN WHITE ASSUMES LEADERSHIP OF THE SCHOOL

DR. CARL M. WHITE, in a letter to President Butler, outlined in general terms some of his ideas and the conditions under which he would accept the dual position of Dean of the School of Library Service and Director of Libraries. The conditions concerning the library school included having a survey made of the School, strengthening the faculty by making appointments in the higher ranks to fill vacancies, and gradually reducing the proportion of women on the faculty. Upon President Butler's assurance that he concurred in these ideas and plans, Dr. White accepted the appointment and assumed his new duties on July 1, 1943.

The problems he faced when he became head of the School of Library Service were somewhat different from those with which Dean Williamson had struggled during his last few years at Columbia. Instead of classes of record-breaking size, the enrollment in 1943-44 was at its lowest ebb in many years. Fortunately, the Faculty and staff had dwindled from natural causes and it was not necessary to make any further serious reduction in the teaching budget. Reorganization and the initial planning of a new program occupied the time of the Committee on the Curriculum and other members of the Faculty.

"The Survey," an unpublished typewritten manuscript dated 1944, the results of an investigation approved by President Butler, provided an

objective appraisal of the School and its needs. Dean Louis R. Wilson,<sup>1</sup> one of the members of the survey team<sup>2</sup> which had been brought in to study the libraries and the School, was largely responsible for the recommendations pertaining to the School. One proposal favored the establishment of a position of Associate Dean to administer the School, develop the curriculum toward a more truly graduate level, act as public relations officer, work closely with the instructional staff, and direct the placement activities. Other recommendations pertained to the financial status of the School, which had fluctuated according to the amount of tuition fees plus certain fixed income. The desirability of a stable budget was stressed. This budget should be of sufficient size to provide for the restoration of a full, well-qualified teaching staff, the creation of fellowships and research assistantships, the employment of secretarial help for the teaching staff, and the purchase of laboratory equipment. Funds should also be provided for annual institutes, travel, lectureships, special investigations, and editorial assistance for the publication *College and Research Libraries*. Dean Wilson also suggested changes to make the doctoral program a reality, a closer integration of the School with other University departments, less emphasis and reliance on comprehensive examinations, and the utilization of qualified library administrators for limited teaching responsibility in the School by allowing them time off and giving them appropriate academic rank.

The School's authorities realized that not all of these recommendations could be put into effect immediately, but it was felt that they would be helpful in the future planning for the School.

Fewer courses were offered but no major changes in the School were made during this inventory period. Discussions were held on how the School could best meet the changed conditions and needs for library courses resulting from the war. One new course on hospital library work was considered and tentatively decided upon. Because of the war, it became necessary to revert to the earlier, though undesirable, practice of securing part-time instructors to carry on the work of regular Faculty members who were away on leave. Professor Cleavinger's leave of absence during the spring session of 1944 was spent in visiting colleges in the eastern part of the United States for the purpose of discussing with their deans and vocational officers the shortage of librarians and the desirability

<sup>1</sup> Dean Emeritus of the Graduate Library School, University of Chicago.

<sup>2</sup> The other members were Keyes D. Metcalf, Director, Harvard University Library, and Donald Coney, Librarian, University of Texas.



of recruiting students of higher than average ability for attendance at library schools.

Professor Ernest J. Reece was appointed Associate Dean and Byron C. Hopkins became an Assistant to the Dean in charge of placement on July 1, 1944. Although Dean White was on leave for most of the academic year 1944-45, the work of reorganizing the curriculum continued. During this year the first systematic program of work-study plans was developed. Arrangements were made with several libraries in the New York area whereby those students who desired to earn part of their expenses while in library school could do so under the most favorable conditions.

Requests for placement assistance received by the School in this period were approximately ten times the number of available graduates. Salaries for beginning librarians had increased 50 percent in three years. All 102 graduates of the School in June, 1945, had accepted positions within thirty days after commencement.

The years immediately preceding the initiation of the new program of study leading to the master's degree were extremely busy ones for the entire faculty of the School of Library Service. In addition to regular teaching duties, a great deal of planning and study was required in reshaping the whole concept of professional education for librarianship. A timetable was adopted for putting the new curriculum into effect, the year 1945-46 to be used for perfecting the program. The following year the faculty was to be replenished, and it was hoped that the new program would become effective during 1947-48. It was also planned to thoroughly revise all syllabi and comprehensive examinations.

During the period the new program was being planned, two independent studies were being conducted on the subject of education for librarianship. These reports by Wheeler<sup>3</sup> and Danton,<sup>4</sup> added to the much older work by Williamson,<sup>5</sup> were useful in helping to define the trend toward graduate study in librarianship.

Thus Dean White's proposed new program for the School of Library Service was founded on the co-operative work of the Faculty and the writings and advice of several library leaders, as well as on his own con-

<sup>3</sup> Joseph L. Wheeler, *Progress and Problems in Education for Librarianship* (New York, 1946).

<sup>4</sup> J. Periam Danton, *Education for Librarianship; Criticisms, Dilemmas, and Proposals* (New York, 1946).

<sup>5</sup> Charles C. Williamson, *Training for Library Service* (New York, 1923).

tinuing study and evaluation of trends in professional education. His outline "A Suggested Program of Action for Columbia" <sup>6</sup> recommended that Columbia take the following steps:

(1) Continue its role as a "National Library School" serving the entire library profession and giving advanced instruction to graduates of other library schools

(2) Continue the requirement of a college degree for admission but also define the quality and appropriateness of the qualifying courses in order to produce librarians having a mastery of library techniques and able to fulfill the duties of citizenship, scholarship, administration, and personnel work

(3) Raise standards and entrance requirements by enriching the program and insisting on more stringent training for the higher library positions

(4) Divide the present first-year curriculum into a main professional program and an auxiliary or subprofessional program. The field of library studies would then need division into practical and theoretical aspects.

(5) Award the degree of Master of Science for the main program and for admission require completion of the auxiliary course or a year of library experience in addition to an approved undergraduate course leading to a bachelor's degree

(6) Admit undergraduates as well as graduates having a deficiency to make up before they could be admitted to the main professional program to the auxiliary program consisting of nine to twelve semester hours of work

(7) Make use of the entire resources of the University in strengthening the professional preparation of students where desirable

(8) Promote study leading to the doctorate, preferably the degree of Doctor of Philosophy

(9) Extend the use of testing devices in admittance and facilitate progress in courses

(10) Strengthen the faculty by filling all prewar positions and increasing the proportion of higher ranks

(11) Establish a faculty program of field service and study. This proposal would require an additional faculty salary but would permit the rotation of faculty members in field assignments.

In addition to this plan of action, Dean White cited the need for more research and publication, the development of visual aids, an improved

<sup>6</sup> *Report of the Dean of the School of Library Service for the period ending June 30, 1946*, pp. 6-25.

scholarship program, and a program of postgraduate education for practicing librarians.

The School of Library Service has always relied upon the friendly criticism and advice of its alumni in planning important changes in its administration or curriculum. It was but natural, therefore, for Dean White to send an advance draft containing the tentative proposals for developing the School to a selected group of eighty-two leading librarians, mostly alumni of the School, inviting their frank comments on the proposed changes. A summary of the opinions received from the field indicated that the planning had been well done. Only one of the proposals was definitely disapproved: there should be one library program instead of two and the School of Library Service should concern itself exclusively with a graduate, professional library program.

Students and all alumni members were given an opportunity to discuss the proposals for a new program while it was still in the planning stage. The annual report of the library school for 1945-46, containing the proposals, was distributed to the entire alumni body.

The faculty began a study to determine how the educational needs of practicing librarians could best be met. It was agreed that library schools and professional associations were not adequately supplying those needs. No practical solution could be found, however, since the abundance of positions offered to the available professional librarians made it unnecessary for them to pursue further training in order to obtain employment. The School's tentative plans to offer a series of streamlined refresher courses for returning veterans and others were therefore abandoned.

A one-day hospital library institute was held on April 6, 1946, which drew an attendance of 150 persons interested in this phase of library work. At the end of World War II there was a rapid expansion of veterans' hospitals and an increased emphasis on library service for patients. It was found that very few librarians had the requisite training for this type of library work, and the School of Library Service established a new course called Library Work with Hospital Patients. Another new course, Public Relations for Libraries, was offered in the Summer Session of 1946.

At the request of Dean White, in January, 1946, the President of the University appointed an Ad Hoc Committee to advise on plans for the future of the School of Library Service. The members of this Committee were:

George B. Pegram, Dean of the Graduate Faculties  
Harry J. Carman, Dean of Columbia College

Harry M. Ayres, Director of the Summer Session

Edmund de S. Brunner, Professor of Education

Hollis L. Caswell, Professor of Education and Associate Dean of Teachers College

Austin P. Evans, Professor of History

Ernest J. Reece, Associate Dean of the School of Library Service and Melvil Dewey Professor

Horatio Smith, Professor of French

Carl M. White, Dean of the School of Library Service, Chairman

The Ad Hoc Committee furnished valuable assistance to the Dean in making new appointments to the teaching staff and in formulating some general policies for the administration of the School of Library Service. These concerned the better integration of the School with the University, the building of a new curriculum based on library needs, and the strengthening of the faculty. Dean White asked the Committee to consider the question of whether the School and the University Libraries should be administered under one head or separately, but no decision was reached.

The conference of the American Library Association held during June, 1946, in Buffalo, was chosen as the time to test the future plans of the School of Library Service with a representative group of its alumni. Dean White and four other members of the Faculty attended a meeting of the Alumni Association held in Buffalo during the conference, and a most encouraging response was accorded the presentation of plans. At the same meeting the Alumni Association voted to create a full tuition scholarship for the School amounting to \$450 per year.

Some of the achievements of the School during the academic year ending June, 1947, are listed to show a few of the many problems which confronted the Faculty and administration at this time. The School's entire curriculum was undergoing a reorganization, its depleted faculty was being rebuilt, and at the same time it was carrying on its regular work with the largest student body in five years. Returned veterans totaled 106 men and women. They were credited, in part, for the excellent scholastic record established by this year's class. Of those students awarded the bachelor's degree, 22 percent received honors.

The Faculty adopted a resolution to establish a reorganized Committee on Instruction. Formerly this Committee was appointed by and reported to the Dean. The new Committee made up of the Dean, Associate Dean, and three officers of instruction elected by the Faculty was made responsible for conducting studies on the various problems pertaining to

admissions, courses, requirements, and such other topics as were deemed appropriate and for the submission of its proposals to the Faculty.

At a Faculty meeting on November 21, 1946, the Faculty voted to discontinue the certificate in Library Service effective June 30, 1947, but to allow those already enrolled for the certificate to complete their course work from the regular offerings of the School. The Faculty also approved a program of instruction on the graduate level to be divided among four major areas: Foundations, Resources, Reader Services, and Methods. The Committee on Instruction was authorized to continue with the development of courses.

On February 27, 1948, Dean White and Associate Dean Lowell Martin participated in a forum on the "New Program of Library Studies of the School of Library Service." This meeting, sponsored by the New York Library Club, was held at the New York Historical Society. More than 250 librarians attended the meeting, where the differing viewpoints of a college president, an English professor, a college librarian, a special librarian, a public librarian, and a library school teacher were all presented by members of the forum.

The academic year 1947-48 was one of preparation for the new program. The University Council approved the establishment of a new program of studies for the degree of Master of Science consisting of thirty-six points and requiring not less than two full sessions and one summer session. At the same time it approved the discontinuance of the degree of Bachelor of Science and the old program for the degree of Master of Science, except that students already matriculated for those degrees were to be permitted to complete them before July 1, 1951.

The new program was announced for September, 1948. A demand from prospective students and alumni for information explaining the program before it was officially approved was met in part by distributing copies and reprints of a statement entitled "Proposed Program of Library Study at Columbia University," prepared by Associate Dean Lowell Martin, which appeared in the February, 1948, issue of the *Bulletin* of the New York Library Club. To explain and advertise the new program further, a folder entitled *A New Program in Education for Librarianship* was prepared by the School and given wide distribution during the spring session of 1948.

As was to be expected, there was some criticism at the delay in establishing the new program, and many inquiries were received questioning the relative status of the new Master of Science degree, representing the first professional degree, and the old-style Master of Science degree given for

two years' work. Also, some apprehension was expressed by those holders of the Bachelor of Science degree in Library Service who feared that they might suffer in comparison with graduates of the new program, who would receive a higher degree for completing the first year of library school training. Some former graduates sought permission to return to the School to obtain six additional credits, surrender their old B.S. diplomas, and receive a new M.S. diploma in exchange. Needless to say, little or no consideration was given to this proposal, although it was not as illogical as might be supposed. The old fifth-year B.S. program was an admitted mistake in that it failed to recognize library school training as being on a comparable level with other professional or academic instruction. The School was to be further troubled by this same problem with the actual establishment of its new M.S. program.

Various changes occurred in the Faculty in the years following World War II. Associate Professors John S. Cleavinger and Isabelle K. Rhodes retired at the end of June, 1946. Both had been members of the Faculty since the School was re-established at Columbia in 1926. Professor Lowell A. Martin joined the Faculty in September, 1946, and was appointed Associate Dean at the end of the winter session. New appointments to the Faculty in 1947-48 were Maurice F. Tauber, Associate Professor, and Helen R. Sattley, Assistant Professor. Other officers of instruction added were Winifred B. Linderman, Foster E. Mohrhardt, Robert D. Leigh, Geoffrey Bruun, and Nathaniel Stewart. Ernest J. Reece, Melvil Dewey Professor of Library Service, retired on June 20, 1948, having been a member of the Faculty from the time the School was re-established at Columbia in 1926. Prior to that he had been principal of the Library School of the New York Public Library since 1917. He was the School's first full professor, and he had served as a member of the Ad Hoc Committee, as chairman of the Committee on Instruction, and as Associate Dean.

In 1947-48 Dr. Robert D. Leigh gave a series of eight public lectures on "Mass Communication and the Library," a topic which was to be expanded into a new course for the following year. Professor James Van Derpool gave his course, History and Literature of the Fine Arts, for the first time in the same academic year.

Placement of graduates continued to be a matter of picking and choosing, with the School able to make recommendations for only two-thirds of the 1,282 requests for personnel. Approximately one-half of the students went to positions in colleges and universities, 28 percent to public libraries, 14 percent to special libraries, and 7 percent to school libraries.

The Alumni Association of the Columbia School of Library Service, at a dinner in Atlantic City on June 17, 1948, presented a portrait of the former Dean, Charles C. Williamson, as a gift to the School to be added to its collection in the Social Room.

In ending his annual report for 1947-48, Dean White paid high personal tribute to Acting President Fackenthal for his very real help in re-establishing the library school at Columbia in 1926 and for his never-failing interest in its welfare.

# VI

## THE PROGRAM FOR ADVANCED DEGREES

THE NEW PROGRAM represented a rather wide departure from the former programs, especially with respect to requirements for graduation. The comprehensive examinations, long the bane of students in the B.S. program, and the master's essay in the former M.S. program were both abolished. Instead, each student was required to conduct and report on an independent field project or study. The project usually consisted of a period of observation and study of a single library or a branch or department of a larger library. The projects were designed to measure the student's ability to conduct independent study and at the same time to test his general knowledge and understanding of specific library situations. Reports were read and criticized in whole or in part by two or more members of the faculty. A reduction was made in the total number of term papers required in the various courses, since it was felt that the project report would adequately demonstrate the degree of competence gained by the student in certain subjects or courses. The excellent cooperation of librarians in permitting students to spend a week observing and studying the inner workings of their libraries went far to make this experiment a valuable learning experience.

The field of post-professional education was not neglected in the major revision of the curriculum when the new program was established in 1948. In addition to studies leading to the doctorate, a number of courses for



experienced librarians and specialists were instituted. There were four workshops conducted during the summer of 1949. Each workshop lasted three weeks, and the topics represented were Public Libraries, School Libraries, College Libraries, and Acquisition of Resources for Research Libraries. Courses were also offered for some special groups, such as the hospital librarians employed by the Veterans Administration. For this group the course Medical Literature was offered in 1950. A course called Teaching the Use of Books and Libraries was designed especially for employed teacher-librarians. A practical course named Library Management was also given in 1949-50. At the suggestion of Dr. Harold W. Bentley, then Associate Director of the Columbia University Press, a new course entitled Bookselling was offered experimentally with the thought that eventually an entire curriculum for booksellers might develop if the demand appeared to warrant it. After the course was given for two years, however, it was dropped.

The program of advanced study in the School of Library Service offered instruction in six areas of librarianship: Foundations, Resources, Readers and Reading, Organizing Materials for Use, Administration, and Education for Librarianship.

The regular offerings in the curriculum of the School for the new master's degree program and further advanced study included the following courses: Books and Libraries in the Growth of Civilization, Publishing, Design, and Production of Books, Foundations of Reading and Communication, Introduction to Bibliography, Social Science Literature, Humanities Literature, Advanced Humanities Literature, Science Literature, Advanced Science Literature, Library Programs and Plans, Music Library Administration, Reader Services, Advisory Services, Information Services, Technical Services in Libraries, Organization of Materials for Use, Literature of Fine Arts, Medieval Manuscripts, Legal Literature, Medical Literature, Literature for Children (Parts I and II), Advanced Information Services, Theory of Library Administration, Research Methods, School Libraries, The Adolescent as Reader, and The Child as Reader. In addition, seminars were offered in Book Arts, Foundations of Librarianship, Bibliographical Research, Library Resources, Communication Research, Reading Interests of Children and Young People, Adult Education Programs, Readers and Reading, Organization of Materials, Library Administration, and Education for Librarianship. A few of these were essentially the same as courses previously offered, but the majority represented new materials organized in accordance with the changed aims of curriculum.

The names and contents of certain courses have been revised to conform to changing requirements and refinements in developing the curriculum. For example, the three-point course Reader Services, first offered in 1948, was divided into two courses, Information Services and Advisory Services, in 1950. To accommodate this additional required course, three other courses were reduced from three points to two points each. Two courses, Books and Libraries in the Growth of Civilization and Bookmaking and Publishing, were merged in 1953 and then redivided into Libraries and Publishing in the United States and History of Books and Printing. Other changes in titles of some of the courses have been made from time to time, usually for the sake of simplification or more accurate description.

The members of the Faculty for 1948-49 were Dean Carl M. White, Associate Dean Lowell Martin, Professors Alice I. Bryan, Thomas P. Fleming, Bertha M. Frick, Hilda M. Grieder, Allen T. Hazen, Margaret Hutchins, Hellmut Lehmann-Haupt, Helen R. Sattley, Maurice F. Tauber, Miriam D. Tompkins, Ray L. Trautman, and James G. Van Derpool. Other officers of instruction were Estelle Brodman, George Hecht, Winifred B. Linderman, Catherine K. Miller, Miles O. Price, Elizabeth J. Sherwood, and Nathaniel Stewart.

Of the Faculty group, two represented new appointees filling positions for the first time: Professor Allen T. Hazen, in charge of instruction and research in the area of Resources, the preparation of librarians to be bookmen, and advanced work in bibliographic resources and problems, and Professor Ray L. Trautman, who taught Foundations of Librarianship and directed the field project reports.

In commenting on the student body of the School of Library Service and their placement in professional positions upon graduation, Dean White, in his annual reports to the President for 1948-49 and 1949-50, stressed the students' excellence. In spite of increased tuition, higher standards for admission, and a lengthened period of training required for completion of the first professional degree, the enrollment showed a great increase instead of the drop that had been expected.

Almost 75 percent of the students were enrolled part-time or engaged in the supervised work-study program of the School. The percentage of men students continued to increase to the extent that in 1949 they represented more than one-third of the total enrollment. Many of these men were studying under the provisions of Public Law 16, more popularly known as the G.I. Bill.

Graduates of the School tended to accept positions in different types

of libraries in the following order: college and university libraries, public libraries, special libraries, government libraries, and finally library service for children and young people. More desirable positions were found in the Washington and Baltimore area than any other region.

After the new master's program had been in operation for about a year the School became concerned by the large number of graduates who wrote in to say that they felt they were being unfairly discriminated against because the bachelor's degree which the School had awarded them for the fifth year of college work, represented by a year of library study, was not recognized as being equal to the new master's degree being given for the fifth year of work beginning in 1949. This uncertainty and dissatisfaction led the School to seek to clarify the situation with a mimeographed letter <sup>1</sup> to all of its graduates who had been granted the degree of Bachelor of Science in Library Service. This letter, and a new certificate which accompanied it, explained that the old B.S. degree "represents satisfactory completion of a year of graduate study for which a degree in liberal arts is a prerequisite. It should therefore be recognized as on a par with a Master's degree for purposes of accreditation by state or municipal boards of education." <sup>2</sup> This action was reported to have been helpful to certain school librarians who were able thereby to obtain the same salary increments as holders of the master's degree.

In recent years the Faculty of the School has been concerned with a number of problems which may affect the future of library education at Columbia. The first of these is the increasing proportion of students from New York City and the eastern United States and the decreasing number coming from the South, the Midwest, and the West. The School of Library Service has been known as a national library school since its establishment, but students from local institutions now predominate the enrollment, threatening its national character. On the other hand, a goodly portion of foreign students coming to the United States for library school training continue to choose Columbia. The presence of the United Nations headquarters in the same city may be a contributing factor in this respect.

Some of the library leaders among the alumni have made valuable suggestions as well as critical comments on the conduct of the School, all of which have served to stimulate discussion and to guide those charged with

<sup>1</sup> Dated September 15, 1949, and signed by Lowell Martin, Associate Dean.

<sup>2</sup> Dated March 1, 1949, this certificate was a four-by-six-inch card directed "To whom it may concern," bearing the seal of the University and the facsimile signatures of Dean White and the Registrar of the University, Edward J. Grant.

the development and administration of the School. To organize and channel this activity an Alumni Advisory Committee was formed in 1952, to assist the School of Library Service by acting as a clearinghouse for alumni thinking and to present alumni views to the School. The members serving on this Committee in 1953 were John B. Kaiser, Chairman, Robert S. Ake, Edith H. Crowell, Nathalie Frank, Christine B. Gilbert, Alice I. Jewett, Flora B. Ludington, Roger H. McDonough, Kathleen J. Madden, Paul North Rice, and John S. Richards. Eight members of this group met at Columbia with the teaching and administrative staff of the School on March 19, 1953, to discuss the School's activities with respect to the student body, the curriculum, the library, placement of graduates, and other administrative matters. The time allotted for the meeting was inadequate to cover the entire agenda, but the consensus of the group was that the first meeting had been both interesting and informative and that such frank discussions could be of very real assistance to the School and to the alumni body.

Some of the ideas which have come to the School from individual alumni members have concerned such matters as the need for training in international librarianship, the better preparation of foreign students for work in their own countries, the training of library leaders, and the maintenance of high standards by admitting top-quality students only. Other suggestions have been made that the Faculty of the School should be encouraged to engage more frequently in field work, research, and publication. Such activity coupled with more generous scholarships and fellowships, would help in recruiting outstanding students for library work and could serve to promote the development of stronger junior members for library school teaching staffs.

Faculty members have always been encouraged to suggest areas of study and investigation in which they are interested or in which they would like to direct research. They have also been free to offer their ideas on library topics or developments which should be more fully examined. Every consideration has been given to individuals to permit them to engage in research or to accept temporary library assignments outside the University whenever it has been possible to do so. It has been felt that these activities and interests are sufficiently akin to the aims of the School that they should be encouraged.

One of the proposals sponsored by the School during 1951 was for the establishment of a Library Management Research and Training Center which would investigate library operations. This plan was based on the

assumption that library activities in the United States had become "big business" and could make use of the findings of a central experimentation and research center devoted to their problems. The Center's functions were to include the study and evaluation of various methods used in different libraries, the maintenance of a demonstration laboratory containing all kinds of labor-saving equipment, the training of library supervisors, and the publication of reports on library management and field studies.

The establishment of such a research center is contingent upon obtaining outside funds or foundation support. Unfortunately, financing was not possible at the time the request was first made in 1951. The estimated cost of the project for a five-year demonstration period was \$220,000, which would amount to approximately one-thirtieth of one percent of the cost of library service in the United States during that period.<sup>3</sup>

Perhaps the most frustrating problem encountered by the School of Library Service in the twenty-six years following its re-establishment at Columbia was its failure to develop a workable program of study leading to the doctorate. In theory the degree of Doctor of Philosophy could be awarded to properly qualified students enrolled under any Faculty, including the School of Library Service. In practice, however, only one Ph.D. degree was granted to a library school student, and that occurred in June, 1953, when Miss Estelle Brodman succeeded in meeting all of the changing requirements and became the first so honored.

It was not until October, 1952, that the University Council finally authorized the School to conduct its own program of study leading to the degree of Doctor of Library Science. The Special Committee of the University Council on the Doctorate in Librarianship voted unanimously in favor of using a professional degree rather than the Ph.D. degree, which was preferred by the School, since the title "Doctor of Library Science" is in consonance with Columbia's Master of Science in Library Service given for the first professional degree. The D.L.S. degree was first established by Melvil Dewey at the New York State Library School in Albany in 1891, as we have already noted. He intended that it should be awarded *honoris causa* for conspicuous professional achievement in the field of librarianship, but there is no record that the degree was ever granted. The Columbia School of Library Service has long had a reputation for being the first to pioneer and develop new phases of training,

<sup>3</sup> School of Library Service, "Proposal for the Establishment of a Library Management Research and Training Center" (mimeographed pamphlet, 1951).

but in the case of its doctoral program it lagged behind the graduate library schools of the University of Chicago, the University of Illinois, and the University of Michigan.

In anticipation of favorable action approving the School's proposal for a doctoral program, several well-qualified students were encouraged to enroll for graduate work beyond the master's degree at least a year before such formal action was taken. In this way some outstanding students were permitted to continue their library education under the G.I. Bill without interruption.

As an indication of the pent-up demand for a program of study leading to the doctorate in librarianship, twenty-six students, by February, 1953, had enrolled in advanced classes in the Library School toward becoming candidates for the new degree. Of these, twenty-two had matriculated or were unclassified pending final decision of the admissions committee. By June, 1953, three doctoral candidates <sup>4</sup> had completed all of the requirements except the dissertation.

A number of students in the past had obtained a doctoral degree in some other subject field either before or after attendance at the School of Library Service. Holders of such a doctorate, some of whom have been dissatisfied with the limited opportunities in their field of study, have been able to greatly enhance their chances for professional employment and their earning power by spending an additional year in training for librarianship. The increasing insistence by college and university administrators that the higher positions in their libraries be filled by holders of a doctor's degree serves to encourage this trend. The final results have not been too different, however, from those obtained by the few library schools which offer a doctorate in library service, since considerable work in other university departments is included under both plans. There has been little or no demand in public libraries for librarians to have the doctorate, but it is anticipated that library positions in the government and in public schools will begin to attract those who complete the advanced graduate courses for the D.L.S. degree.

A number of Faculty members have shared the view that if Columbia planned to push forward with its doctoral program in librarianship, it should seek to strengthen the Faculty and separate the duties incident to the direction of a great library system from those of the Dean of the School of Library Service. Such a reorganization is not entered into without due deliberation and study, however, and in Columbia's case it has stretched over several years.

<sup>4</sup> Carlyle J. Frarey, Laurette McCusker, and the Reverend John H. Harrington.

As early as 1946 Dean White had proposed the separation of the University Libraries from the library school on the grounds that the dual position had grown so large and complex that one person could no longer do justice to either position. President Butler felt at that time that a moral obligation existed with the Carnegie Corporation to maintain the same organization which was established in 1926 when the School of Library Service was opened on the Columbia campus. A later examination of the correspondence between the Carnegie Corporation and the Columbia administration disclosed that no such agreement existed or was implied. Possibly President Butler preferred to have fewer administrators, with larger individual responsibilities, reporting to him and was reluctant to permit a change in this case.

At the time that several new vice-presidencies were being created at Columbia in 1948 and 1949, one proposal was considered which would have elevated the position of Director of Libraries to the status of a vice-president of the University. A number of apparent advantages were cited for this plan, which had the backing of some members of the teaching and administrative staffs, but it was not adopted. If the plan had been adopted, the Dean of the School presumably would have reported to the Vice-President for Libraries.

Dean White, at the request of Acting President Grayson Kirk, agreed to take over responsibility for the development and fund-raising activities of the Libraries and the library school on a temporary basis until a person could be found for the position. This activity absorbed so much of the time of the Director of Libraries and Dean of the School that the Associate Director and Associate Dean were required to assume most of the administrative duties of the respective offices. This temporary assignment, which began in July, 1951, continued for two years. In a memorandum dated April 8, 1953, to Grayson Kirk, then President of the University, Dean White reviewed the past and present status and some of the serious needs of the School, the Libraries, and the Development Program. In this memorandum he again suggested the separation of the Libraries and the School, pointing out that directing each was a full-time position and that the School should now develop a strong program for the education of librarians, especially in the newly established doctoral program. On June 1, 1953, the Trustees accepted President Kirk's recommendation to permit the reorganization of the School in accordance with the proposal submitted by Dean White. Two advance memoranda by President Kirk and by Dean White, both dated June 4, 1953, were sent to the alumni of the School of Library Service announc-

ing the new plans, in accordance with the University practice of providing its interested alumni with important information before it is released to the public press.

Consequently, at the last Faculty meeting of the year Dean White announced that effective July 1, 1953, he was relinquishing the directorship of the University Libraries and would devote his entire time to the School of Library Service. Associate Dean Martin was appointed to the long-vacant<sup>5</sup> Melvil Dewey professorship, in order to permit him to spend more of his time on teaching and research. He resigned that new position on September 1, 1953, to go to Rutgers University to direct the establishment of a new library school there. His loss to the School was a very real one but was tempered somewhat by the realization that it is in accord with the proud tradition of the School to render service to the library profession at large.

The School of Library Service and its predecessors have influenced training for librarianship all over the world. This has been accomplished, in part, by having the School serve as a training center which supplies professors and directors for other schools. A number of eminent persons engaged in education for librarianship have acquired experience in teaching or administration during their appointment to the Faculty or staff of the School.

With the development and expansion of the doctoral program, the School may properly be expected to prepare more library leaders to fill the increasing number of responsible positions being offered. The School recognizes the need for a continuing study of the curriculum in order to determine the areas of librarianship which should be strengthened or modified in the light of changing requirements. Library service for children and young people and certain types of specialized library work are the areas at present under consideration. The so-called core curriculum for library training must be carefully re-examined and evaluated from time to time to insure that the best possible preparation for librarianship can be afforded those who attend the "first library school."

<sup>5</sup> Since July 1, 1948, when Ernest J. Reece, the only person to hold that position, retired.



# APPENDIX I

## DIRECTORY OF THE LIBRARY SCHOOL 1926-1953

THE FOLLOWING NAMES include members of the Faculty, other Officers of Instruction, and principal Officers of Administration in the School of Library Service from September, 1926, to June, 1953.

The name, title, special field of instruction or responsibility, and dates of service are given. Where no rank or title is shown, an appointment for Summer Session, part-time teaching, or University Extension teaching is indicated. Usually the highest rank or title is the only one listed. A date followed by a dash indicates a current or continuing appointment.

- Charles M. Adams; History of Books and Printing; Summers, 1939, 1941, and 1942  
Lois Afferbach; Chief Reviser; 1945-50  
Grace L. Aldrich; Associate; School Libraries; taught intermittently, 1929-40  
Siri Andrews; Children's Literature; Summer, 1929  
Richard S. Angell; Assistant Professor; Music Libraries; 1942-45 and Summers, 1938-41  
Dena Babcock; Instructor; Library Administration; 1927-36  
Mary R. Bacon; School Libraries; Summer, 1931  
Helen A. Bagley; Cataloging; Summers, 1928, 1930, 1931, and 1934  
Frances N. Baker; Cataloging and Classification; taught intermittently during Summer Sessions, 1929-36  
Sarah B. Ball; Bookselling; Summers, 1927-32  
Hubbard W. Ballou; Photo Reproduction; Summers, 1950 and 1952  
Robbie Andrews Barksdale; Associate; Cataloging and Classification; 1936-40  
Mary N. Barton; Bibliography and Reference; Summers, 1943-46  
Elva L. Bascom; Book Selection; Summer, 1929  
Mildred L. Batchelder; School Libraries; Summer, 1936  
Roland Baughman; Bookmaking and Publishing; Summer, 1951  
Edna E. Bayer; School Libraries; Summers, 1929-39

- Mary A. Bennett; Associate; Microphotography; taught intermittently, 1939-47
- Ralph U. Blasingame, Jr.; Assistant to the Dean (in charge of placement), 1950-52; Technical Processes, Summer, 1950
- Ethel Bond; Cataloging; Summer, 1929
- Gladys R. Boughton; Cataloging and Classification; 1947
- Anna M. Boyd; Government Publications; Summer, 1938
- Florence Bradley; Associate; Special Libraries; 1940
- Joseph H. Brewer; Associate; Reference, College Libraries; 1946-47
- Estelle Brodman; Associate; Medical Libraries, Bibliography; 1947-48 and intermittently during Summer Sessions, 1946-51
- Charles H. Brown; College Libraries; Summers, 1933, 1935, and 1936
- Zaidee Brown; Classification; Summer, 1927
- Geoffrey Bruun; Visiting Lecturer; History of Books and Libraries; Summer, 1948
- Alice I. Bryan; Associate Professor; Consulting Psychologist, 1937; Research Methods, Communications, 1936-
- Glen Burch; Public Libraries; 1947-48
- Helen L. Butler; Book Selection, School Libraries; Summer, 1932
- Violet Cabeen; Associate; Government Publications; 1940-46
- Helen S. Carpenter; School Libraries; 1930-47
- Eleanor S. Cavanaugh; Business Libraries; 1938-40
- John S. Cleavinger; Associate Professor; Book Selection, Public Libraries, Administration; 1926-45; retired
- Laura C. Colvin; Cataloging and Classification; Summers, 1945-46
- Edith L. Cook; School Libraries; Summer, 1931
- John M. Cory; Guest Professor; Reader Services, Library Administration; 1953-54
- Edith M. Coulter; Lecturer; History of Libraries; 1927-28
- Lucy M. Crissey; Assistant to the Dean; Administration, Admissions, and Programs; 1930-
- Essae Martha Culver; County and Regional Libraries; Summers, 1935, 1936, and 1938
- Althea M. Currin; School Libraries; Summers, 1938-43
- Dorothy W. Curtiss; Assistant Professor; Examination Program, Cataloging and Classification; 1936-48, also Summers, 1927, 1930, and 1932
- Mary Gould Davis; Lecturer; Storytelling; 1927-50
- G. Dorothea Dawson; School Libraries; Summer, 1945
- Marion E. Dodd; Bookselling; Summers, 1930-31
- Robert B. Downs; Associate; College Libraries; 1942-43
- Eleanor F. Duncan; Book Selection and Bibliography; Summer, 1931
- Anna P. Durand; Government Publications; Summer, 1932
- Andrew J. Eaton; College Library Administration; Summer, 1947

- Katherine Ball Everitt; Lecturer; Book Selection; 1935-36  
 Lucile F. Fargo; Research Associate; School Libraries; 1933-37 and Summer, 1938  
 Helen E. Farr; Instructor; School Libraries; 1928-36  
 Lucy E. Fay; Associate Professor; Bibliography, College Libraries; 1926-42; retired  
 Ethel M. Feagley; Teachers College Libraries; Summer, 1936  
 Polly Fenton; Cataloging; 1927-28  
 Frances E. Fitzgerald; Associate; School Libraries; 1937  
 Thomas P. Fleming; Professor; Medical Bibliography, Science Literature; 1939-  
 Carlyle J. Frarey; Associate; Bibliography and Technical Services; 1951-52  
 Bertha M. Frick; Associate Professor; Cataloging, History of Books, Printing, Publishing, Manuscripts; 1931-  
 Otto W. Fuhrmann; Book Production; Summer, 1934  
 Libbie George; Filing; 1927  
 Gerhard Gerlach; Hand Bookbinding; 1936-43  
 Kathryn Gerlach; Hand Bookbinding; 1936-43  
 Christine B. Gilbert; Associate; Library Work for Children, School Libraries; taught intermittently, 1943-  
 Robert L. Gitler; Book Selection; Summers, 1946-47  
 Rudolph H. Gjelsness; Cataloging and Classification; Summers, 1930-32  
 Lydia M. Gooding; Associate, Assistant to the Dean (in charge of placement); Classification and Bibliography; Summers and Extension, 1927-41; full time, 1942-45  
 Francis L. D. Goodrich; Lecturer; College Libraries; 1932  
 Clarissa L. Goold; Reviser, Supervisor, and Instructor for Home Study courses; 1928-36  
 Charles F. Gosnell; Associate; College and University Libraries; 1944-46  
 Fred Graves; Assistant to the Dean (in charge of placement); 1952-  
 Margaret R. Greer; School Libraries; 1937  
 Hilda M. Grieder; Assistant Professor; Library Work for Young People, School Libraries, Social Science Literature; 1941-  
 Helen E. Haines; Book Selection; Summers, 1937-45 except 1943  
 Jane Hawkins Hall; Teaching Assistant; Cataloging; 1949-51  
 James C. M. Hanson; Lecturer; Classification; 1930-32  
 Abigail Fisher Hausdorfer (Mrs.); Librarian, School of Library Service Library; 1928-46  
 Alice I. Hazeltine; Assistant Professor; Library Work with Children; 1927-42  
 Allen T. Hazen; Professor; Humanities Literature and Resources; 1948-  
 Willard A. Heaps; Associate; School Libraries; 1938-40  
 George Hecht; Bookselling; 1950  
 Frieda M. Heller; School Libraries; 1936-37

- Francis H. Henshaw; Associate; Library Administration; 1945-46 and Summers, 1945 and 1947
- M. Elizabeth Herrick; Assistant in Placement; 1938-43
- Mary D. Herrick; Cataloging; Summer, 1948
- Alice G. Higgins; Reference and Book Selection; Summers, 1945 and 1947
- Sally Hodgson; Children's Literature; 1931-32
- Philip Hofer; Book Collecting; 1932
- Katherine M. Holden; Reader Services; 1950
- Byron C. Hopkins; Assistant to the Dean (in charge of placement), 1945-50; Advisory Services, 1950 and Summer, 1951
- Marion Horton; Classification, Supervisor of Home Study Courses; Summer, 1929
- Josie B. Houchens; Bibliography; Summers, 1929-41
- Clara E. Howard; School Library Administration; Summer, 1929
- Roger Howson; Lecturer; Book Buying; 1926-36
- Margaret Hutchins; Associate Professor; Reference, Bibliography, Information Services; Summer, 1929; full time, 1931-53; retired
- Margaret Jackson; Bibliography and Public Library Administration; Summers, 1927-35 and 1937
- William H. Jesse; Reference, Library Administration; Summer, 1946
- Alice L. Jewett; Bibliography; Summers, 1927-33
- John B. Kaiser; Personnel Problems; Summer, 1945
- Betsey T. Keene; School Libraries; Summer, 1932
- Lucile Kelling; Book Selection, Reference; Summer, 1930
- Marguerite Kirk; Associate; Book Selection; Summers, 1935, 1937, and 1938
- Eulin P. Klyver; School Libraries; Summer and Extension, 1930
- Karl Kup; History of the Printed Book; 1946-48
- Marie Hamilton Law; Book Selection; Summer, 1936
- Margaret I. Lee; Associate; School Libraries; 1937-39
- Hellmut Lehmann-Haupt; Assistant Professor; History of Printing, Book Production; 1930-51
- Robert D. Leigh; Visiting Professor; Communications, Library School Curricula, Public Library Inquiry; 1950-
- Edna L. Lent; School Libraries; Summer, 1947
- Oliver L. Lilley; Associate; Bibliography, Science Literature, Information Services; 1950-
- Winifred B. Linderman; Associate; Information Services, Bibliography, Social Sciences; 1947-
- Dorothy Hale Litchfield; Periodicals; Summers, 1938-43
- Marion Lovis; School Libraries; Summers, 1927-28
- Mary R. Lucas; Associate; School Libraries; 1944-46
- Flora B. Ludington; Reference and Bibliography; taught intermittently during Summer Sessions, 1936-43

- Harry M. Lydenberg; Associate; History of Libraries; 1928-32  
 Guy R. Lyle; College Library Administration; Summers, 1946-47  
 Jean F. Macalister; Lecturer; Reference and Information Services; 1951  
 Samuel W. McAllister; Advanced Bibliography; Summer, 1947  
 Charles F. McCombs; Lecturer; Bibliography; 1927-35  
 Isabel McLaughlin; Children's Literature; Summer, 1945  
 Harriet Dorothea MacPherson; Assistant Professor; Cataloging and Classification; 1927-44  
 Mary Helen Mahar; Associate; Library Service for Adolescents; 1952-53  
 Margaret E. Martignoni; Library Service for Children; 1950-51  
 Helen Martin; Children's Literature, Storytelling; Summers, 1930-31  
 Lowell A. Martin; Professor and Associate Dean; Melvil Dewey Professor, 1953; Library Administration; 1946-53; resigned  
 Sidney Mattis; Associate; Bibliography; 1952-53  
 Fred G. Melcher; Bookselling; Summers, 1927, 1928, and 1932  
 Julia Wright Merrill; Public and Regional Library Service; Summer, 1947  
 Keyes DeWitt Metcalf; Lecturer, Associate; History of Libraries; 1927-32  
 Catharine Keyes Miller; Instructor; Music Bibliography; 1945-49  
 Edwin V. Mitchell; Bookselling; Summer, 1929  
 Foster E. Mohrhardt; College Libraries; 1947-48  
 John H. Moriarty; Government Publications; Summers, 1937, 1939-41  
 Linda H. Morley; Associate; Special Libraries Administration; 1927-48  
 Lucile M. Morsch; Cataloging; Summers, 1937-39  
 Isadore G. Mudge; Associate Professor; Bibliography and Reference; 1926-39 and 1941  
 R. Russell Munn; Public Library Administration; Summer, 1946  
 Amelia H. Munson; Associate; School Libraries, Adolescent Reading; taught intermittently, 1931-50  
 Jean Murphy; Classification; Summer, 1932  
 Elizabeth Nesbitt; Children's Literature and Storytelling; most Summers, 1933-47  
 Andrew D. Osborn; Cataloging and Classification; Summers, 1942, 1944, and 1945  
 John Clyde Oswald; Lecturer, University Extension; History of Printing, Typography; 1927-31  
 Marion R. Pfender; Executive Secretary of Library Service; 1944-53  
 Rose B. Phelps; Reference; Summers, 1930-31  
 Catharine J. Pierce; Reference; Summers, 1931-32  
 Mildred H. Pope; Lecturer; School Libraries; 1926-27  
 Effie L. Power; Children's Literature and Storytelling; taught intermittently, 1932-42  
 Lenore St. John Power; Lecturer; Children's Library Work; 1927  
 Miles O. Price; Law Libraries; Summers, 1937-

- Martha C. Pritchard; School Libraries; Summers, 1932 and 1934
- Margaret C. Quigley; Library Publicity and Reference; most Summers, 1928–48, and Spring, 1949
- Pauline C. Ramsey; Associate; Cataloging; 1946–48
- Ernest J. Reece; Melvil Dewey Professor, Associate Dean; Administration and Library Education; 1926–48; retired
- Doris M. Reed; Associate; Bibliography; 1936–38
- Isabella K. Rhodes; Assistant Professor; Cataloging; 1926–46; retired, 1946; taught Summers, 1947–49
- Catherine C. Rinker; Chief Reviser; 1941–42
- Dorothy C. Robinson; Associate; Reference, Book Selection; 1931–32 and 1945
- Jean C. Roos; Book Selection; Summers, 1931 and 1938
- Azariah S. Root; Lecturer; History of Printing; 1926–27
- Ernestine Rose; Associate; Library Administration, Hospital Libraries; taught intermittently, 1930–48
- Georg Salter; Book Design; 1935
- Edna M. Sanderson; Associate Dean (in charge of placement); 1926–42; retired
- Helen R. Sattley; Assistant Professor; Children's Literature, School Libraries; 1946–51
- Arlene R. Schlegel; Bibliography, Information Service; Summer, 1951
- Katherine E. Schultz; Cataloging and Classification; Summers, 1937–38
- Irma Schweikart; High School Literature; Summer, 1951
- Elizabeth Scripture; School Libraries; Summer, 1929
- Minnie Earl Sears; Associate; Cataloging and Classification; 1927–30
- Kathryn Wiehe Sewny; Curator, Editorial Assistant; 1940–51
- Mary M. Shaver-Brown; Assistant Professor; Bibliography, Book Selection, History of Books and Printing; 1928–42
- Charles B. Shaw; College Libraries; Summer, 1930
- Ralph R. Shaw; Bibliography, Workshop on Library Administration; Summers, 1936, 1937, and 1951
- Clarence E. Sherman; Library Administration, Book Selection; Summers, 1937, 1939, 1940, 1941
- Elizabeth J. Sherwood; Lecturer; Indexing and Abstracting; University Extension and Summers, 1931–49
- Dorothea Singer; Chief Reviser; 1943–45
- Della J. Sisler; Cataloging; Summers, 1929 and 1936
- Estella M. Slaven; Associate; School Library Administration; 1927–28
- Dorothy Elizabeth Smith; Storytelling, 1930; School Libraries, 1938
- Margaret I. Smith; Bibliography; Summers, 1945–46
- Edith Nichols Snow; Classification; Summers, 1930–37, except 1932
- Gertrude Stadtmueller; Filing and Record Keeping; 1928–31

- Nathaniel Stewart; Associate; Government Publications, College Libraries; 1948-49
- Charles H. Stone; Library Administration; Library Records; Summers, 1929, 1932, and 1933
- Mary L. Sutliff; Assistant Professor; Bibliography; 1926-33
- Mabel B. Swerig; Reference; 1928-30
- Mortimer Taube; Associate; Documentation; 1953
- Maurice F. Tauber; Professor; Cataloging and Classification, Research Methods; 1945-
- Altha E. Terry; Associate; Cataloging; 1941-45
- Lawrence S. Thompson; Bibliography; Summer, 1950
- Eileen Thornton; Workshop for College Librarians; Summer, 1949
- Gertrude Porter Thorpe; Curator; 1927-40
- Ethel B. Tiffy; Reviser; Cataloging; 1927-28
- Miriam D. Tompkins; Associate Professor; Adult Education, Book Selection; Summers, 1932-35; full time, 1936-54
- Ray L. Trautman; Professor; Foundations, Plans and Programs; 1948-
- Nell A. Unger; Public Libraries, Principles of Library Organization; 1946
- James G. Van Derpool; Professor; Art and Architecture; 1946-
- Henry Bartlett Van Hoesen; Lecturer, Visiting Professor; Bibliography; 1932 and 1946
- John Van Male; Reference, Government Publications; Summer, 1947
- Winifred Ver Nooy; Bibliography; Summer, 1942
- Frederic Warde; Book Production; Summer, 1933
- Blanche V. Watts; Cataloging; Summer, 1928
- Eunice Wead; Bibliography and Reference; Summer, 1944
- Frank Weitenkamp; Lecturer, Associate; Book Illustration; 1927-36
- Gretchen Westervelt; School Libraries; Summers, 1939-42
- Joseph L. Wheeler; Lecturer, Visiting Professor; Library Management and Buildings; 1932, 1936, and 1949-50
- Carl Milton White; Dean; 1943-
- Darthula Wilcox; Librarian, School of Library Service Library; 1948-
- Jerome K. Wilcox; Government Publications; 1947
- Marian M. Wilkinson; Reviser and Assistant; 1928-32
- Mabel Williams; Associate; School Libraries; 1927-46
- Margaret S. Williams; Assistant Professor; Bibliography; 1927-30
- Charles C. Williamson; Professor and Dean; Research Methods; 1926-43; retired
- Eugene H. Wilson; College Libraries; Summer, 1946
- Louis R. Wilson; College and University Libraries; Summer, 1944
- Martha Wilson; School Libraries; Summer, 1927-28
- Constance Winchell; Bibliography and Bibliographic Method; Summer, 1944

- Donald G. Wing; Workshop on Acquisitions for Research Libraries; Summer, 1949
- Eleanor M. Witmer; School Libraries and Teachers College Libraries; Summers, 1929, 1931, 1936, 1937
- Wyllis E. Wright; Associate; Cataloging and Classification; 1940-41, 1944
- James I. Wyer; Bibliography; Summer, 1928



## APPENDIX II

### A CHRONOLOGY OF THE SCHOOL OF LIBRARY SERVICE AND ITS PREDECESSORS

- 1883 Melvil Dewey is appointed Librarian of Columbia College. President Frederick A. P. Barnard requests Trustees to open a school for the training of librarians. Dewey outlines plans for a library college at the ALA Conference in Buffalo, New York.
- 1884 The School of Library Economy is announced.
- 1887 The School of Library Economy is opened January 5.
- 1888 Dewey is elected Secretary of the University of the State of New York and Director of the State Library on December 12. He resigns from Columbia December 20.
- 1889 Dewey's resignation is accepted January 7. The School of Library Economy is discontinued March 31. The School moves to Albany April 1, where it becomes part of the State Library.
- 1902 The Library School at Albany becomes a graduate school requiring college graduation for admission to the two-year course.
- 1911 The Library School of the New York Public Library is established.
- 1926 A new School of Library Service is established at Columbia. The Library School of the New York Public Library and the New York State Library School at Albany are absorbed by Columbia. The B.S. degree is offered. Dr. Charles C. Williamson is appointed Director.
- 1927 The M.S. degree is offered for an additional year of work. The Ph.D. degree is made available (in theory) under the Joint Committee.
- 1931 The Faculty of Library Science is established and the Director becomes a Dean.
- 1934 The School moves from East Hall (now Alumni House) to South Hall (now Nicholas Murray Butler Library).
- 1943 Dean Williamson retires and is succeeded by Dean Carl M. White.

- 1948 The B.S. degree and the old M.S. degree are discontinued. The new program leading to the M.S. degree for one full year of work is inaugurated.
- 1952 The D.L.S. degree is offered.
- 1953 The first Ph.D. degree is granted. The Dean is relieved of the direction of the University Libraries.

# APPENDIX III

## GRADUATES OF THE SCHOOL OF LIBRARY SERVICE, 1927-1953

| <i>Year</i> | <i>Degree</i> |             |              |                    | <i>Total</i> | <i>Grand<br/>Total</i> |
|-------------|---------------|-------------|--------------|--------------------|--------------|------------------------|
|             | <i>B.S.</i>   | <i>M.S.</i> | <i>Ph.D.</i> | <i>Certificate</i> |              |                        |
| 1927        | 75            |             |              |                    | 75           |                        |
| 1928        | 135           | 14          |              |                    | 149          | 224                    |
| 1929        | 149           | 12          |              |                    | 161          | 385                    |
| 1930        | 139           | 20          |              | 2                  | 161          | 546                    |
| 1931        | 172           | 19          |              | 8                  | 199          | 745                    |
| 1932        | 169           | 16          |              | 2                  | 187          | 932                    |
| 1933        | 150           | 13          |              | 10                 | 173          | 1,105                  |
| 1934        | 130           | 10          |              | 10                 | 150          | 1,255                  |
| 1935        | 153           | 12          |              | 5                  | 170          | 1,425                  |
| 1936        | 165           | 15          |              | 10                 | 190          | 1,615                  |
| 1937        | 169           | 12          |              | 6                  | 187          | 1,802                  |
| 1938        | 170           | 25          |              | 8                  | 203          | 2,005                  |
| 1939        | 183           | 23          |              | 9                  | 215          | 2,220                  |
| 1940        | 222           | 22          |              |                    | 244          | 2,464                  |
| 1941        | 219           | 18          |              | 1                  | 238          | 2,702                  |
| 1942        | 177           | 22          |              | 4                  | 203          | 2,905                  |
| 1943        | 144           | 19          |              | 1                  | 164          | 3,069                  |
| 1944        | 78            | 11          |              | 1                  | 90           | 3,159                  |
| 1945        | 89            | 13          |              |                    | 102          | 3,261                  |
| 1946        | 108           | 18          |              | 2                  | 128          | 3,389                  |
| 1947        | 156           | 14          |              | 5                  | 175          | 3,564                  |
| 1948        | 149           | 24          |              | 3                  | 176          | 3,740                  |
| 1949        | 63            | *19         |              | 1                  | 104          | 3,844                  |
|             |               | †21         |              |                    |              |                        |
| 1950        | 35            | *18         |              |                    | 173          | 4,017                  |
|             |               | †120        |              |                    |              |                        |
| 1951        | 26            | *39         |              |                    | 233          | 4,250                  |
|             |               | †168        |              |                    |              |                        |
| 1952        |               | 181         |              |                    | 181          | 4,431                  |
| 1953        |               | 143         | 1            |                    | 144          | 4,575                  |
| Totals      | 3,425         | 1,061       | 1            | 88                 |              | 4,575                  |

\* Old M.S. program.

† New M.S. program instituted in 1948.



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