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Bulletin

Vol. 41 · NOVEMBER · 1947 · No. 12

Conference Papers on School, Children's,
and Young People's Work

The New Denver Library School Plan
Specifications on Inner Margins

BOOKS

Suggested by the Booklist Staff

At That Time

ROBERT LAWSON

The author looks back to a carefree, typically American boyhood.

One Day at Teton Marsh

SALLY CARRIGHAR

Carefully detailed descriptions of the interdependence of several creatures of the marsh.

We Live in the Arctic

CONSTANCE AND HARMON HELMERICKS

A young American couple's travels within the Arctic circle.

The House That Jacob Built

JOHN GOULD

Straight-faced humorous anecdotes about the author's ancestors and neighbors in rural Maine.

The Far Country

MARTHEDITH FURNAS

Effective narrative of a wagon-train journey to California in the 1840's, related by its unusual hero.

Fallen Sun

NOEL FAIRCHILD BUSCH

A detailed, serious study of Japanese character and of the problems involved in the occupation; highly controversial.

Tales Out of School

JOHN JENKINS ESPEY

A missionary's son tells of his experiences in an American boarding school in China.

Atlantic Harvest

ELLERY SEDWICK, *ed.*

Forty-seven selections from the *Atlantic Monthly*, dated from 1864 to 1938.



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AS THE official organ of the American Library Association, the *ALA Bulletin*, sent to members, carries news of the Association, its officers, boards, committees, divisions, sections, round tables, and staff, addresses of conference speakers, articles by official representatives of the Association, and brief professional communications to or from members. Its scope does not include articles on library matters unrelated to the Association. Its authors' opinions should be regarded as their own unless A.L.A. endorsement is specifically noted. The *Bulletin* is partially indexed in "Current Library Literature" in the *Library Journal* and by the *Education Index*.

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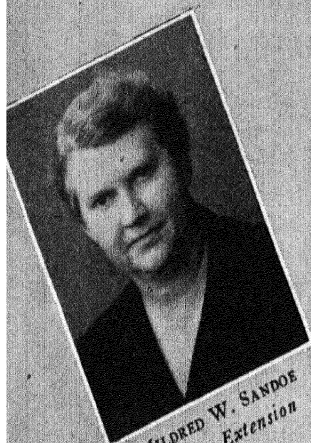
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The Public Library Inquiry

FORTY-NINE representative American communities ranging from metropolitan to rural have been selected by the American Public Library Inquiry for an intensive cross sectional study of the country's library facilities, Robert D. Leigh, director of the inquiry, has announced.

He also disclosed that twenty-three research projects will be undertaken, covering all aspects of the library as an institution for "community enlightenment." Members of the inquiry's staff, appointed to carry out many of the projects, were named by Dr. Leigh.

Financed by a grant of \$175,000 from the Carnegie Corporation of New York and conducted by the Social Science Research Council, the inquiry is making a comprehensive survey of the adequacy of the public library as a source of citizen information, and an analysis of its actual and potential contribution to American society.

In each of the forty-nine communities selected for study, the character of the library facilities and their relation to the needs of the population will be analyzed. One or more staff members from the inquiry will visit each community.

Where Studies Will Be Made

FALLING into eight population groups, the selected cities and towns are: *over 500,000*, New York, Baltimore, Boston, Chicago, Cleveland, Detroit, San Francisco, and St. Louis; *250,000-500,000*, Cincinnati and Hamilton County, Denver, New Orleans, Newark, Rochester, N.Y., and Seattle; *100,000-250,000*, Chattanooga and Hamilton County, Tenn., Knoxville, Flint and Genesee County, Mich., Long Beach, Calif., Scranton and Lackawanna County,

Pa., Syracuse, and Toledo.

In the population group *50,000-100,000* are: Bethlehem, Pa., Evansville, Ind., Jackson and Hinds County, Miss., Lynn, Mass., Racine, Wis.; *25,000-50,000*, Bangor, Me., Lubbock and county, Tex., Montclair, N.J., Norwalk, Conn., University City, Mo., Warren, Ohio; *10,000-25,000*, Aberdeen and Grays Harbor County, Wash., Bristol and Bucks County, Pa., Centralia and Marion County, Ill., Greeley and Weld County, Colo., Huntsville, Ala., Pine Bluff and Jefferson County, Ark., Shelton, Conn., Staunton and Augusta County, Va., Wilmette, Ill.; *5,000-10,000*, Jasper and Dubois County, Ind., Perry and Noble County, Okla., Solvay, N.Y., Springfield and Windsor County, Vt.; *2,500-5,000*, Geneva and county, Ala., Huntingburg, Ind., Litchfield and Meeker County, Minn., Little Ferry, N.J.

County, regional, or state library services for the rural population will also be studied in: Telfair County, Ga., Posey County, Ind., Portage County, Ohio, Lancaster County, S.C., and in various areas in Delaware, Florida, Kansas, New Mexico, North Carolina, North Dakota, Oregon, and Wyoming.

Research Projects

HEADING the list of research projects is an analysis of the general propositions and hypotheses underlying the inquiry. This study will be made by Dr. Leigh who will bring together in a comprehensive final report the findings of all the other special investigations. The other projects are: the state of civic enlightenment; foreign and international library developments; the effects of communication; basic library sta-

tistics; evolution of the American public library; local government and relationships of the public library; state, regional, and county library systems.

Also, the Library of Congress and federal aid; library associations; personnel organizations of libraries; library personnel characteristics and morale; library training and library schools; library finance; library processes covering the flow of materials; citizen use of the library, studies of reading and library use; the book industry and its relation to public libraries; films and the library; the magazine industry and its relation to public libraries; newer library services including recordings; special libraries and promotion; research library organization; government publications and libraries.

Staff Appointments

CHARLES ARMSTRONG, associate statistician, Division of Research, New York State Education Department, and author of a report on New York State library finances, will analyze various phases of library finance for the inquiry.

Bernard Berelson, dean, Graduate Library School, University of Chicago, is conducting an analysis of reading and library use.

Alice I. Bryan, on leave as assistant professor, School of Library Service, Columbia University, and a psychologist, will study library personnel for the inquiry.

Lucy M. Crissey, assistant to the dean, School of Library Service, Columbia University, will prepare a background analysis of the evolution, present curricula, and training programs of library schools and current plans for revision of library school training.

Oliver Garceau, formerly associate professor of government, University of Maine, will be in charge of the general group of studies dealing with the evolution and

government of libraries.

C. DeWitt Hardy, previously instructor in history and government, University of Maine, and formerly dean of men at McKendree College, will analyze the evolution of the American public library and co-operate with Mr. Garceau on field surveys.

Richard H. Heindel, previously chief of the Division of Libraries and Institutes, U.S. Department of State, will study foreign and international library developments.

Otto C. Luening, associate professor of music, Columbia University, and former chairman of the American Music Center, will study the relation of recordings, musical scores, and record collections to the public library.

James L. McCamy, professor of political science, University of Wisconsin, will survey government publications and public libraries.

William Miller, formerly a staff member of *Fortune*, will analyze the book industry and its relation to public libraries.

Mrs. Lois Murkland, previously administrative assistant with the United Nations Atomic Energy Commission, is serving as administrative assistant to Dr. Leigh and is in general charge of the detailed operations of the inquiry.

Lillian Orden, formerly a staff member of the Division of Administrative Management, U.S. Bureau of the Budget, will study state, regional, and county library systems as well as the Library of Congress and the question of federal aid.

Helen Roberts, formerly a staff member of the Commission on Freedom of the Press, will analyze the state of civic enlightenment and compile basic library statistics.

Gloria Waldion, staff member of the Twentieth Century Fund, will study the nontheatrical film and its relation to the public library.

Invitation to Reading

MARION HORTON

SCHOOL librarians have evolved many delightful ways of bringing books and boys and girls together. Recently in Southern California we have been amazed by the renaissance in reading that comes as the result of the 'Teen-Age Book Show. Wherever it is exhibited, its striking panels, the film in which Ralph Bellamy discovers his vocation in a school library, and the list, *Read Today, Star Tomorrow* (which includes older books as well as recent popular titles), have stimulated voluntary reading beyond all expectations.

In films, records, and transcriptions we find a rich treasure of poetry, plays, fiction, and addresses of great men ready for classroom or library use. How fascinating it is to hear Woodrow Wilson's voice as he speaks on democratic principles or Theodore Roosevelt address the Boy Scouts! The charm of lyric verse is intensified by the interpretations given by John Gielgud and Cornelia Otis Skinner. *Leaves of Grass*,

The Legend of Sleepy Hollow, *The Moon Is Down*, *Richard II* and *Macbeth* (with Maurice Evans), *Julius Caesar*, and other famous plays have led many boys and girls to read books they might not have discovered for themselves. Two annotated catalogs highly recommended for the school librarian's use are *Recordings for School Use* by J. Robert Miles (Teaching Aids Laboratory, Ohio State University, Columbus. 50¢), and *A Catalogue of Selected Educational Recordings*, Revised ed. (New York University Film Library, Recordings Division, Washington Square, New York City 3, 1946. Free.)

Book jackets on bulletin boards are not new, but the Burbank Junior High School in Los Angeles has originated some novel ways of using them. Students are responsible for displays on bulletin boards in the classrooms. Frequently changed, they present books on such subjects as the "United Nations," "Frontier Days," "Begin the Year with These Good Books," "Good Books Make Good Movies." Other students in turn select the "Book of the Week" or "A Book Too Good to Miss," to be displayed near the charging desk in the library. Each choice is featured in the school paper, with reasons for the student's enthusiasm.

One of the books which has stirred young readers not only to enthusiasm but to constructive action is *It's Up to Us*. Written by nineteen-year-old Harris Wofford, it tells how the author and his friends

MISS HORTON, librarian of the Library and Textbook Section of the Board of Education Library, Los Angeles, attended Stanford University and the New York State Library School. Before joining the staff of the Library and Textbook Section, she was librarian of the Southwest Museum, Los Angeles, instructor at the Columbia University School of Library Service, instructor and principal of the Los Angeles Public Library Library School, and librarian of the John C. Fremont High School, Oakland. She is the author of *Heroes of Freedom*, compiler of *Out-of-door Books for Boys and Girls* and *Viewpoints in Essays*, and editor of *A L A Catalog*, 1926-31, 1932-36, and *Buying List of Books for Small Libraries*, 6th ed.

formed the student federalist movement when they were in high school. It is one of the most dynamic and hopeful of the recent books and inspires all readers with a sense of the individual's responsibility for working for a better world.

Another book with far-reaching implications is Commander Ellsberg's *Under the Red Sea Sun*. This is a dramatic account of salvage in the early years of the war at Massawa, the hottest place in the world. The raising of a submerged dry dock there was reported to the British authorities as a "long, difficult and probably unsuccessful operation." To have lifted it in nine months would have been a remarkable feat for any salvage crew. Ellsberg, with a few American divers and mechanics, two old diving rigs, and nothing else brought from America, lifted the dry dock in nine days!

Books like these, introduced to students by each other, have untold possibilities.

Reading, either by teacher or student, without moralizing comment, of *The Hundred Dresses* (Estes), *The Moved Outers* (Means), or *All-American* (Tunis) is an indirect but extremely effective way of lessening race prejudice. (An excellent list has recently been published by the American Council on Education, 744 Jackson Place, Washington, D.C., called *Reading Ladders in Human Relations*. \$1.)

Informal discussion of books is stimulating equally to teachers and to librarians. In Los Angeles last winter four series of institute sessions were devoted to significant current books. Franklin's *Autobiography* led to the reading of *Yankee from Olympus*, *The American*, *Paul Revere and the World He Lived In*, and William Allen White's *Autobiography*. The wide horizons opened by reading Welles' *Time for Decision* were stretched farther by reading books on the Philippines, the Orient, Russia, and Africa; and *Modern Man Is Obsolete* accented discussion of the United Nations and our

choice between one world and none. These discussion groups were stimulating to the librarians who led them. Leadership techniques and ways of directing discussion had to be learned and were not always easy. An interesting and unexpected result of the sessions was the decision of one of the teachers to register for classes in the library school at Columbia this summer!

Suppression of Freedom

ALL OF THESE happy incidents are encouraging, but there is another aspect of school librarianship to be considered, less tangible but no less important. That is the selection of the books to be used in the libraries. Possibly our day is no more frustrated, suspicious, decadent than any post-war period. Some of us can remember the hysteria after the First World War. Russia was feared and hated then, and to be called a "Bolshie" was the ultimate disgrace. The younger generation snatched feverishly at gaiety, seizing the second best as if realizing that the best was lost forever. Traditional standards vanished, and nothing took their place.

One of the dismaying signs of our times is the growth of organized attempts to suppress freedom of research and inquiry. Most Americans are unsympathetic to communism and believe that if people are acquainted with all systems of government, they will decide in favor of democracy. Yet the House Subcommittee on Un-American Activities is trying to prove that communism is being fostered by current moving pictures and books. Alarming signs of hysteria are found on every side. A recent number of *Publishers' Weekly* comments on the subversive evidence uncovered:

Ginger Rogers, appearing in "Tender Comrade" (psst—notice the second half of that title!), was supposed to say, "Share and share alike—that's democracy." She refused, and the sinister line went to some poor dupe of the

Kremlin. The prize-winning "Best Years of Our Lives" is said to contain communist propaganda because (a) a businessman is shown depriving a discharged soldier of a seat on a plane, (b) the same soldier is shown being given a cool welcome at the drugstore where he used to work, and (c) a super-patriot who suggests we should have fought Russia instead of the Axis is knocked out. To label a movie communist on these grounds—particularly a movie adapted by Robert Sherwood, who wrote the anti-communist play, *There Shall Be No Night*—would be laughable if it weren't for the cumulative effect on Hollywood's output of such frequently repeated attacks. Who can blame the film makers for being cautious, who can blame the story editors for passing over outstanding novels of social comment, if the reward for honesty is to be tagged a communist?

Just as ridiculous and as dangerous is the attempt to smear Dorothy Parker, Langston Hughes, Paul Robeson, Norman Corwin, Henrietta Buckmaster, and other writers with the epithet "fellow-travelers." Complacently we say, "Oh, it couldn't happen here. Their books would never be banned *here* just because the authors had some liberal ideas or read the *New Republic*." But it *can* happen in any part of the country. Witness the recent uproar over Howard Fast's *Citizen Tom Paine* in New York and over *Building America* and the Stewart pamphlet on Soviet Russia in California. These are symptoms of the rising tide of intolerance and the suppression of freedom of thought and inquiry throughout the country. The only remedy is a re-examination of the Bill of Rights and insistence on maintaining the essential freedoms.

Quality of Books

WE ARE CONCERNED, too, over the quality of recent books. Their substance is as cheap as their format. I quote a library's annotations on a few of the recent novels:

The heroine's fever for crap games, roulette

wheels, and horses operated to the exclusion of everything else.

After a year of amnesia, the hero recovers mentally to a remembrance of his past. More than a liberal amount of liberal morals.

Deterioration of a man—poor-white down in Georgia. In Faulkner tradition—not for the tender-skinned.

Scene is Vienna where the forces of occupation are using a nunnery. It isn't everyone's meat.

A smashing brutal montage of all types of personalities in the professional prize ring. A hard-socking shocker—a book for men almost entirely.

These novels are not intended for school library shelves, of course. But last winter at the monthly book breakfasts of the school librarians, two-thirds of the books on the *selected* lists of twenty or thirty titles were reviewed and dismissed with the comments: "Not suited to school libraries" or "For mature readers only."

We congratulate ourselves on omitting such books from the school library shelves, but boys and girls are reading them. They get them at home, from the book clubs, from rental libraries. Not long ago the librarian of a public library was invited to judge a costume contest in a southern California high school. The idea was for the students to impersonate favorite characters in books. Ninety per cent appeared wreathed with beer bottles, or with serpents coiled around their arms, or with bedraggled garments supposed to represent disorders of the mind. The characters were chosen from *Jane Eyre*, *Suds in Your Eye*, *The Snake Pit*, *The Lost Weekend*, *The Sun Is My Undoing*. The winner was the monster from *Frankenstein*.

Not all of today's books are lurid or sophisticated. Many are merely commonplace. Mass production combined with advertising, extravagant and unrestrained, is matched by negligent reviewing and hasty purchase. The popularity of second-rate best-sellers reveals our lowered standards

and our acceptance of the mediocrie.

This is not a picture of unmitigated gloom. Thomas Wolfe's poem, *What Is Man?* begins in devastating pessimism. Only one-sixth of the life of a human being, "this moth of time," has any value.

This is man,
And one wonders why he wants to live at all
A third of his life is lost and deadened under sleep,
Another third is given to sterile labor,
A sixth is spent in all his goings and his comings,
In the moil and shuffle of the streets,
In thrusting, shoving, pawing
How much of him is left then,
For a vision of the tragic stars?
How much of him is left
To look upon the everlasting earth?
How much of him is left for glory
And the making of great songs?

Yet this brief sixth part of his life,
Thomas Wolfe says, has the exultation

we associate with the power of books. There is belief and faith in greatness still to be if we can find it. Librarians still have a moral obligation to be intelligent. To be an intelligent school librarian today involves a perception of the dangers of witch-hunting and of mediocrity, and an added emphasis on positive books. If the world is not to end either with a bang or with a whimper (as T. S. Eliot suggests), it will be because goodwill and intelligence, based on thoughtful reading, are developed in the younger generation. To quote Thomas Wolfe again.

And who shall say—
Whatever disenchantment follows—
That we ever forget magic,
Or that we can ever betray,
On this leaden earth
The apple-tree, the singing,
And the gold?

Registration Fees for A.L.A. Conferences

AT ITS meeting October 15-18, the Executive Board voted that the recommendation of the Budget Committee with regard to registration fees for the Midwinter Conference and the Atlantic City Conference be approved: \$3 for Midwinter; for Atlantic City, \$5 weekly, \$2 daily; that effective use of monitoring be made to require payment of fees; that the divisions be asked to support monitoring on the basis that payment be made to divisions of a portion of the registration fee amounting to 10 per cent of divisional allotments for 1946-47.

Serving Children in a Large County

IRENE BRANHAM

OF THE SIX patterns of local units recommended in the "National Plan for Public Library Service," Kern County, Calif., falls under the second, namely, "county libraries serving the entire area of large counties." It covers an area of eight thousand square miles with an estimated population of around two hundred thousand. Within its boundaries are mountains, desert, and valley. Principal industries range from agriculture and cattle ranching to oil and mining.

If they were organized separately, only three of the twenty urban areas, including Greater Bakersfield, could possibly meet the *Post-War Standards for Public Libraries* of a minimum budget of \$25,000. Combined as one unit, this year's budget, which will exceed \$300,000, will provide \$1.50 per capita, the standard for reasonably good service for every person in the county, regardless of where he lives.

Due to economic and geographical conditions, methods of service to children in the area vary and are changed whenever

local conditions warrant. The three main avenues of service are through branches, stations, and rural schools.

There are two outstanding advantages in this large unit. First is the book collection, which is of sufficient size to meet both the recreational and educational demands made upon it. A child living far out on the desert or on an isolated mountain ranch has as easy access to a book so often labeled in reviews, "for large collections," as one living within walking distance of the headquarters library. There are enough trained children's librarians to read all books before purchase, thus insuring an unbiased collection of high standard. The difficulty caused by gifts of undesirable books from well-meaning local residents is eliminated by the central purchase of books. The community librarian refers such gifts to headquarters, and thus the personal element does not enter into the final decision.

Types of books which are not read in one area do not become deadwood but are moved to another part of the county where children's interests differ. Constantly changing collections in the small stations and schools stimulate children's interest in reading. In a small school where there had been a basic collection of books for several years the teacher was told to return any books she wished and select new ones from the bookmobile. The books included in this basic collection were excellent, but after several years' use they had lost their appeal

¹ Given at a joint meeting of the Division of Libraries for Children and Young People, Library Extension Division, Public Libraries Division, and Trustees Division

MISS BRANHAM, supervisor of children's work, Kern County Free Library, Bakersfield, Calif., is a native of Indianapolis and attended Western Reserve University and the Indiana Library Commission summer school. Her positions include acting librarian of the Atlantic County Library, Mays Landing, N. J., children's librarian of the Cleveland Public Library, assistant and children's librarian of the Indianapolis Public Library.

and had been stored away in a dark closet. Both teacher and children expressed great delight upon hearing they were to have new ones, and it was not long before the school supervisor spoke of revived interest in reading in that school and in others in the district.

In industries such as mining and oil, one section of the county will have a boom period and then become almost a ghost town. Statistics are constantly checked to watch these developments, and the books are moved to where they will receive constant use.

The children's book collection is coordinated with that of the school department to avoid duplication. According to California law, a school district may join the county library and give an amount annually for books and other library service. The minimum is fifty dollars per teacher. All but the largest schools join this service in Kern County. Supplementary texts and unit material, as well as maps, globes, etc., are bought with this money, while the children's department furnishes recreational reading. Both book funds go further in their special fields with duplication at a minimum.

Can Provide Trained Personnel

THE SECOND great advantage of the large unit is the benefit of trained personnel working directly with children and with adults interested in children's books and reading. There are seven trained children's librarians. They staff children's rooms in three large branches, seven part-time school branches, and at the hospital library. In addition, they visit community branches and schools. They take the bookmobile to rural schools not served by community branches or stations. In this way, every child of school age in the county is reached. All books taken from the bookmobile are charged to the teacher and not to the children. The teacher, in turn, lends

the books to children for home use. However, the children help in the selection of books and it is here that the value of trained personnel on the bookmobile lies. The children's librarian assists them in finding any information they may want, suggests good books that open up new fields of interest to them. Book talks and stories are given as time permits, often when the teacher is selecting supplementary material from the school department half of the bookmobile with the help of a staff member from the school department.

What these stories mean to children in isolated areas was demonstrated when a one-room desert school produced a perfect attendance at 6:30 in the evening to hear the storyteller who was late because of motor trouble. An experienced teacher went to another one-room desert school where she had been warned the pupils were "problem children." They were sullen and unfriendly. When the librarian arrived, she asked her to tell a humorous story. After it was over, she said it was the first time she had seen two of the children smile. The librarians became as interested as the teacher in changing the attitude of these children and books were used in the project. By the end of the year, they were organized as a city government, taking great pride in the building and grounds, and were publishing a monthly school paper which they sent to the librarian regularly. Included in each issue were notes on books.

Weekly Radio Story Hour

ONE OTHER means of contact with the children has been established recently, that of a weekly radio story hour. After the story, any announcement concerning library affairs may be made over the air. While this program does not reach the entire county, due to atmospheric conditions, it does provide contact with rural children who would be unable to attend story hours

held in community branches.

Children's librarians also assist the untrained library personnel who man all but the largest community branches. They help them organize their work with schools and community groups. They visit the branches, giving book talks and library instruction and telling stories. Even though some requests for service come directly to headquarters from schools and adult groups, contacts are made through the local librarian where possible in order to further local interest and pride in their own institution. We do not want them to feel that they are just an outpost of a large county department. These branch librarians are also given in-service training in children's work at regional meetings held several times a year in four areas of the county. Such subjects as children's books and authors, how to introduce books to children, and the use of reference material are discussed.

Unsolved Problems

WITHIN this county system, there are still unsolved problems and unreached goals. Rural children who are supplied with books through schools do not have adequate summer service. Even if the bookmobile were to continue its school visits or if stations were established with local help, the children who come to these schools by bus during the year would have no means of transportation in the summer. Recreational programs are being instituted in some of these rural areas and library cooperation with them has helped to some extent in providing an opportunity to get the books to the reader.

A special type of librarian is needed for this field work—one who can make a direct appeal to children on her first contact with them, for visits are necessarily far apart. More children's librarians are needed to

cover the territory so that these visits may be more frequent. The greatest criticism regarding the service to children is that visits are too far apart. Transportation of staff becomes a problem in a county where public transportation facilities are limited. An additional bookmobile is needed.

More branch buildings are needed to take care of a rapidly growing population. Six years ago it was discovered that on the edge of the county, out on the Mojave Desert, there was a group of seventeen families with no local library service available. A deposit station was placed in the one general store serving the area. Today the town of Ridgecrest boasts a population of two thousand. This sudden growth from a settlement to a busy town was due to the fact that a naval ordnance test station was established six miles away. This is a city within itself with a population of ten thousand and a school which receives bookmobile service. The Ridgecrest branch is now housed in the home of a public-spirited citizen, but it would be used much more if a library building were available.

Regional Branches Needed

REGIONAL BRANCHES in four distinct areas of the county would facilitate problems of effective supervision. Much travel time would be saved if a children's librarian were placed in each of the four districts to give service to both branches and schools within that area.

Features of the national plan which are already in use in the county just described have proved practical and effective in bringing library service to the children. The national plan will also serve as a guide in working out these unsolved problems and goals yet to be reached before the library service is uniform in quality throughout the county.

Reading Guidance for Young People

ELEANOR KIDDER

I WONDER how many librarians have seen a Montgomery Ward mail-order catalog lately? Those who have are familiar with the technique of grading and describing the merchandise. It is on the positive side. The minimum in quality and price is labeled *good*, attractively described *Better*, without disparaging *good*, points out superior advantages and allures the customer. *Best*, still without deprecating the first two, glowingly displays charms and worth for those satisfied only with the finest. Thus they flatter and fill the needs of all, regardless of purse.

Similarly the young people's librarian deals with her wares: books. The categories are not exactly labeled, but she knows that her customers are variously equipped in emotional and mental maturity and capacity to read and absorb the written word. Her adaptation of books to the various readers is called reading guidance. It is the core of our work, but, like breathing, unless we are

analytical we probably give little thought to the mechanics. What, then, are the aims and means of reading guidance for young people?

The phrase itself has a faintly academic tinge. To some of us it connotes a policy of improvement imposed consciously or unconsciously on a reader who may or may not be willing. We advocate steppingstones of the low grade to the high, possibly from fiction to nonfiction, since for some obscure and antique reason more merit attaches in the library world to reading and withdrawing a book with a number on it. This attitude has of late given way to consulting our readers' interests and wishes. Within the framework of young people's interests, how do we hope to exert reading guidance?

Young people are interested in the state of the world and the nation in relation to themselves. They realize the gravity of the problems they will try to solve shortly. With a guilty conscience at the condition of affairs they are to inherit, we earnestly desire to prepare them for it. It is our obligation to give them access to the most enlightened, fairest thought on these problems and to bring the material to their attention. This is easy, for there is an avalanche of informational material. The information itself is not an end.

To be able to form an honest, independent opinion on which to base actions is an end which few citizens are willing or able to attain. Subjected to biases, the citizen

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is seldom exhorted to weigh and reflect, reject or accept by process of thought. He is urged to accept blindly the prejudice most appealing to him. Books can have this aspect, too, but the very process of reading gives time for cooler appraisal. Moreover, the library has all sides of a question. So, our ideal is to give young people the best and fairest of this material and not to indoctrinate but to give them the opportunity to choose and accept well-founded opinions. Thus, we equip them to go forth to create a better world or at least prevent the present sorry one from exploding in their faces.

Beyond this function of the book as an informational tool is the book as related to the individual. This ranges from entertainment value to the enlargement of the individual's comprehension of his fellows and the world they share. They perceive the universality of their thoughts and emotions and their relationship to the world. This is the reading that can nourish the inner strength which gives the individual balance and security in a mad, unbalanced world. Others have met these problems, others have more difficult problems and have expressed youth's aspirations and hopes in inspiring language.

Low Reading Tastes

A VERY PRETTY picture, I hear you say, and how does that relate to the boy who will read nothing but weird and fantastic stories? How is one to guide him on to these poetical and beneficial paths?

The answer is, perhaps you cannot. Remember those three grades of quality: good, better, best. Some will never progress beyond the first. By all means let us have our ideals and our standards. Help the young person to mature as fast as possible in spirit and taste but remember that the library is an institution of voluntary education and some wish to use it for pure pleas-

ure. Make the best the most attractive but do not oversell or use high pressure.

How to combine the earnest purpose of preparing our young people spiritually for life and intellectually to cope with the world, with the deft touch that guides unfelt? How to maintain our amateur standing with no ax to grind, plumping for the well-rounded life but refusing to be another channeled propaganda agent even in the good and liberal cause?

You all know and employ these means of guidance.

First, through the book collection. A well-selected group of books with a wide range of mental and emotional appeal is in itself the most potent guidance. Select the books with their interests in mind, not yours. I cannot tell you the number of times adults have told me scornfully, while evaluating a book intended for young people, "I thought it was silly. It bored me." Literary style is fine, but only a percentage of books should be chosen for that alone, for only a few have the capacity to appreciate them. Set standards of verity and minimum literary requirements; use common sense in applying the latter. Have a good reason for every title in the collection and then accept them without further apology. If it is a simple, elementary action story meant to entertain the boy whose mind is blind to literary style and intricacy, acknowledge the use of the book and do not blush when the visiting librarian spies it. You can point with pride, if you will, at the provision you have made for those endowed with more complex minds. You may chant your motto: good, better, best. Turn loose the young people in a collection which combines their interests with possibilities for growth and watch the results.

Well-annotated lists can steer him to types of books especially interesting or useful to him. This form of guidance can be used on a mass scale. Displays, keyed con-

cretely to his interests, are again a form of guidance. Clubs can be a fine intensive kind of guidance for a limited number and, through meetings open to others, they can be extended beyond the select few.

Mass Guidance

AS FAR AS the librarian's personal activities are concerned, she has two special opportunities. One is for mass guidance. With book talks she can reach the entire high school population. If she is willing to spend time and energy preparing material and then visiting class after class, she will find here her most fertile field. Let her not waste this priceless opportunity trying to tell about the catalog or *Readers' Guide* by remote control. Let her deafen her ears to the plea of faculty that her talk dovetail into the curriculum. "We are studying essays—won't you talk about them?" Here is a chance to tell about the books they are missing. Practical, hard-boiled sense will guide her in selection of titles—worth while, yes, but also vivid and genuinely interesting. With proper preparation and effort, attention will be rapt and courteous, enthusiasm high. The pleasant glow of achievement and success will, however, have a few setbacks. Two of these avid listeners rushed the length of the city to arrive at the library when I did, to tell me of their pleasure and determination to take some

books. When I asked which of those I had talked about they wanted, one hastily replied, "Oh, none of those. We want *Forever Amber* and *The Diary of a Chambermaid*." So much for the careful, hygienic selection of books for the young.¹

Personal Assistance

THIS BRINGS us to the last form of guidance, personal assistance. The librarian here brings into play the necessary combination of cross-questioner, psychologist, mind reader, salesman, and omnivorous reader and retentive memory. She must be ready to utter an impromptu book talk to back every recommendation or to watch in silence a fumbling choice after assistance has been refused. The goal of this type of guidance is to develop independent judgment, not clinging dependence on the librarian. Keep the personal touch but don't tie apron strings. Be ready to find the focal point of interest and then turn them loose in the available material. Accept the fact that not all your efforts to stir some of the readers much beyond the limits of that first grading, *good*, are successful. There are others bounded by no limits. Render to each the help he can take advantage of, and reading guidance becomes a vital service, no longer an academic phrase.

¹ P.S. After some probing, trial and error, free choice was offered and they went off clasping *Green Years* and *Winter Wheat*

NO OTHER COUNTRY in the world can save free institutions except America, for no other country has simultaneously both the tradition of freedom and the power to make it a reality. But America cannot make freedom live without an education which is itself inspired by democratic thought and action. . . . We have sacrificed hundreds of thousands of lives and expended billions of our wealth, much of it irreplaceable, in a battle for human freedom. All of this expenditure and sacrifice will have been in vain unless free institutions and human values can be successful in action. Education can save freedom in the years to come if it senses its responsibilities and organizes itself for effective action.

"EDUCATION CAN SAVE FREEDOM" by Ernest O. Melby
Association of American Colleges Bulletin, May 1947

The Preschool Story Hour

ETHEL C. KARRICK

THE ONE HUNDRED preschool children who stormed the doors of a branch library recently could hardly have been visualized a few years ago. With staff shortages to face today, the question arises, "Why preschool at all?" What motive do we have for entering the field of preschool activity? As an educational and cultural institution, I suppose the library could hardly afford to ignore this period of childhood which has had the attention in recent years of leaders in such fields as medicine, education, and religion. As children's librarians our primary purpose is to introduce books and the library to children as soon as possible and in the most pleasant manner. The story hour for the very young child seems the natural medium through which the introduction may be made. Our first thought is to give pleasure, to share happiness. We have tried to make each story hour a rounded experience in the life of the child by relating stories, pictures, poetry, and music to form a pleasing whole.

There is no doubt in our mind as to the purpose and desirability of preschool, but there may be a great deal of controversial

opinion as to its form. The preschool story hour still remains largely experimental and the form it takes depends upon the experience, personality, and philosophy of the individual who conducts it. We can touch only briefly upon some of these controversial issues, for they only confuse the beginner and may well be left in the realm of theory until some later date. As for the practical hints, what does go on in a preschool story hour? Anything and everything! It is certainly the one place where anything may happen and where the unexpected is always expected.

Story hours vary from the true story hour with perhaps five or six simple stories told, to any number of combinations of poetry, stories, music, finger plays, rhymes, dramatics, and even a little handicraft thrown in now and then. (It goes without saying that every story hour has a party sooner or later.) Each of us has his own theories and pet routines.

To the beginner I think there could be no better advice than "ample preparation" with simple things. Remember the child's short attention span. Always be prepared with a little more material than you expect to use. Be sure that your material is simple enough and varied enough. While you may repeat a story any number of times in a season, preschoolers are also human. The song or finger play or story that has pleased before may suddenly lose its charm. Something new to draw upon may save one

MISS KARRICK, children's assistant at the Campbell Branch of the Detroit Public Library, is a native of Detroit, attended Wayne University and Western Reserve University School of Library Science, and all of her library experience has been in the Detroit Public Library, first as a page, then as a clerk, then as a junior assistant in the children's department

from facing mutiny. Action songs are wonderful. A story that seems too long and on the verge of failure is often saved by suggesting that we play the story or act it out. Spontaneous conversation is part of the period but must sometimes be guided or subtly limited. The larger the group the more one has to draw upon personal experiences and energies for every child is "different from every other child" and sometimes is rather intent upon proving it.

Whenever possible a little extra touch to the room such as garden flowers in the spring, a fire in the fireplace during the very cold winter weeks, a special picture or perhaps even a few cut-outs put up for the nursery hour only, give the preschooler a feeling of importance as well as a certain inner satisfaction.

That children love color we know, but we sometimes forget this when dressing for our preschool day. It is always worth while to make the first story hour a grand occasion with "teacher" looking her best and brightest. Even a gay hankie or a shiny pin offers a subject for conversation.

Size of Group

HOW LARGE a group one should attempt is another question often asked. The consensus seems to be that ten to fifteen children is the ideal size for a story hour group of this age. The small group allows for the close contact between teacher and child—the actual touching of the dress or fingering the picture book. Children's librarians have had groups with as few as five in below zero weather and the extreme of one hundred when the story hour notice was printed in "the shopping news." The question of limiting enrolment is a debatable one. In large cities some agencies have tried dividing groups and holding two separate nursery story hours in one week but mothers, believing that twice the benefit might be derived by attendance twice a

week, defeated their purpose. Falling back upon student aid or clerks and part-time people who have an innate talent for work with small children are means now being utilized whenever possible by the preschool storyteller who realizes that a large group could be more easily handled if more children's librarians were available. Facing the alternative of dispersing the preschool group entirely, due to inadequate staff, one branch turned the group over to a willing mother. There is the problem of finding the right parent and the more serious objection that part of the benefits children derive from the preschool story hour is due to the change from child-parent relationship to the child-librarian companionship.

Whatever size group one works with eventually, there are preliminary steps necessary for those contemplating organizing a first story hour. The personal touch is still a very dependable aid in salesmanship and many of the most loyal preschoolers were originally enrolled via the eagle-eye-and-pounce system. Use the eagle-eye to note any preschooler that enters the building and then pounce on the parent and talk fast. Even though the parent is dubious, secure the name and address and the child's name and age. A little follow-up, such as a card to the parent or a special picture invitation to the child, has something of the "free sample" appeal and you find yourself on the way to a story hour group. Posters and newspapers are also great aids. Advance enrolment is always wise. This gives the children's librarian an opportunity to collect not only essential data concerning the youngsters but enables one to glean a bit of family background as well. The latter is often the key to understanding the "problem" child in any group.

The question of problem children leads right back to the question of problem parents. Those of us who feel that the nursery story hour is primarily for the

child feel that we have the backing of many educators and nursery schools in our belief that the child develops independence and makes social adjustments more rapidly without the parent. It makes for a freer relationship between child and storyteller.

Prepare for Separation

IF THE CHILD is properly prepared ahead of time for the separation that leads to a good time, if he knows his mother will be outside the door or across the room as the case may be, he is more likely to enter the room without too much preliminary fuss. Never expect a preschooler to sit still the whole period. The very young will leave the group several times to see mother or to look at a book. For the first two or three story hours it is always well to warn parents not to go beyond calling distance. This is sometimes a blow to the "I-have-an-errand" mother but it will help her immeasurably a few weeks later. To the extremely shy child it is a torture to be pushed into a group by a demanding or overanxious parent. A child may be invited to join the group but he must be assured that he doesn't have to do anything against his will insofar as joining the story hour is concerned. One must constantly reassure some mothers that they are not wasting their time if two or three weeks pass before the child goes beyond the edge of the circle. It has been our experience that the "clinging" period is only prolonged when the mother is permitted to join the story hour group itself. There are, of course, many arguments favoring the theory that the parent profits by attending the story hour. I do not deny that this may be true in some cases, but in general we do not hold our story hours for the training of parents. My own particular pattern of satisfying parental curiosity is the holding of a special Christmas story hour and a May festival to which parents are cordi-

ally invited. These may not be typical story hours but even teachers hold demonstration lessons for parents and visitors.

In discussing the library story hour, Dr. Mary Gutteridge, Merrill Palmer Nursery School, Detroit, described the story hour as a social situation and a learning situation. The latter included the handling of books, the love of books, and the knowledge of how to get along in public places. Librarians have stressed these benefits in many of their early reports on preschool. It is a learning situation with many secondary products growing out of the story hour. To me, one of the finest results of storytelling to the younger group is the fact that in the very act of storytelling we help the child to develop his imagination. A story short enough for his attention span and appealing to his age interest, told with the voice, expressions, gestures, and emotional reactions of a storyteller in sympathy with her story, gives the small child a chance to draw mental pictures, to develop his imagination, to substitute his own creations for picture book illustrations. It is the type of thing he does not get when mother reads aloud from a picture book that his eyes are devouring. True, he needs both experiences, but my point is that we are still teaching in a story hour untouched by any nursery school frills. If you are not averse to adding finger plays, rhymes, counting games, songs, singing games, and imaginative play, you are of course adding immeasurably to the child's outlook, broadening his horizon or child-world.

Breaking the Ice

FOR THE BEGINNING work in preschool there is the first moment when perhaps an inexperienced storyteller faces an inexperienced group of children. That moment may set the pace for the rest of the period. My own favorite opening routine to gain the child's attention for the first

few seconds is that of counting ourselves with the old nursery rhyme, "One, two, button my shoe; three, four, shut the door," etc. If the group is larger than, say, twenty, one just makes up his own rhymes as he goes along. We may then follow up with a well-known nursery song such as "Little Jack Horner" or the always popular "Peek-a-boo." Gestures, of course, are part of the song. By this time the group may be ready for the first story. With a group meeting for the first or second time it is far safer to depend upon such favorites as "Ask Mr. Bear," "The Three Billy Goats Gruff," or "Little Duckling Tries His Voice." These are within the attention span of the average young child and they allow for sound effects. They are also usually sufficiently well-known so that the storyteller may meet any emergency and still continue the telling of the story.

By-Products

IT IS IMPOSSIBLE to recite all of the unusual stories and some of the remarkable by-products of the nursery story hour. In some cases we have only the parents' volunteered information. In others, it has been a personal pleasure to watch the child's gradual development both personal and social. The shy child, the backward child,

the sensitive and the overconfident, the child overindulged with attention, and the occasional child who needs more affection, they are all brought together in the library group and need help in making their social readjustments. Learning the art of associating with other children is difficult but usually accomplished in due time. Along with this the preschool story hour has given the child something definitely his own which he hugs to his heart with as much joy as any adult with "a room of one's own."

When evaluating your own preschool activity or that of others it is always well to remember that you reach the parent through the child and thus serve the present generation, but you build for the future with the child. That is why it is my contention that we must ring doorbells. We must let people know the wealth we have to offer, wealth which can be obtained in no other way except through books. We must welcome them as guests and offer them the library as another place in which to follow the democratic practice of "talking things over." If we can give no more than a faint sense of continuity, an introduction to enduring values, a touch of beauty and humor, or a warmth and sympathy of understanding to these children, we have had our small share in the future.

IGNORANCE is the cause of inefficiency; ignorance underlies crime; ignorance leads to prejudices, economic blunders, ill will, and wars. At long last, our Eric Johnstons, Henry Kaisers, as well as official statesmen and leaders in Congress, give as the means of solving the complex problems of our day: Education, more education, higher education, world-wide education. This belief, being emphasized so vigorously by men of action, is a realization of Horace Mann's conviction that education for all is the greatest discovery of man. . . . Democratic customs and governments cannot be established upon ignorance. The enduring strength of a free society must come through untrammelled education of all its people.

"DO YOU BELIEVE IN YOUR JOB?" by Joseph Allen
A.A.U.P. Bulletin, Summer 1946 issue

The Costs of Public Libraries

FRED C. INKSTER

LIBRARIES have been harassed by lack of finances. Specialists in various fields of library work should be cooperatively employed, so that the smallest village would get the advantage of the experts' work, although it would never be able to buy their service itself.

The federal government should allocate \$50,000,000 a year toward library service throughout the states; and this should be matched by the state governments on a percentage basis—40, 50, 60 per cent, or whatever is desirable. The county should match the state's contribution on a 50/50 basis, but the state would furnish all the trained personnel as its share and the county would furnish all the physical properties. The relationship between the counties and towns would be on the same basis, the town put-

ting up the physical properties, including most of the books, and the county supplying the professional help and library service, as well as book deposits.

Planning financial provisions for library service should be controlled by state and local library boards rather than by local or county budget committees. The trained librarian and the library board become pretty expert in determining the amount of money necessary for the proper operation of the library system. The county or city budget committee reviews the budget submitted by the library board, but the members know nothing about the operation of the library system and in the short period of time which most of them take to revise a budget, they can, through lack of knowledge, ruin the best-laid plans that the librarian and board have made toward the operation of the library for the ensuing year. This does not seem to me to be the logical method of operation.

It is impossible for a disinterested group to guide the financial future of a very much interested group and do it with any great degree of intelligence. There should be a cooperative system for financing which would minimize the influence of local ignorance and short-sightedness.

¹ Given at a joint meeting of the Division of Libraries for Children and Young People, Library Extension Division, Public Libraries Division, and Trustees Division

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The New Program at the University of Denver

HARRIET E. HOWE

MEMBERS of the faculty of the University of Denver College of Librarianship attended the mid-winter meetings in Chicago. Individually and collectively they received the impression that a new alignment of education for the library profession was desired by many librarians, was being urged by others, was imminent, and should not be ignored. On their return faculty discussions were held and a plan agreed upon which was then presented verbally to the dean of the graduate college of the university. The advantages and the stumbling blocks, so far as they had been foreseen, were presented and the dean gave his comments and approval. He took the proposal to the graduate council and then to the graduate faculty, both groups

questioning and then voting unanimous approval. The council of deans composed of all the deans of the university voted unanimously, and the chancellor was enthusiastically in favor of the new arrangement.

A letter was framed and sent on Feb. 7, 1947, to the secretary of the A.L.A. Board of Education for Librarianship, asking if the College of Librarianship of the University of Denver could be authorized to become an experimental school and could have its accrediting continued over the period of the experiment. The following letter dated Feb. 27, 1947, was received from the secretary of the board:

I am very happy to report that the Board of Education for Librarianship has approved unanimously and with considerable enthusiasm the experimental program outlined in your letter of February seventh. The resolution submitted to the board reads as follows.

"RESOLVED: That the Board of Education for Librarianship grant permission to the University of Denver, College of Librarianship, to proceed with the experimental program described in a letter dated Feb. 7, 1947. It is understood that the accredited status of the library school will not be affected during the period of the experiment."

Why was this new plan proposed and of what does it consist? First, there is a demand in many libraries for general assistants who do not aspire to high positions but who should know the rudiments of

¹ Presented at a joint meeting with the Library Education Division and the Association of American Library Schools.

Miss Howe is director of the School of Librarianship, University of Denver, and has degrees from Harvard and the University of Illinois Library School. Her professional experience, prior to assuming her present position in 1931, includes associate professor at the University of Chicago Graduate Library School, executive assistant to the A.L.A. Board of Education for Librarianship, assistant professor at the Western Reserve University School of Library Science, chief cataloger at the Minneapolis Public Library, head cataloger, and instructor and director of the summer school of library training, the State University of Iowa Library, and instructor at the University of Illinois Library School and the University of Washington Library School. Miss Howe is author of *The Catalog* and of "The First Year Library-School Curriculum" in *Library Trends*.

library procedures and have at least a major in some subject field such as social sciences, humanities, physical or biological science, business administration. To meet this request the college of librarianship is giving fifteen quarter hours of professional elective courses as one quarter of the senior year, using for this purpose the former first-quarter courses. This undergraduate material includes circulation and order work, a unit on the history and development of American libraries to give orientation to library work, cataloging, classification, and filing, book selection, and reference work. Satisfactory completion of these courses has been found to prepare for minor library positions and may help to supply sufficient subprofessional assistants to relieve the professional staff of many techniques with which it is now encumbered. Satisfactory completion of these undergraduate courses or their equivalent is also prerequisite for admission to the graduate part of the program.

Need Subject Specialists

SECOND, there is a constant demand in many libraries for staff members who, in addition to the present type of library education or administrative education, have done graduate specialized study in a subject field. To meet this second objective the college of librarianship has arranged a curriculum leading to the master's degree in the fifth college year. This year's work consists of the former second- and third-quarter courses supplemented by fifteen quarter hours of graduate courses in a field for which the student has adequate preparation and a thesis or a professional library project. To illustrate, one student who has a good grounding in psychology is working on a project for personnel setup for a library, basing the proposals on library courses and courses taken in the field of public personnel administration. Another

is taking graduate courses in science, and another in statistical methods, in order to apply the knowledge to library work. A master's degree in business administration is possible for the student with requisite undergraduate courses in that field and with the combination of course work as just described. The chief advantages to the library profession of this scheme is the further subject knowledge gained and the fact that competition for personnel is now possible, since the master's degree is obtainable in the fifth college year as it is in most other academic fields.

Enthusiastic Response

A STATEMENT sent to all alumni announcing the change in plans brought enthusiastic responses (except for one dissenter who liked the idea but wished that some other school had tried it out first!). Letters have come from librarians in several sections of the country, although until the new bulletin was issued in June there had been no formal announcements. All letters that have come directly to the school are in accord with the idea, and several teachers of undergraduate library science courses in other institutions have asked if their students could be admitted to the graduate part of the Denver program. The answer has been, "Yes," if these students can pass the Denver pretests with sufficiently high scores, these courses can then be accepted as the 'equivalents' in meeting the entrance requirements."

The questions at the other end of the scale are: May graduate courses already on record in a subject field be transferred to cover the one quarter devoted to the student's subject field? The answer is, "Yes, up to ten quarter hours, if they have not been counted already toward another degree, one five-hour course in the same field being required in residence at Denver." B.S. in L.S. graduates from Denver and

other accredited library schools have asked if they can take the extra quarter of work and receive the master's degree, and the answer is, "No, the plan is not retro-active." There is a plan, however, which has been in operation for years at Denver by which those B.S. in L.S. graduates may transfer courses from that year's work as a minor toward the master's degree in a subject field. The A.B. graduates who have a major in library science also ask if they are eligible to work in the new plan, and again the answer is, "No, but the old plan is still in operation." This is the plan by which these A.B. graduates may take three advanced courses in library science as a minor toward the master's degree in a subject field. The master's degree is not a new idea among the Denver alumni, forty-four of whom presented that degree on entrance, forty-three of whom have earned this degree since library school graduation, and forty-four of whom are en route to the degree, four of the latter being candidates for the degree in August 1947.

Entering Under Old Plans

OTHER questions are: What about the students who were preparing to enter library school under the old plans? Answer: They may finish under one of those plans or change to the new plan as they choose. Three or four seniors will finish with a major in library science. Several others are completing a subject major and will take the undergraduate professional electives as preparation for admission to the graduate program. These undergraduate courses will be offered in the summer, autumn, and winter quarters. The students who are carrying the library school year during the summer session had the choice, and many are completing as formerly scheduled while several wish the higher degree. Of the forty students admitted to the 1947 summer session first-quarter program, about

thirty are taking it as preliminary to admission to the graduate program.

Other queries raised about the new plan include the one concerning the reception of library science courses for credit in a graduate school. For example, a letter came from the Board of Education for Librarianship asking, among other things, what changes in course-content were required by the graduate college at Denver so that the library courses there would receive graduate credit; to this a reply was sent stating that no changes had been suggested and that the Denver graduate college had always considered the courses in the college of librarianship as of graduate quality. The reception elsewhere depends largely upon the philosophy of the individual graduate school toward professional training on the graduate level and no generalization will be attempted here. So far as the administrative relations at Denver between the college of librarianship and the graduate college, at present the library school program is being correlated with the requirements of the graduate college. There will be no change in designation of the college of librarianship during the experimental period.

Type III School Objections

THE EASE with which the change has been made at Denver may be partially explained by referring to the close integration of the college of librarianship with the other parts of the university throughout the sixteen years of its existence. Where this integration does not exist in other institutions there may be difficulties which were not met at Denver. The upper part of this program has had approbation from many librarians, and these M.A. graduates will doubtless be fitted easily into classification and pay plans and into candidacy for higher degrees. The chief objections from the Type III schools to the lower

limits seem to be that (1) no library student should be turned out with less than one year of professional preparation such as they now give and (2) that classification and pay plans "will be shot to pieces" by the new scheme. Since the students who go into library work with three courses only will be considered as subprofessional assistants, there cannot really be any objection on that score. Some Type III schools also object to "something new for the sake of something new." The master's degree for the fifth college year was suggested on good author-

ity in the standards proposed in 1924 by the Temporary Library Training Board, but it was not acceptable to the higher degrees committee of the Association of American Universities nor to the library schools. So the master's degree for the fifth college year is not a new idea but an old one finally being tried out by a university approved by the Association of American Universities. Twenty years of thought are now being put into action and should help to make the experiment at Denver a success.

Wants and Offers

NOTICES of wants and offers are accepted from institutional members only. Such libraries are allowed fifteen lines of type per year free. The next five lines are one dollar; each additional five lines thereafter are seventy-five cents.

Texas Lutheran College Library, Seguin, Katherine S. Diehl, librarian, wants: *Readers' Guide*, v. 1, 1900-04, and *U.S. Catalog*, 3d ed., 1912. Quote price.

Great Neck Library, Great Neck, N.Y., Lucy M. Kinloch, librarian, wants: *Library Journal*, Mar. 1, 1946, and 1945 and 1946 indexes.

Nassau County Union Catalogue, c/o Valley Stream Free Library, 132 Rockaway Avenue, Valley Stream, N.Y., wants: card catalog files.

University of Minnesota Library, Minneapolis 14, Raymond H. Shove, head, Acquisitions Dept., wants: 2 copies of Lowe's

Public Library Administration.

Waseca County Library, Waseca, Minn., Nellie B. Yantes, librarian, wants: Hewitt's *Telling on the Trout* and *Secrets of the Salmon*; Needham's *Trout Streams*; Holden's *The Idyll of the Split Bamboo*; and Parker's *Angling*.

Middlebury College Library, Middlebury, Vt., Mrs. M. L. Fayer, librarian, wants to purchase: *Natural History*, 1933-38, also odd nos. 1927-29, 1932, 1939-40, 1942-43; wants to secure on exchange: *Scientific Monthly*, incomplete volumes for 1922, 1924-26, 1929, 1932, 1935, 1938, 1943-44; offers: *Nature Magazine*, incomplete volumes 11-14, 30, 32-33, *Scientific Monthly*, 1923, 1925-35.

New Orleans Public Library, John Hall Jacobs, librarian, offers for cost of transportation: *A.L.A. Booklist*, v. 8-32; *A.L.A. Catalog*, 1904, 1904-11, 1912-21, 1926.

Atlantic City A.L.A. Conference

Atlantic City Hotels

Hotel	Location	Blocks from Convention Hall	Rooms with Bath	
			Single	Double
Ambassador	Boardwalk	5	\$6 00-\$ 9 00	\$9 00-\$14.00
Brighton	Boardwalk	6	7 00-	9 00- 14 00
Chalfonte-Haddon Hall	Boardwalk	11-12	6 00- 10 00	8 00- 18 00
Chelsea	Boardwalk	6	5 25- 6 75	6 75- 15 00
Claridge	Boardwalk	5	6 00- 14 00	9 00- 17 00
Dennis	Boardwalk	3	6 00- 8 00	9 00- 14 00
Marlborough-Blenheim	Boardwalk	4	6 00- 10 00	9 00- 16 00
Mayflower	Boardwalk	9	5 00- 6 00	7 00- 12 00
Ritz-Carlton	Boardwalk	4	6 00- 8 00	9 00- 14 00
Seaside	Boardwalk	13	5 00- 11 00	8 00- 14 00
Shelburne	Boardwalk	3	6 00- 9 00	9 00- 12 00
Traymore	Boardwalk	6	6 00- 14 00	9 00- 18 00

Please fill out, or copy, and mail as soon as possible

A L A. Conference Application for Hotel Accommodations Atlantic City, June 13-19, 1948

Note: Single rooms are very limited in number. Please arrange to use double rooms.

Housing Bureau
16 Central Pier
Atlantic City, N J

Please reserve the following: (See reverse side for hotel rates)

Hotel	First choice	Hotel	Fourth choice
Hotel	Second choice	Hotel	Fifth choice
Hotel	Third choice	Hotel	Sixth choice

. . . Room(s) with bath for . . . person(s) Rate \$. . . to \$. . . per room
 . . . Room(s) without bath for . . . person(s) Rate \$. . . to \$. . . per room
 Arriving Atlantic City . . . , hour . . . (A.M.-P.M.) Leaving

Note: You will receive confirmation direct from the hotel accepting the reservation.

Rooms will be occupied by:

Name	Street	City	State
------	--------	------	-------

Name
 Address
 City Zone . . . State . . .

Block Booking at Atlantic City

THIS year in announcing the list and rates of hotels to be used by the A.L.A. for its 1948 conference, an experiment in block booking will be tried out. Following successful practice of some other conventions and suggestions by some A.L.A. groups, an effort will be made this year to make it possible for members interested primarily in a special group to obtain rooms if they wish in one or two hotels designated as a sort of headquarters for that group. General headquarters for the A.L.A. conference will be the Convention Auditorium.

Officers of divisions and other groups who have been consulted are generally agreeable to the experiment. It is thought that the groups can be accommodated in the hotels designated as follows:

	<i>Hotel</i>	<i>No. of Rooms</i>
Public Librarians	Ambassador	600
	Ritz-Carlton	150
Catalogers and Classifiers	Dennis	250
	Marlborough-Blenheim	150
	Shelburne	100
Hospital Librarians	Traymore	75
Children's and Young People's Librarians	Claridge	300
	Brighton	150
Association of College and Reference Librarians	Chelsea	300
Association of Research Libraries		
Library Extension	Chalfonte-Haddon Hall	50
National Association of State Libraries		
Library Education	Chalfonte-Haddon Hall	50
Association of American Library Schools		
Trustees	Chalfonte-Haddon Hall	100
Other hotels supplying A.L.A. rooms	Mayflower	55
	Seaside	100

A housing bureau conducted by the convention bureau will handle all requests for reservations. Use or copy the reservation form for hotel rooms given on preceding page in this issue of the *Bulletin* promptly as early reservations are urged. Be sure to indicate alternate choices in case your first is not available. Your choice according to the suggested block booking is optional and assignments will be based on *your expressed preference* if possible. It is hoped that attempts at grouping will not produce undesirable separation but will offer advantages for social and informal contacts.

Specifications on Inner Margins in Books

THESE SPECIFICATIONS regarding inner margins in new books were formulated by the Book Acquisitions Committee at the request of various publishers to whom the committee had sent copies of the resolution on that subject adopted by the American Library Association in June 1946 (*A.L.A. Bulletin* 40:360-61, Oct. 15, 1946).

Although the publishers with whom we corresponded were in substantial agreement on the desirability of adequate inner margins, they wanted to know more precisely what the Book Acquisitions Committee meant by the term "adequate." Thus, the following memorandum. It does not purport to be final but it does synthesize the views of committee members, publishers, and other individuals with whom we have conferred on the matter. Criticisms and suggestions are welcomed by the committee and should be addressed to the undersigned.

PHILLIPS TEMPLE, *Chairman*
A.L.A. Book Acquisitions Committee
Georgetown University Library
Washington 7, D.C.

1. General: For all purposes, the inner margin of a book should be wide enough to permit easy reading at the inner ends of the lines, without the necessity of "forcing" the book and breaking the back. In the case of library books, these conditions should be maintainable after rebinding. In the rebinding of most books, the back has to be trimmed and the stitches of the original sewing eliminated. The margin of the new book bought by libraries should therefore allow for the trimming and a good "bite" into the paper for the new sewing—and then have enough leeway for easy opening and reading.

2. Width of book: In the case of an ordinary trade book, 5" to 6" wide and under 2" thick, printed on good paper, the minimum margin at the binding edge (from fold to inner edge of type matter) should be $\frac{3}{4}$ ". For books over 6" wide, add $\frac{1}{8}$ " to inner margin for each additional 1" of width.

3. Thickness of book: Books over 2" to 2½" thick should have an inner margin of $\frac{3}{4}$ ". Books over 2½" thick should have at least 1" inner margin; more in much thicker books.

4. Nature and use of book: All books used for reference purposes rather than ordinary reading should have 1" minimum inner margin, regardless of width or thickness. Large reference works should have inner margins

beyond the 1" minimum, in proportion to their size.

5. Paper: The above suggestions apply to books printed on ordinary, good quality book paper, with the grain of the paper running the length of the book. For books printed with the grain horizontal, or printed on papers which are stiff, heavily-coated, very soft and pulpy, or very thin and fragile, at least $\frac{1}{8}$ " should be added to the margin suggested as suitable for a book of corresponding size, etc., on good paper. For paper unusually difficult to handle, $\frac{1}{4}$ " extra margin should be added.

6. Pages with other than ordinary text: Pages with full-page illustrations, charts, tables, and similar matter should have more margin than suggested above. Where illustrations, tables, etc., are in the text, they should not (nor should captions) jut out into the inner margins. Where tabular matter is across two pages, these margin minima should be followed and, if necessary, the key "finding" column should be printed on each of the two pages to facilitate reading across. Folded inserts (like maps) should have at least the minimum margin—more if possible. The insert should be folded so that none of the folded portion comes to the inner margin of the adjacent pages and so that the fold comes

well inside (at least 5/16") the outer edge of the book. Where there is a two-page spread (map or picture plate running across the inner margin), the outer margin on each side should be at least 3/4" (to allow for setting-

out and trimming in rebinding).

7 If necessary, the outer margin of ordinary books (not important reference books) may be safely made narrower (to a 5/8" minimum) to provide enough inner margin.

Division Officers, 1947-48

AT THE San Francisco Conference new officers for the divisions were announced and are as follows:

Association of College and Reference Libraries

President, William Hugh Carlson, College Libraries, Oregon State System of Higher Education, Corvallis.

Vice President, Benjamin Edward Powell, Duke University Library, Durham, N.C.

Treasurer, Robert W. Orr, Iowa State College Library, Ames

Division of Cataloging and Classification

President, M. Ruth MacDonald, U. S. Army Medical Library, Washington, D.C.

Vice President, Maurice F. Tauber, Columbia University Libraries, New York City.

Secretary-Treasurer, Margaret Webster Ayrault, U.S. Department of Agriculture Library, Washington, D.C.

Division of Hospital Libraries

President, Helen V. Pruitt, American Hospital Association, Chicago.

Vice President, Francis R. St. John, Library Service, Veterans Administration, Washington, D.C.

Treasurer, Agnes George Cown, Veterans Administration Branch Office No. 8, Fort Snelling 11, Minn.

Division of Libraries for Children and Young People

President, Jean Carolyn Roos, Cleveland Public Library.

Vice President, Sue Hefley, School Libraries, State Department of Education, Baton Rouge, La.

Treasurer, Louise F. Rees, State Library, Lansing, Mich.

Executive Secretary, Mildred L. Batchelder, A.L.A. Headquarters, Chicago.

Division of Library Education

President, Richard H. Logsdon, Columbia University Libraries, New York City.

Vice President, Mary Virginia Gaver, State Teachers College Library, Trenton, N.J.

Treasurer, John Mackenzie Cory, University of California Library, Berkeley.

Library Extension Division

President, Mildred W. Sandoe, Ohio State Library, Columbus.

Vice President, County and Regional Libraries Section, Dorothy Strouse, Lucas County Library, Maumee, Ohio.

Vice President, State Agency Section, Mrs. Eleanor Hitt Morgan, State Library, Sacramento.

Executive Secretary, Mrs. Mary B. Kenan, Prince George's County Memorial Library, Hyattsville, Md.

Treasurer, Mrs. Lois Rainer Green, Alabama Public Library Service Division, Montgomery.

Public Libraries Division

President, Forrest B. Spaulding, Public Library, Des Moines, Iowa.

Vice President, Louis M. Nourse, Public Library, St. Louis.

Executive Secretary, Ruth W. Gregory, Public Library, Waukegan, Ill.

Treasurer, Nordica Fenneman, Public Library, Chicago.

Trustees Division

Chairman, Paul R. Benson, 1224 1/2 Broad St., New Castle, Ind.

First Vice Chairman, Mary R. Leeds, 162 S. Pennsylvania, Atlantic City, N.J.

Second Vice Chairman, Mrs. Caroline G. Mitchell, 1244 Stone St., Chicago.

Executive Secretary, Mrs. F. A. Cushing Smith, Wilmette, Ill.

PICKUPS

By the Editor

THE LIBRARY COUNCIL of the United Nations Association of Massachusetts, organized in 1946, with the aid of the Massachusetts Library Association has prepared the following program

1 To seek, and to demonstrate, concrete ways in which libraries can carry out in their communities the purpose of the council, which is to further understanding and support of the United Nations

2 Watch for unmet book needs on phases of United Nations life and present such needs to appropriate publishers with an inquiry about possible action

3 Keep actively before libraries, the facilities of the United Nations Association of Massachusetts, M Bernard Fox, director, 40 Mt Vernon St, Boston

4 Cooperate with the Massachusetts Library Association, the Massachusetts Division of Public Libraries, and the New England School Libraries Association in a mutual interest in furthering information about the United Nations

Correspondence is invited with similar library councils of state United Nations associations in other parts of the country, address Edna Phillips, Morrill Memorial Library, Norwood, Mass.

THE SEPTEMBER 1947 issue of the *Monthly Catalog* contained a report of a survey of all indexing and cataloging procedures of the library of the Division of Public Documents made by Jerome Kear Wilcox, chairman, A.L.A. Public Documents Committee. The format of the *Monthly Catalog* beginning with this issue was changed as a result of this report.

AT THE third meeting of the U.S. National Commission for UNESCO, held at the Congress Hotel, Chicago, during the

first part of September, a resolution was adopted at the section meeting on Free Flow of Ideas, recommending "to the Secretary of State that the establishment throughout the world of the fundamental human rights of freedom of mind, freedom of conscience, freedom of expression, and freedom of communication should be a principal objective of U.S. foreign policy."

THE AGE LEVEL for readers of *Child Life* magazine was lowered from an average age of ten to an average of six beginning with the July issue of this year. The change in policy was made because the publishers wanted to introduce "Mother" interest in the publication and the only way to do this was to direct appeal to the younger child

ROBERT McCLOSKEY won the eighth annual Young Readers' Choice Award for his *Homer Price* (Viking, 1943). The yearly award is made possible through the generosity of the late Harry Hartman, Seattle bookseller, and is the choice of the boys and girls of the Pacific Northwest. The presentation was made Sept. 5, 1947, at the joint meeting in Seattle of the children's and school librarians' sections of the Pacific Northwest Library Association.

IN APRIL at a school library spring conference held at Ball State Teachers College, school librarians and others interested in school library development organized the Indiana School Library Association. Annual meetings will be held in the spring, and section meetings will be held annually in the fall at the time of the meeting of the Indiana State Teachers Association.

Marcus Is Honored

THE Trustees Division at its business meeting in San Francisco adopted a resolution honoring William Elder Marcus who has been for more than twenty-five years a trustee of the Montclair Free Public Library, seventeen of which he was chairman of the board. The resolution expressed appreciation for the work Mr. Marcus has accomplished in the field of better service to libraries, both in Montclair and in the nation.

A.L.A. Staff Changes

HELEN GEER, former editor of the *Bibliographic Index*, H. W. Wilson Co., has replaced Mrs. Rosemary Caldwell as Headquarters librarian. Miss Geer is a graduate of Wheaton College, Norton, Mass., and of Illinois and Columbia library schools. She has had experience in the Evanston, Ill., and Queens Borough public libraries and in the University of Chicago Library. Mrs. Caldwell has taken a position as assistant librarian of the Haven School, Evanston, Ill.

Eleanor Louise Myers has taken Helen P. Thompson's place as assistant in the Membership Department. She is a graduate of Central College, Fayette, Mo., and of George Peabody Library School. She was formerly a school librarian in Illinois and for two years served as an Army librarian in the European theatre. Miss Thompson is now assistant librarian of the Commonwealth Edison Company in Chicago.

Mrs. Margaret Hunton, a graduate of Howard University and Syracuse University Library School, has replaced Florence

Fitzgerald as editorial assistant in the Publishing Department. Mrs. Hunton has had editorial experience at the Library of Congress and with several labor papers. Her library experience includes the Office of Education, Miner Teachers College, the Library of Congress, Fisk University, and the Chicago Public Library. Miss Fitzgerald is now a reporter for "Supplement," a neighborhood paper in Chicago.

Two new assistants on the *Booklist* staff are:

Eloise Lightfoot, who replaces Zella D. Adams, is a graduate of Stetson University and Pratt Institute Library School, was formerly head of the catalog department in the Miami, Fla., Public Library. For three years she was juvenile book reviewer for the *Miami Herald*. Miss Adams is now librarian of the Public Library, West Palm Beach, Fla.

Mrs. Helen Schmidt, in a new position on the *Booklist*, is a graduate of Butler University and Columbia University library school, has had varied experience in the Indianapolis Public Library, the Joint University Libraries, Nashville, Tenn., and the University of Chicago Library.

Visual Equipment at Headquarters

A.L.A. now has a Victor 16 mm. sound motion picture projector and screen and a Projected Books machine. Both projectors may be examined and demonstrated at Headquarters. The motion picture projector and screen were made available to A.L.A. through the courtesy of the Victor Animatograph Corporation, the ceiling projector through the courtesy of the Lions International.

The CLEARING HOUSE

Brief News of
General Interest

New M.L.A. Officers

OFFICERS elected at the annual meeting of the Medical Library Association held in Cleveland in May are the following:

President, Mrs. Eileen R. Cunningham, Vanderbilt University, School of Medicine Library, Nashville, Tenn.; vice president and president-elect, Janet Doe, New York Academy of Medicine Library, New York City; honorary vice president, Dr. Howard Dittrick, Cleveland Heights, Ohio; secretary, M. Edna M. Poole, Academy of Medicine, Toronto, Ont., Canada; treasurer, Mrs. Edith Dernehl, Marquette University School of Medicine and Milwaukee Academy of Medicine Library, Milwaukee; executive committee member, Margaret Galey Palmer, Evans Dental Institute, Philadelphia.

Films on China

A SERIES of six filmstrips, "Through China's Gateway," with recordings written and narrated by Pearl S. Buck, has been produced by the Telefilm Corporation, 12 E. 44th St., New York City 17, in cooperation with the East and West Association. Projection time of each is about fifteen minutes. The films may be ordered from the Telefilm Corporation at a cost of: silent, \$2.50 each; sound, \$7.50 each; silent series, \$12.50; sound series, \$37.50.

Australian Books Display

THE Australian News and Information Bureau, 636 Fifth Ave., New York City 20, has received from the National Library, Canberra, Australia, a collection of books presenting the many aspects of Australian life and activities. The collection is available for circulation to public and school libraries. Applications should be sent to the

above address and marked "Attention Librarian."

W.H.O. Publications

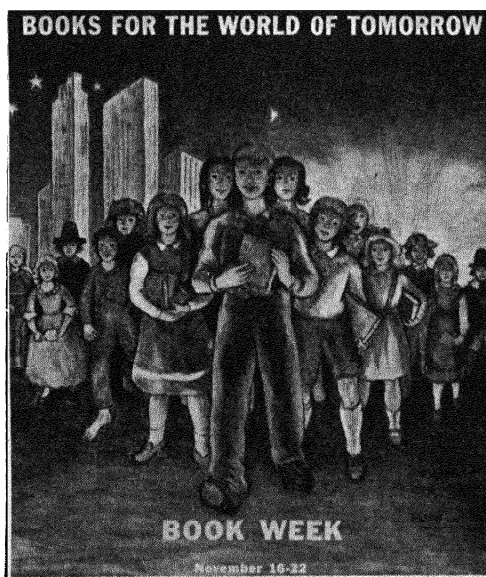
THE FOLLOWING technical publications in the medical and public health fields will be issued by the World Health Organization, Interim Commission:

Bulletin of the World Health Organization
Digest of Health Legislation

Chronicle of the World Health Organization
Official Records of the World Health Organization

Weekly Epidemiological Record
Epidemiological and Vital Statistics Report

They will be available through Columbia University Press, International Documents Service, 2960 Broadway, New York City. All of the publications of the W.H.O. are \$15.



Undergraduate Library Education

TO THE EDITOR:

The current discussion of undergraduate instruction in library science brings up a point which might well be kept in mind by those interested in the matter.

Many colleges and universities are now offering courses designed to meet state certification requirements for school librarians. These courses comprise a number of hours of library science—eighteen or more as a rule—and are supplemented by a stated minimum of hours in education. The requirements are not uniform in the various states, and the courses are highly practical, being intended as preparation for a specific kind of work.

A number of library science majors from this university, and no doubt from other institutions, have begun their professional careers as school librarians and have later gone into public or college libraries, with or without a year's additional training in accredited schools. The possibility of satisfying certification requirements and at the same time providing a foundation for graduate study might well be investigated. It is doubtful whether the present curriculum for school librarians, with its additional educational requirements, leaves enough time for other subjects which may be considered desirable. Probably children's librarianship is the most appropriate field for present undergraduate library science majors who may wish to go further or to transfer to public libraries. Yet it would undoubtedly hamper many able people if their undergraduate library credits could not be accepted for admission to graduate work in other fields of library activity.

Uniformity in state certification regulations and a relaxation of supplementary requirements would go far to make integration of the two kinds of undergraduate work possible. That is probably a remote hope just now. It is certain that unless some means of effecting this integration is found many colleges and universities will continue to turn out certified school librarians who may find other avenues of library work closed to them.

Dr. Danton's proposal for admission to graduate schools by examination offers one possibility, providing individual schools are willing to accept this without laying down too many undergraduate prerequisites of their own. Mr Stewart's article in the September *A L A. Bulletin* points out a necessary factor in applying this idea to school librarians: the development of a continuous in-service training program as preparation for advanced study.

In order to make this program effective, means must be found for bringing it to those who lead, as Mr. Stewart puts it, an "unstimulated, isolated, and often unproductive life in librarianship." These include many small town school librarians. Often poorly paid, with only the meager professional stimulus of infrequent association meetings, they cannot be expected to travel far to attend classes. If they are to have any chance to capitalize on whatever native abilities they possess, or even to do well and progressively better at their own jobs, means must be found for providing this in-service training outside the areas of the big cities and the big library schools.

A genuine effort to integrate sound undergraduate preparation for advanced study with the curriculum for certification, plus an organized program of in-service training reaching to the more isolated and backward regions, would do much to make a new undergraduate-graduate library curriculum effective and to open the way to further development to those who from choice or necessity have begun their careers as school librarians.

ELMER MORI GRIEDER, *Librarian*
West Virginia University

Morgantown

A Loyal Supporter

TO THE EDITOR:

... Our library board has been well indoctrinated with A.L.A. standards, and I believe the members realize now the necessity for offering a salary that will bring some takers

I never had the time to fill out the report sent me by A.L.A. recently, and thus I regret, because I know how much comparative statistics from A.L.A. have meant to me. In fact I bless A.L.A. over and over again, and I quote that Association religiously. If I

have made some progress through the years (and I feel I have), A.L.A. should receive a great part of the credit.

MARGARET M. BEATON, *Librarian*
Coral Gables Public Library
Coral Gables, Fla

Positions

Man, A.B., A.B.L.S., M.A.L.S. near completion, varied experience both small and large public libraries, seeks administrative or reference position in public or college library, preferably in Northeast. Minimum, \$3,000. B17

Wanted Position as cataloger, reference librarian, or teacher of cataloging. A.B., M.A. with major in English, minor in history, B.S. in L.S., 5 years public library, 3 years high school library, 1 year college library, 10 years high school teaching. Prefer college or university position, Florida or West but consider any challenging opening with future and good salary. B15

Librarian, degree, 6 years' experience, wants position in West or South, cataloging or order work preferred. B18

Woman librarian, under forty, with varied library experience, degrees, and excellent recommendations, for responsible duties paying better salary. Northeast U.S. preferred. B21

Graduate of accredited library school, teaching experience, three years' experience in college library, wishes position in northern or western state. B22

Library school graduate to assist in the reference and cataloging departments. Give age, references, and state minimum salary expected. Send application to librarian, Public Library, Springfield, Mo.

Subject indexer for the *International Index*. Applicants with knowledge of psychology and philosophy desired. Also reading knowledge of French, German. Salary open. The H. W. Wilson Company, 950 University Ave., New York City 52.

The Wilson Company needs subject indexers for its periodical indexes. Applicants with sub-

ject cataloging experience preferred. Salaries open, depending on experience. The H. W. Wilson Company, 950 University Ave., New York City 52.

Wanted Assistant librarian with professional training to do cataloging and assist in bookmobile work in expanding county library. Beginning salary, \$2400. Liberal vacation, retirement. Apply Librarian, Montgomery County Library, Montgomery 4, Ala.

Position open Head librarian, professionally trained, for public library in Glen Ellyn, Ill., a residential suburb of Chicago. Staff of three, 18,000 volumes. Salary depending upon experience and qualifications. Apply to president of the Board of Directors, Glen Ellyn Free Public Library, Glen Ellyn, Ill.

Cataloger Teacher-training college. Begin at once. Write librarian, National College of Education, Sheridan Road, Evanston, Ill.

Children's librarian, B.L.S. and three years' library experience required. Reference assistant, B.L.S. required. For details, apply to the Civil Service Board, Royal Oak, Mich.

Head of Children's Department wanted by medium-sized library in New York State. Chance to use initiative, beautiful children's room. Please send full data, credentials, and photo. \$2500 or \$2700 for two years' or more experience. B19

Assistant in Reference and Cataloging wanted by medium-sized library in New York State. Chance to use initiative. Please send full data, credentials, photo. \$2500 or \$2700 for two years' or more experience. B20

Michigan State Library needs order librarian, and children's librarian, salaries \$2400-2880. Write Lansing 13.

NOTICES by A.L.A. personal or institutional members will be inserted for a charge of fifty cents a line, minimum one dollar and a half. Deadline: tenth of month preceding publication. Payment should not be made until statement is sent from the *Bulletin* office.

Advertisements offering less than \$2100, the minimum salary recommended by the A.L.A. Council, are accepted after advertisers have been reminded that \$2100 is the minimum recommended by A.L.A. and that it is difficult to fill positions at that figure.

1947 Membership Campaign

Quotas and Score on September 30

<i>Region I</i>	<i>Quota</i>	<i>Sept. 30</i>	<i>Region VII</i>	<i>Quota</i>	<i>Sept. 30</i>
Idaho	6	5	Michigan	157	106
Montana	11	8	Ohio	196	160
Oregon	40	15	*West Virginia	17	40
*Utah	9	17		—	—
Washington	65	49		370	306
Wyoming	4	3			
	—	—	<i>Region VIII</i>		
	135	97	Delaware	9	3
<i>Region II*</i>			District of Columbia	98	87
*Arizona	8	10	*Maryland	56	64
*California	227	304	New Jersey	92	49
*Nevada	3	5	Pennsylvania	163	118
	—	—		—	—
	238	319		418	321
<i>Region III</i>			<i>Region IX</i>		
*Arkansas	16	19	New York	414	289
Louisiana	39	31			
New Mexico	11	6	<i>Region X</i>		
Oklahoma	21	18	Connecticut	56	28
Texas	76	57	Maine	15	6
	—	—	Massachusetts	153	66
	163	131	New Hampshire	18	10
<i>Region IV</i>			Rhode Island	19	6
*Alabama	23	23	Vermont	10	4
Florida	34	32		—	—
*Georgia	33	51		271	120
Kentucky	29	19			
*Mississippi	14	17	<i>Region XI</i>		
*North Carolina	60	65	*Alberta	3	4
*South Carolina	22	25	British Columbia	12	10
Tennessee	51	32	Manitoba	2	0
Virginia	52	51	Saskatchewan	4	0
	—	—	New Brunswick	1	0
	318	315	Nova Scotia	2	0
<i>Region V</i>			Prince Edward Island	1	0
*Colorado	31	47	Ontario	32	17
Iowa	45	26	Quebec	10	3
Kansas	36	16		—	—
Minnesota	76	49		67	34
Missouri	58	45			
Nebraska	25	10	<i>U. S. Territories</i>		
*North Dakota	8	8	Hawaii	13	7
South Dakota	12	6	Others	4	5
	—	—		—	—
	291	207		17	12
<i>Region VI</i>			<i>Foreign</i>		
Illinois	248	153		43	73
Indiana	86	65			
Wisconsin	85	56			
	—	—			
	419	274	TOTAL	3,164	2,499

* Indicates state or region has exceeded goal.

A.L.A. NOVEMBER TITLES

● **CONFERENCE ON
INTERNATIONAL,
CULTURAL, EDUCATIONAL AND
SCIENTIFIC EXCHANGES**

Agenda and report of the Princeton Conference on international exchanges as a means of building world peace and understanding. Extensive notes and documentation by Edwin E. Williams and Ruth V. Noble provide historical perspective 232 pages. \$4.00.

● **LIBRARY BUILDINGS
FOR
LIBRARY SERVICE**

Papers read at the University of Chicago Library Institute, August, 1946. Fundamental considerations of many of the problems to be confronted in the design and construction of public, college or university libraries. Edited by Herman H. Fussler Illustrated 232 pages. \$3.50.

● **BY WAY OF
INTRODUCTION,
SECOND EDITION**

A new recreational reading list for young people. Impelling annotations are addressed directly to young people. Grouped by broad reading interests. Compiled by a Joint ALA-NEA-NCTE Committee—Jean C. Roos, Chairman. Edited by Frances Grim 120 pages Illustrated. Single copies, \$1.25; 10 to 100, 65¢ each, 100 or more, 50¢ each

● **CLASSIFICATION:
AN INTRODUCTORY
MANUAL,
SECOND EDITION**

Revised and enlarged edition. Discusses principles of classification, four classification schemes, notation, shelf arrangement, book numbers and the history of classification. All sections considerably expanded. Good bibliographies. By Margaret M. Herdman 50 pages 75¢.

Still New

SUBJECT GUIDE TO UNITED STATES GOVERNMENT PUBLICATIONS. A first aid in answering reference questions from government publications. A key, by subject, to documents issued during the past 20 years which yields information of current interest. Companion volume to *Subject Guide to Reference Books*. By Hirschberg and Melnat. 236 pages. \$5.00

REFERENCE BOOKS OF 1944-46. The fourth informal supplement to the sixth edition of Mudge's *Guide to Reference Books*. Approximately one-third of the more than 600 listings are foreign books, many of which were omitted in the third supplement because of war censorship. Compiled by Constance M. Winchell 96 pages \$1.25.

LIST OF THEOLOGICAL SUBJECT HEADINGS, 2ND ED. Combines in one alphabet Union Theological Seminary and Library of Congress theological subject headings, including corporate church names. Appendix gives information on all church bodies listed. Many cross-references. Prepared by Julia Pettee. 653 pages. Planographed Cloth. \$10.00

THE LIBRARY IN THE SCHOOL, 4TH ED. Completely rewritten. Reflects newer attitudes toward and functions of the school library. Valid to the entire library program. The only basic book in this field. Up-to-date bibliographies for each chapter. By Lucile F. Fargo. 405 pages. Illustrated \$4.00.

BOOKS PUBLISHED IN THE U.S., 1945. A checklist of the important books of the year, considered by subject specialists as significant contributions to scholarship or as important reference aids. 396 books are arranged under 15 broad headings. Author and subject index. Compiled by Foster M. Palmer. 40 pages. 50¢.

AMERICAN LIBRARY ASSOCIATION, Chicago
