A LIBRARY SCHOOL IN CHICAGO.

May 20, 1924

The plan of establishing a Library School of high educational and professional rank in the city of Chicago has been under consideration by the Chicago Library Club and by the officials of various libraries in the city for some years. Several reports have been prepared upon the matter, all of which have favored the general plan, though there has been difference of opinion as to details and as to practicability.

I. Reasons for the Establishment of Such a School.

Among the many reasons which might be cited are

1) There is a large demand for trained library assistants in the many libraries in Chicago.

2) Chicago is the natural center for the development of a Library School which can serve the middle west with its numerous well-established libraries. While the school at the University of Illinois is a most excellent one, it is limited both by the lack of library facilities other than those of the University itself, and also by the fact that it is a state school which finds it necessary to publish in its circulars regarding special students and the six weeks summer course that they are, "Primarily for the benefit of Illinois librarians". There is room and need for a school of the highest standards which will receive all students on an equal basis.

3) Chicago itself is a very important center from the point of view of libraries. In it or its suburbs are located the great Chicago Public Library, a half dozen typical small city libraries (Evanston, Cicero, Gary, etc.), the Libraries of Chicago and Northwestern Universities, and a dozen smaller college libraries, the John Crerar Library, the Newberry Library, the Field Museum Library, the Art Institute Library, the Library of the Chicago Historical Society, the Library of the American Medical Association, two extensive Law Libraries, the Library of the Western Society of Engineers, the Municipal Reference Library, two large bank libraries, and a large number of special libraries in business houses.
A LIBRARY SCHOOL IN CHICAGO

The plan of establishing a Library School of higher academic and professional rank in the city of Chicago has been under consideration by the Chicago Library Club and many other interested groups. Various plans have been alluded to, but none has yet proved feasible. Several plans have been brought before the committee, all of which have lacked the general interest. The present formal plan of a library school, with clear definition of objects to be attained and a definite purpose, is most desirable.

Recommendation for the Establishment of a Library School

The time has come when a school of library science is needed in Chicago.

In Chicago the need for the development of a Library School is overwhelming. The city of Chicago is a metropolis with numerous well-established libraries. While the number of university libraries is large, the graduate school of the University of Illinois and the Newberry Library, among others, lack of library facilities. Other than these, the Chicago Public Library has been in its present form for the past three years. The rapid growth of the city and the increasing need for librarians have made it necessary to establish a library school. The present method of training librarians by the Newberry Library is inadequate and the need for a school of library science is urgent.

The purpose of the Library Science.

There is a need for a school of library science in Chicago. The need for trained librarians to meet the demands of the rapidly growing city is present. The library school should be established with the primary purpose of training librarians for the Chicago Public Library and the Newberry Library.

Conclusion.

The establishment of a Library School in Chicago is necessary and desirable. The school should be established with the purpose of training librarians to meet the demands of the city's rapidly growing library system.
4) The Libraries of the University of Chicago, Newberry, and Crerar are especially rich in collections of rare books and manuscripts.

5) A Library School located in the downtown district would undoubtedly be able to make arrangements with the Public and John Crerar Libraries for access to their collections of reference and bibliographical books for the general studies necessary to an adequate preparation for a library service. The A.L.A. booklist department could offer unequaled opportunities for work in book selection probably including the actual experience in reviewing and the publication of some of the products. The more advanced students would find it expedient to do some part of their technical work at the University.

6) Chicago is the headquarters of the American Library Association, hence a point frequently visited by eminent librarians who would be available for special lectures.

7) Chicago is also the regular meeting place for the mid-winter sessions of the A.L.A. council and the various sectional meetings, and hence offers to the students the opportunity of meeting librarians from various parts of the country.

8) The Chicago Library Club with its membership of about five hundred includes specialists in all lines of library work, hence offers to Library School students unusual opportunities for acquaintance.

9) Chicago is a great center of publication, commerce, art, and culture, hence offers to its residents the best of lectures, concerts, opera, drama, etc.

10) Many small town libraries have museums in connection with them. A Library School in Chicago in cooperation with the Art Institute, the Field Museum, the Chicago Historical Society, and the University museums could offer courses in the care and management of museum materials.

II. Type and Grade of Proposed School.

1) To meet adequately the needs of the situation as above described, a Library School established in Chicago should be a graduate school leading to professional graduate degrees.
The Importance of the University of Chicago, Woman's, and Graduate Studies

(1) The importance of collecting late books and manuscripts.

(2) A special school located in the community offered may unnecessarily prejudice fine to make arrangements with the public and to make libraries and collections of late books and manuscripts.

A special school located in the community may unnecessarily prejudice fine to make arrangements with the public and to make libraries and collections of late books and manuscripts.

(3) The opportunity of meeting important influential people, and the opportunity of meeting influential people in the community.

(4) The opportunity of meeting influential people.

The opportunity of meeting influential people.

(5) The opportunity of meeting influential people.

(6) The opportunity of meeting influential people.

(7) The opportunity of meeting influential people.

(8) The opportunity of meeting influential people.

(9) The opportunity of meeting influential people.

(10) The opportunity of meeting influential people.

(11) The opportunity of meeting influential people.

If the school or department of fishery science is operated, it may become a graduate school in Chicago rather than a department or college, depending on the circumstances.

Eugene, 1940.
2) The requirements for admission might properly be very specific. In other words, they should be stated not simply in terms of four years of college work, but specifically naming the fields in which the students must have done work and the minimum amount of work in each field in order to insure a proper broad foundation of general knowledge. Students deficient in such preparation should be required to make up the same before receiving their degrees.

3) The subjects to be enumerated in such a list should include English, General Literature, Latin, German, French, and some work in at least one or two other languages; survey courses in the History of Art, Geography, Physical Sciences, and Biology; two or three courses each in Sociology, Political Economy, Political Science, General History, English History, and American History; introductory courses in Philosophy, Ethics, Aesthetics, Psychology, Social Psychology, and Education. Additional electives might be offered in any of the above departments or in some other fields of study.

4) The curriculum of the school itself might include some further courses of the same general character as those enumerated above, but the major portion of it should consist of fundamental courses in the various processes involved in library work itself. The subjects included should be Acquisition, Cataloguing, Classification, Indexing, Bibliography, Reference and Loan work; courses in the control of printing, proof-reading, binding, and other mechanical processes; general courses in administration covering history of the library movement in America, the different types of libraries and their special problems, the fundamental principles of library building adapted to the various types of libraries, statistics, budgets, and publicity; visits to and practice work in various kinds of libraries; advanced courses in Paleography, Manuscripts, Incunabula, and Rare Books.

5) Students who complete a two year course of graduate work might receive the degree of Bachelor of Library Science, and upon completing a further one year course, the degree of Master of Arts in Library Science or possibly a degree of Master of Library Science.
(3) The regulations for admission, transfer, and graduation for the various programs and departments may require a specified number of courses or hours of study. These regulations are designed to ensure that students acquire a well-rounded education and are prepared for their future careers. Students must complete a certain number of courses in each of the following areas:

- General Education: English, Mathematics, Science, Social Studies, and Fine Arts
- Major Field: Specific courses in the major field of study
- Electives: A selection of courses that allow for specialization and breadth of knowledge

(4) The purpose of the educational institution is to provide a well-rounded education that prepares students for a wide range of careers. The curriculum is designed to help students develop critical thinking skills, analytical abilities, and problem-solving skills. The institution offers a variety of programs in fields such as liberal arts, business, education, and technology. Students are encouraged to take courses that align with their career goals and interests. The institution also offers support services such as counseling and career development to help students achieve their educational and career objectives.
III. Reasons Why Such a Library Should be Established as a Part of the University of Chicago.

1) The Library School would be located in the University College building on Michigan Boulevard in the heart of the downtown district and near to the Public Library, the Crerar Library, and the other libraries of that district.

2) The University College offers a large range of both undergraduate and graduate courses in which the library student might make up defects in entrance conditions or take special courses. It should be noted that the McKinlock campus is planned as a professional campus only. For many years at least, there will be no general college work there either undergraduate or graduate, and no general library. The latter will probably always be in Evanston. This is at least 45 minutes from the McKinlock campus while the general library of the University of Chicago is only 15 minutes by I.C. trains from the loop.

3) The fact that the University of Chicago Library is the fourth largest university library in America, and in which the largest University Library of any with which a library school is connected offers unexcelled opportunities for experience and research.

4) The University Library own the largest and finest collection of bibliographical and reference books in the middle west and is exceeded in this regard by only two or three other libraries in the United States.

5) The University of Chicago has the four equal quarter system fully developed, thus making it possible for a student to enter at the beginning of any quarter and do the two years of work in any six quarters, say from January 1 of one year to June 15 of the next, or in six consecutive summers or in three periods of six months each, secured by special leaves from the library where a student might be employed.

6) The University of Chicago has a large graduate body, hence offering opportunities for contacts with large numbers of graduate clubs in other professions.

7) The University of Chicago has large and strongly organized departmental
The University of Chicago offers a large rank of its students an opportunity to receive a liberal education and to prepare themselves for professional and public life. The University is noted for its rigid standard of entrance and its high standards of instruction. The University is located in the city of Chicago, and is one of the largest universities in the United States.

The University of Chicago is a center of intellectual activity, and provides opportunities for research and study in a wide range of fields. The University is also known for its strong emphasis on the liberal arts, and its programs in science, engineering, law, business, and medicine are highly regarded. The University is committed to providing a well-rounded education that prepares students for lives of service and leadership.

The University of Chicago was founded in 1890 and is one of the oldest universities in the United States. It is located in the city of Chicago and is home to more than 35,000 students and faculty. The University is known for its rigorous academic standards and its commitment to excellence in research and teaching.

The University of Chicago is a member of the University of Chicago System, which includes the University of Chicago, the University of Chicago Law School, the University of Chicago Booth School of Business, and the University of Chicago Divinity School. The University is also a member of the Association of American Universities and the Ivy League.

The University of Chicago is renowned for its contributions to the fields of science, mathematics, economics, and literature. The University has produced numerous Nobel laureates, including Marie Curie, Albert Einstein, and Linus Pauling.

The University of Chicago is committed to providing a diverse and inclusive educational environment. The University is dedicated to promoting social justice and equality and is committed to preparing students to become leaders in their communities and in society at large.

The University of Chicago is also known for its strong emphasis on athletics. The University is a member of the Ivy League and competes in a variety of sports, including football, basketball, baseball, and soccer. The University is also home to the Chicago Maroons, the University's varsity athletic team.
clubs such as the graduate History Club, the Graduate Commerce Club, Kent Chemical Society, etc., etc. which are open to all graduate students interested in their respective fields.

8) The University of Chicago has large language clubs in several of the foreign languages which are open to all university students. Der Deutsche Sprachverein, Le Cercle Francais, El Círculo Español, etc., offers lectures and opportunity for conversation in these languages.

9) The University offers a large calendar of special lectures in various fields which are open to students.

10) Housing facilities are excellent in the University neighborhood. The student is within 15 minutes by I.C. of his work room in the University College building and yet can be near the campus for evening club meetings and lectures as well as for study and research work in the University Libraries.

11) Bartlett Gymnasium and Ida Noyes Hall offer swimming pools and other opportunities for exercise and recreation.
The Graduate Commission of the Graduate Council of the University of Chicago, of which the above is an excerpt, has been interested in such matters in the past. The University of Chicago has a large undergraduate group in science in the University, and the faculty members of the University are interested in the future of such a group. The University of Chicago has a large undergraduate group in the College of Science, and the faculty members of the University are interested in the future of such a group.
Memorandum to President Burton:

You asked me to give you a memo on a tentative program for a library school.

I am very firmly convinced that there should be a library school in Chicago for a number of reasons. (1) The strong demand for trained helpers in the many libraries in Chicago. (2) The fact that Chicago is the natural center for the middle west in which the library movement is very highly developed. Schools like that of the University of Illinois are professedly for Illinois students, those from other states being admitted only when there are vacancies not wanted by Illinois people. Hence there is an opening for a school which will take students from all the middle western states on an equal basis. (3) Chicago is a center in which many libraries of many different types are located, thus giving an opportunity for experience in practically all types of library work from the great public library, the two university libraries, and two big reference libraries on the one hand, to the various bank, business, and special libraries on the other hand. (4) The large collections of rare books in the Newberry Library, the Crerar Library, and the University Library offer splendid facilities for experience in this difficult field of library work.

It is quite certain that a library school located in the University College downtown would be able to make arrangements with the Public and Crerar Libraries for access to their collections of reference and bibliographical books. More advanced students would probably find it advisable to do a part of their work in the University Library where they might use our collection of bibliographical tools which is probably the largest in the middle west.
As I am thinking of the library school, I am thinking of a two year graduate course corresponding in some measure to the work of the Divinity School. By that I mean that if the first three years of college work were properly controlled, it might be possible to take the first year of library work or at least a part of it during the senior college year. In other words, just as the four year college course and three year Divinity course can be completed in six years, so it might be possible to complete the four year college course and two year library course in five or five and a fraction years. The student who intends to enter the library school should have very thorough work in English, General Literature, Latin, German, and French, and some work in at least one or two other languages. He should have survey courses in Astronomy, Geology, Geography, and Biology. He should have at least two or three majors each in Sociology, Economy, Political Science, General History, English History, and American History. He should also have an introductory course to Philosophy and the courses in Logic, Aesthetics, Elementary Psychology, and Social Psychology. With this as the backbone of the course, the student might take additional electives in any one of the various great fields of knowledge in Social Science, Literature, Technology, Physical Science, or the Biological Sciences, as his interests indicated. Thus he would lay a foundation for librarianship in whatever field most attracted him. Thus I am thinking of something resembling our School of Commerce where the college course could be controlled by the Director of the library school though of course the emphasis in the library school would be on the graduate work.

The library school should offer the fundamental courses in Acquisition, Cataloguing, Classification, Indexing, and Reference and Loan work; courses in the mechanical processes familiarizing the students with printing, proof-reading, binding, multigraphing, typing, etc; and general courses in Administration including History of the Library Movement in America, Discussion of the special problems of small libraries etc. Advanced courses
...
would be given in the more difficult phases of Cataloguing, Classifying, and Reference work. The problems of the larger libraries and of the special libraries would receive proper consideration. Fundamental principles of library building also demand attention. Courses should also be given in school libraries with particular emphasis upon high schools, also in work with children. Of course visits of inspection would be made to typical printing establishments, binding establishments, and to libraries of all kinds. Practice work would be assigned in the sorts of libraries in which the student expected to work after graduation. A school here can perhaps better than any other in the country give the very advanced courses leading to a masters degree in Paleography, Manuscripts, Incunabula, and other rare and difficult types of library work and research.

To summarize, I suggest a four year college course so arranged as to give a wide basis of general information on all the more important fields of knowledge; a two year graduate library course leading to the degree of Bachelor of Library Science; and a further one year course leading either to a M.A. degree in Library Science, or a degree of Master of Library Science.

I should be glad to study this in more detail when you have approved the lines outlined or suggested others.

Very truly yours,

Edward A. Henry
Head of the Readers' Department
would be given in the more critical phases of education. Classification, and reference
work, the problems of the larger frame may of the specific purposes, would receive
proper consideration. Fundamental principles of education and educational training
should also be given to school personnel with particular emphasis upon higher
schools, and in work with gifted. Of course, there is a problem of what, to
educational processes. The results of educational training in which the student achieves
practical work must be evaluated in the light of educational processes in which the student achieves
to work after graduation. A school here can be made better only when it is the community
that is to work after graduation. A school here can be made better only when it is the community
the community, and after that, and will turn to the various fields of practical work and research.

In the community, I suggest a four-year college course as structured as to give a wide base
of general information on the more important phases of knowledge, and a four-year base
of general information on the more important phases of knowledge, and a four-year base
In this context, I suggest a four-year college course as to give a wide base
of general information on the more important phases of knowledge, and a four-year base.

Very truly yours,

[Signature]

Head of the Readers' Department.
A LIBRARY SCHOOL IN CHICAGO.

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I. Reasons for the Establishment of Such a School.

Among the reasons are

1) There is a large demand for trained Library attendants in the many libraries in Chicago.

2) Chicago is the natural centre for the development of a Library School which can serve the middle west with its numerous well established libraries. Schools like that of the University of Illinois are professedly for Illinois students, those coming from other states being admitted only when there are vacancies not needed for applicants from Illinois. There is room and need for a school which will receive students from all the middle western states without discrimination.

3) Chicago itself is a very important centre from the point of view of libraries. In it, or its suburbs, are located the Library of the University of Chicago, the Libraries of Northwestern University, the John Crerar Library, the Newberry Library, and two extensive Law Libraries, and very many other libraries in schools of various kinds, in banks and business houses.
A LIBRARY SCHOOL IN CHICAGO

The plan of establishing a Library School at high academic level and professional rank in the city of Chicago has been under consideration for some years. General reports have been favorable; the matter has been reviewed by the General Council of the American Library Association, and the question is now before the Association, as to whether the time is now ripe for the establishment of such a school.

It appears to me that the time is now ripe for the establishment of such a school.

I write this as a letter to the American Library Association in Chicago.
4) The Libraries of the University of Chicago, Newberry and Crerar are especially rich in collections of rare books, and in extensive collections of books of a scientific character.

5) A Library School located in the downtown district would undoubtedly be able to make arrangements with the Public and John Crerar Libraries for access to their collections of reference and bibliographical books for the general studies necessary to an adequate preparation for library service. The more advanced students would find it expedient to do some part of their more advanced technical work at the University.

II. Type and Grade of Proposed School.

1) To meet adequately the needs of the situation as above described, a Library School established in Chicago should be a graduate school in the sense in which the Law and Medical Schools of the University of Chicago are such. In other words it should lead to a graduate degree, but the requirements for admission should be three years of college work, the first year of the school counting also as the fourth year for the Bachelor's degree.

2) The requirements for admission might properly be more specific than above indicated. In other words, they should be stated not simply in terms of three years of college work, but specifically naming the fields in which the students must have done work, and the minimum amount of college work in each field.

3) The subjects to be enumerated in such a list should include English, General Literature, Latin, German, French, and so work in at least one or two other languages, survey courses in Astronomy, Geology, and Geography; two or three majors in Social Political Economy, Political Science, General History, English
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sets out the requirements for publication of a scientific paper.

(1) AIPRINT School located in the town of AIPRINT, and
many workshops and offices to make arrangements with the printers and
your great publications for access to their collection of reference
books and other materials. The more knowledgeable
students are expected to go some part of their more advanced

In the same spirit of the University.

(2) Type your name or Rubam School.

(3) Type your name or Rubam School.

(4) The requirements for admission include a minimum
score of college work in each field.

(5) The subjects to be announced in each field include

Political Economy, Political Science, General History, Geography, and so on.
and American History; introductory courses in Philosophy, Logic, Ethics, Elementary Psychology and Social Psychology. Additional electives might also be offered in any of the above courses, and possibly in other fields also.

4) The curriculum of the School itself should include further courses of the same general character as those enumerated above under conditions of admission, but the major portion of it should consist of fundamental courses in the various processes involved in library work itself. The subjects included should be acquisition, cataloguing, classification, indexing, and reference and loan work; courses on printing, proof-reading, binding; a general course in administration including history of the library movement in America, discussion of the special problems of different types of libraries, fundamental principles of library building, practice work in various kinds of libraries; advanced courses in paleography, manuscripts and incunabula.

5) Students who complete a three-year course consisting of one year, counted also for the Bachelor's degree, and two years of graduate work might receive the degree of Bachelor of Library Science; and upon completing a further one-year course, receive the degree of Master of Arts in Library Science.

III. Reasons why such a school in Chicago should be established as a part of the University of Chicago.
American History, International Politics, and Political Science. Affiliated
Societies might also be allocated in any of the above courses, and
possibility of other fields also

III. The attainment of the School's first purpose in

further courses of the same general character as those undertaken
as above and combining an ability to appreciate and to make proper and in-
cluding courses of international character in international processes, and
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and in my work courses in all different, more diverse, and diverse,
The Hollywood,  
Southern Pines, N. C.,  
February 15, 1924.

Mr. F. M. Keppel, Pres't,  
The Carnegie Corporation,  
Fifth Avenue,  
New York, N. Y.

My dear Mr. Keppel,

I have been wondering what progress you have made in your thought about a Library School in Chicago. We at the University of Chicago are just now hard at work on a schedule of urgent needs, preparing to a long steady pull for funds. I have gathered some data respecting the character of a School such as I think should be in Chicago, but am not altogether clear just where in our list of Desirables the plans for such a School should stand.

I am going to be in New York at the Commodore Hotel for two or three days next week, probably arriving on Tuesday and leaving on Friday. If you are to be there I should be glad to have at least a few words with you about the matter and will take the liberty of calling you for an appointment if possible.

Cordially yours,

EDB: MOX
The Hollywood
Sunny Days, N.C.
Repatriation Feb. 1943

Mr. E. N. Keppler, President
The Caucasian Company
With Warmest Wishes
New York, N.Y.

We never met, Mr. Keppler,

I have been conducting more or less of
your name and located you recently.

I was very interested in the University of Chicago
School of Commerce, and I think that you will enjoy
the course. It is a course that will prepare you for a
professional career in business. Please let me know
whether you are interested in the course.

I hope you will have a good time in Chicago.

Sincerely,

[Signature]

Please let me know when you will be in New York.

I want to try out for the University of Chicago
football team and I want to see how I can improve.

[Signature]
July 10, 1924

Memorandum to Mr. Henry
   and to Mr. Filbey

The attached memoranda will indicate
the shape in which I am leaving the data on the Library
School.

I should be glad if you would confer
together and have the material in shape to send to Mr.
Keppel on my return.

Very truly yours,

Copy of memoranda sent
after President Burton's
departure - July
July 18, 1984

Memorandum to Mr. Henry
and to Mr. Bishop,

The enclosed remittance will indicate
the steps I am taking to fight
the illegal operation at the plant
school.

I am sure you find it very
important and have full
authority to handle it.

Keep it on my record.

Very truly yours,

[Signature]
July 17, 1924

My dear Mr. Keppel:

Ever since I talked with you some months ago about a Library School at the University of Chicago I have been looking forward to presenting to you the plan in full, but have found myself hindered by the fact that we have been restudying almost every department of the University, and it has been difficult for me to give the necessary time to this study myself or to command it on the part of others.

I am now just sailing for England for a few weeks rest, and had confidently expected to be able to send you the statement before sailing. I find, however, that I still lack certain data.

I am writing therefore to say that I hope soon after my return in September to send you a complete statement of data and proposal.

If for any reason it is desirable that the data should be in your hands before September 29, Mr. E. A. Henry of our University Libraries will be glad, on request to him, to furnish the material in its now nearly complete form.

With best wishes,

Very sincerely yours,
July 19, 1932

Dear Mr. Koepel,

Ever since I talked with you some
months ago about a position at the University of
Oklahoma, I have been looking forward to the prospect of
your reply to my letter. But I have received no news from
you as yet, and I have been wondering if there
was any agreement on the University's and my personal
interests, and if you have probably
not written me to give the necessary line to fill this vacancy
in an urgent manner,

or to command it on the part of others. I
was very much gratified to learn that
in a few weeks' time you had undoubtedly expressed to
me your wish that you could accept the position. I am now
very anxious for you to return to
proper and adequate authority and position. I
have written to you several letters to endeavor to

persuade that I still look forward to the

time when I am writing you now to say that I

hope soon after my return to expectancy to send you a
comprehensive statement of facts and positions.

I feel very keen in the good sense of
the great service to your honor, your parents, and your
State. A health of such University and so forth will be

to you;

your comprehensive form

With affectionate regard,

[Signature]
MEMORANDUM ON THE LIBRARY SCHOOL

For presentation to Mr. Keppel there should be:

1. The statement of the plan, headed "A Library School in Chicago", modified as indicated in pencil. This is divided into I, II and III.

2. Attached to this, with continuous notation, beginning with IV should be the Budget prepared by Mr. Filbey. The notation can be made continuous by using the heading - "IV Estimates of Cost," (in place of Budget Memorandum A, Library School), then prefixing "A" to Administration and Instruction, then inserting "B" Space Requirements at the top of page "B", and prefixing "C" to Capital Grant, etc. ("D" should be omitted for the present as irrelevant.) Equipment will be "D" Summary of budget Items (F) will be "E"; (G) will be "F".

3. A summary of opinions of non-university people especially A.L.A. people, prepared from oral statements by Mr. Henry.

4. A covering letter to be written by or in the name of Ernest D. Burton.
Mr. N. E. H. Whittaker

REMEMBER ON THE THIKAIA SCHOOL

I. The blank for Mr. E. Whittaker's letter to the Governor during the visit of His Majesty the King. The letter was written by Mr. E. Whittaker, the Governor of the school, and was addressed to the Governor of the school. It was written in black ink on a piece of white paper. The letter was written on a typewriter and is signed by Mr. E. Whittaker.

II. The blank for Mr. E. Whittaker's letter to the Governor during the visit of His Majesty the King. The letter was written by Mr. E. Whittaker, the Governor of the school, and was addressed to the Governor of the school. It was written in black ink on a piece of white paper. The letter was written on a typewriter and is signed by Mr. E. Whittaker.

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MEMORANDUM ON THE LIBRARY SCHOOL

For presentation to Mr. Keppel there should be:

1. The statement of the plan, headed "A Library School in Chicago", modified as indicated in pencil. This is divided into I, II and III.

2. Attached to this, with continuous notation, beginning with IV should be the Budget prepared by Mr. Filbey. The notation can be made continuous by using the heading - "IV Estimates of Cost," (in place of Budget Memorandum A, Library School), then prefixing "A" to Administration and Instruction, then inserting "B" Space Requirements at the top of page "B", and prefixing "C" to Capital Grant, etc. ("D" should be omitted for the present as irrelevant.) Equipment will be "D" Summary of Budget Items (F) will be "E"; (G) will be "F".

3. A summary of opinions of non-university people especially A.L.A. people, prepared from oral statements by Mr. Henry.

4. A covering letter p to be written by or in the name of Ernest D. Burton.
MEMORANDUM ON THE LIBRARY SCHOOL

For presentation to Mr. Ripper, these points per
I. The assessment of the plan, passed "A Liberal
School in Oxford" method as indicative in
benefit. This is giving into I, II and III.

2. According to this, with continuing notation,
preliminary with IV amount of the budget passing
on Mr. Ripper. The notation can be made con-


in view of their passing. "IV Estimation of


A. "In place of "B," have perceiving to
Liberty School." Please practicing "Aa to
Administration and institution, clear instaining
"B" Space requirements of the top of piece "B"
and practicing "Cc to Capital Grant, etc.
and applying Cc to present as referred.
Equipment will be "D" Summary of budget items
(1) will be "Ea" (2) will be "Fb"

8. A summary of opinion of non-administrative people
especially A. People, prepared from any angle—

welfare of Mr. Ripper.

A. Conclusive letter to be written of or in the

name of Principal. Rated.
MEMORANDUM ON THE LIBRARY SCHOOL

For presentation to Mr. Keppel there should be:

1. The statement of the plan, headed "A Library School in Chicago", modified as indicated in pencil. This is divided into I, II and III.

2. Attached to this, with continuous notation, beginning with IV should be the Budget prepared by Mr. Filbey. The notation can be made continuous by using the heading - "IV Estimates of Cost," (in place of Budget Memorandum A, Library School), then prefixing "A" to Administration and Instruction, then inserting "B" Space Requirements at the top of page "B", and prefixing "C" to Capital Grant, etc. ("D" should be omitted for the present as irrelevant.) Equipment will be "D" Summary of Budget Items (F) will be "E"; (G) will be "F".

3. A summary of opinions of non-university people especially A.L.A. people, prepared from oral statements by Mr. Henry.

4. A covering letter to be written by or in the name of Ernest D. Burton.
MEMORANDUM ON THE LIBRARY SCHOOL

FOR PRESENTATION TO MR. KEBBEF.

Mr. KEBBEF.

THE ACCEPTANCE OF THE PLAN PROPOSED TO DECREASE THE "L" LIBRARY SCHOOL, TO GIVE THE EFFECT OF "M" AND "N.

ITEM II AND ITEM III.

ATTACHED TO THIS, WITH CONTINUOUS NOTATION,

BEGINNING WITH ITEM IV APPEARING ON THE BUDGET PREPARED

BY MR. KEBBEF.

THE NOTATION CAN BE MADE CONCISE.

FINANCE BOARD, MEMBERS FOR THE PLAN.

VI. "M" THUS FAR.

VII. "N" THUS FAR.

A "L" IN PLACE OF BUDGET MEMORANDUM.

A "L" TO PRACTICE "G" TO PRACTICE "G" TO CAPITAL GRANT, ETC.

AND PREVAILING "G" TO CAPITAL GRANT, ETC.

SUOLL UND PRACTICE "G" TO THE PRESENCE AS APPARENT.

SUMMARY OF BUDGET ITEMS.

"C" WILL BE "C" WILL BE "C" WILL BE "C".

A "L" SUMMARY OF OPINION OF NON-UNIVERSITY PEOPLE.

SPEAKING A "L", PEOPLE PROPOSED FOR ALL SAKE.

RECORD BY MR. HENRY.

A "L", CONCLUDING LETTER TO BE WRITTEN BY OR IN THE NAME OF PLANTER. BARTON.
President Ernest D. Burton
Faculty Exchange

My dear President Burton:

Attached are memoranda bearing upon initial expenditures and capital funds necessary for the proposed Library School. It was assumed that the administrative office and limited classroom and other space for student use would be located downtown in connection with University College. It was further assumed that the present building program of the University would provide adequate administrative and instructional space to meet Library School needs at the University without rental payment and without an additional capital grant for the school.

Memorandum A is based on the assumption that adequate salaries must be provided if the necessary leadership is to be secured and retained for administration, research and instruction. This is highly important if any large fraction of the work is to be conducted on the graduate level.

This need for leadership and the corresponding need for uninterrupted service led to the recommendation of salaries for staff members well in advance of the salaries paid for service in university libraries. It is expected that the salaries suggested will attract professional service of a high order.

Memorandum B is based on data found in the Library School Correspondence, supplemented by limited information gathered from members of the University Library staff. This information was further supplemented by the report of the "Commission on the Future of the University Libraries."

It is expected that a large fraction of the total class work will be conducted in space provided by University College or by the University proper.

The space requirements for the American Library Association have been determined through a canvas of recent reports including staff membership and actual rentals paid for space now occupied in the Crerar Library Building. Rent-free space now occupied at the Chicago Public Library has been approximated.

Memorandum C draws attention to current and capital costs necessary to provide rent-free space for Library School activities proposed for the downtown district in Chicago.

The current and capital costs necessary for support on
a rental basis have been based on actual current rental charges for space in the Lakeview Building, 12th floor.

The capital cost of rent-free space on the basis of participation in the funding of a downtown building for The University of Chicago has been determined by computing the total cost of land, construction and operation for an economical unit, 30 ft. by 160 ft. by 14 stories with basement.

Memorandum D shows in detail the costs connected with a proposed downtown building for the University of Chicago. It is estimated that University College, the Library School, and the University departments would almost immediately require half of the space provided in such a building. Income from the remaining space would materially reduce the total capital fund necessary for tax-and rent-free support of the building for educational purposes.

Rentals have been listed on a conservative basis, considering the type of construction provided in the estimates covering building costs, operating and maintenance.

The University of Chicago Business Office provided the information upon which this memorandum is based.

Memorandum E shows equipment needed for specialized administrative and instructional purposes in the Library School.

The "Technical Laboratory" is suggested as a convenient arrangement for all machines and mechanical appliances needed for training purposes in the school. This would as a matter of fact become a workroom as well as a laboratory for formal instruction.

All estimates for equipment have been based as nearly as possible upon actual current costs for the type of equipment desired.

Memorandum F shows in summary form the total expenditures necessary for support of the Library School on the basis of current deficit payment and Memorandum G shows the Capital Fund necessary for permanent support.

I very much regret that the time limitations have not permitted a more complete analysis of the budget requirements of the proposed Library School. It is more than probable that some essential items have been overlooked, but I am sure they will be included when Mr. Hansen and Mr. Henry check this tentative report.

Very sincerely yours,

Emily Tilley

EF: EA
I. Staff items

1. Director $8,000
   (Should teach one class during year and one during summer quarter.)

2. Vice-Director 6,000
   (Should teach half time.)

3. Instructional Staff
   One Professor 5,000
   One Associate Professor 4,000
   One Assistant Professor 3,000

4. Secretary and General Assistant 2,500

5. Assistant Secretary and Workroom Assistant (Downtown) 2,000

6. Stenographers (two) 3,000

7. Total for Administration and for Specialized Instruction $33,500

Note: It is assumed that non-specialized instruction will be self-supporting or nearly so. The above instructional items represent service of a specialized nature, much of it on the graduate or research level.

II. Summary Statement

1. Total Cost of specialized instruction and administration $33,500

2. Probable return from student fees for specialized instruction by members of "Instructional staff" to the amount of 50% of salary item. (Total fees from 40 students.) 6,000

3. Total expenditure to be covered by capital grant 27,500

4. 50% allowance for growth of Library School 13,750

5. Total future expenditure over and above income from student fees 41,250

6. Capital fund required for permanent support of administration and instruction based on 5% return from investment $825,000
I. Downtown Space Requirements for proposed Library School

1. Work room for advanced students. Individual desks for 50 students - 50 sq.ft. per student 1500 sq.ft.

2. Reading room for less advanced students and for cooperating organizations. Tables and chairs for 80 students - 45 sq.ft. per student 2000 " "

3. Technical laboratory equipped with machines, tables, and book repair equipment. 30 students 45 sq.ft. per student 1350 " "

4. Stack space for Library School (1000 volumes, 377 cubic feet, 12 ft. ceilings) 300 " "

5. Administrative offices
   Office for Director 225 sq.ft.
   Assistant and service attendant 220 " "
   Stenographer 150 " "
   Conference rooms 390 " "
   975 " "

6. Class rooms (2)
   For special Library School groups 600 " "
   For special collections, such as children's books 600 " "

7. Storage and Supplies 350 " "

II. Additional space if American Library Association is to be Accommodated.

1. Administrative offices
   25 members (present staff) 100 sq.ft. per staff member 2500 sq.ft.

2. Work Rooms
   3 rooms 30 x 50 4500 " "

3. Stack space
   40,000 volumes on basis of 377 cubic feet for each 1000 volumes 1200 " "
   3,200 sq.ft.

4. Total for Library School and A.L.A 15,875 " "

5. 50% allowance for growth 7,937 " "

6. Total requirement 23,812 sq.ft.
BUDGET MEMORANDUM - LIBRARY SCHOOL

I. Permanent Space Requirements for Library Libraries

1. Work room for maintenance
2. Office for 50 / 60 ft., 50 per annum
3. Reading room for faculty
4. Conference room - 50 ft. per annum
5. Technical Instructor's office
7. Office for 100 students - 15 ft. 20
8. Conference room

II. Administrative Office

9. Office for Director
10. Office for librarian
11. Office for secretary
12. Office for trustees
13. Office for treasurer

III. Library Space

14. Library room (s)
15. Special library room
16. Reading room
17. Study collection area
18. Other collection areas
19. Stock and supplies

IV. Equipment and Supplies

20. Equipment and supplies
BUDGET MEMORANDUM —C— LIBRARY SCHOOL

CAPITAL GRANT REQUIRED TO PROVIDE RENT FREE SPACE

I. On Rental Basis — (Memorandum B)

1. Without space for A.L.A.
   a. First year 7,675 sq.ft. @ $2.75 $21,106.25
   b. Providing 50% for growth, 11,512 sq.ft. @ $2.75 $31,659.37

2. With space for A.L.A.
   a. First year 15,875 sq.ft. @ $2.75 43,656.25
   b. Providing 50% for growth, 23,512 sq.ft. @ $2.75 65,484.37

3. Capital Grant required to cover future space needs
   a. Without A.L.A. $633,185
   b. With A.L.A. 1,302,686

II. On Basis of Participation in University of Chicago Downtown Building — (Memorandum D)

1. Total floor area in Building 134,400 sq.ft.

2. Library School requirements
   a. Without A.L.A. 11,512 or 8.5%
   b. Including A.L.A. 23,512 or 17.7%

3. Library School share of capital cost of Buildings and Ground
   a. Without A.L.A. .085 of $3,345,500 = $284,567
   b. Including A.L.A. .177 of $3,345,500 = $592,153

4. Library School share of Capital Cost for Operating and Maintenance
   a. Without A.L.A. .085 of $149,184 = $12,680 - Capital $253,600
   b. Including A.L.A. .177 of $149,184 = $26,405 - Capital $508,100

5. Total capital grant needed for participation in building
   a. Without space for A.L.A. $557,967
   b. Including space for A.L.A. 1,100,253
BUDGET MEMORANDUM  -D-  LIBRARY SCHOOL

UNIVERSITY OF CHICAGO BUILDING - DOWNTOWN.

I. Tract for Building 80 x 160 ft.                      12,300 sq.ft.                      $1,280,000.00
    @ $100                                              $1,280,000.00

II. Building, 14 stories and basement
    12 ft. ceilings (13 ft. stories overall)
    Total Height                                      195 ft.
    Building space                                    2,430,000 cu.ft.
    Building cost @ .85 per cu.ft.                    $2,085,500.00

III. Total capital cost of ground and building       $3,345,500.00

IV. Rentable or otherwise productive area
    14 floors on basis of 75% of ground area          134,400 sq.ft.

V. Annual rental value @ $2.75 per sq.ft.            $368,600

VI. Annual Cost (based on unit of rentable area)
    1. Operating
       Cleaning                                        23.0
       Electricity and light (public space)            4.5
       Heat                                           10.0
       Plumbing and water                             2.0
       Elevators                                      12.0
       General Expense                                13.5
       Power                                          13.0
       Total                                          78.0

    2. Maintenance
       Alterations, repairs, decorations               10.5
       Insurance                                       5.0
       Tax                                             50.0
       Depreciation                                    17.5
       Total for Maintenance                           83.0
       Total for Operating and Maintenance             161.0
       $1.61 per sq.ft.

    3. Total Cost - Maintenance and Operating          $216,384
        (134,400 sq.ft.)

    4. Less Tax if used for school purposes
       50¢ per sq.ft.                                  $67,200

    5. Total Tax Free cost for Maintenance and
       Operating                                        $149,184

VII. Summary Statement

    1. Cost of land                                    $1,280,000
    2. Cost of building                                2,085,500
    3. Total annual cost of operating entire
       building on tax free basis                      149,184
    4. Capital fund necessary to cover cost of
       operating if rent free space is to be provided $2,983,680
### UNIVERSITY OF COLUMBIA BUILDING
#### BUDGET MEMORANDUM

<table>
<thead>
<tr>
<th>Area</th>
<th>Cost (Br.00)</th>
</tr>
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<tbody>
<tr>
<td>Library</td>
<td>230,000</td>
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<tr>
<td>Physical Plant</td>
<td>120,000</td>
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<tr>
<td>State Support</td>
<td>60,000</td>
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<tr>
<td>Total State Support</td>
<td>280,000</td>
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#### Tenth Year

<table>
<thead>
<tr>
<th>Item</th>
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<tbody>
<tr>
<td>Br.00 per yr.</td>
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<td>Total</td>
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#### Operating Department

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<th>Item</th>
<th>Cost (Br.00)</th>
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</thead>
<tbody>
<tr>
<td>Electricity</td>
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</tr>
<tr>
<td>Heating</td>
<td>10,000</td>
</tr>
<tr>
<td>Water</td>
<td>3,000</td>
</tr>
<tr>
<td>Telephone</td>
<td>1,500</td>
</tr>
<tr>
<td>General Expense</td>
<td>9,000</td>
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<tr>
<td>Power</td>
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<tr>
<td>Total</td>
<td>29,500</td>
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#### Maintenance and Repairs

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<th>Item</th>
<th>Cost (Br.00)</th>
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<tbody>
<tr>
<td>Rent</td>
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<tr>
<td>Total</td>
<td>3,000</td>
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</tbody>
</table>

#### Total For Operating and Maintenance

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost (Br.00)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating and Maintenance</td>
<td>30,500</td>
</tr>
<tr>
<td>Total</td>
<td>570,500</td>
</tr>
</tbody>
</table>

#### Operating and Maintenance Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost (Br.00)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rent</td>
<td>3,000</td>
</tr>
<tr>
<td>Total</td>
<td>3,000</td>
</tr>
</tbody>
</table>

#### Conclusion

The above figures were based on a 40-hour week for the operating and maintenance personnel.
VII. Summary Statement (continued)

5. Total capital cost for land, building and operating $6,329,130

6. Annual rental value of half of building basis, $2.75 per sq.ft. $184,300

7. Annual Cost of operating half of building on non tax free basis 108,148

8. Annual net income to offset operating cost of space used for educational purposes 76,158

9. Remaining operating cost to be provided for through capital fund 73,026

10. Capital fund necessary to provide one half of building on tax free and rent free basis 1,490,520

11. Total capital cost for land, building, and operating with half of building free from rental charge for educational purposes $4,306,000
MEMORANDUM -E- LIBRARY SCHOOL.

EQUIPMENT

1. Work rooms for advanced students
   Two such rooms required in University
   Quadrangles and one downtown. Each should
   be equipped for 30 students
   60 desks @ $60 $3,600
   Shelving 200
   $3,800

2. General reading room (Downtown
   10 tables @ $110 1,100
   30 chairs @ 10 300
   1 control desk & equipmt. 100
   Shelving 100
   $2,100

3. Technical Laboratories
   Two such laboratories required. All
   mechanical appliances should be brought
   together in these laboratories.
   8 typewriters equipped for
      library work 700
   8 typewriter desks @ $60 240
   4 tables 100
   2 equipments for bind binding
      and book repair 300
   2 Accession stamps 30
   2 sets reference materials
      for classification 350
   2 sets files 300
   2 instructors desks 100
   1 multigraph 200
   1 ditto machine 250
   1 power mimeograph 250
   $2,820

4. Stacks for 10,000 volumes @ 6¢ per vol.
   (Estimate based on cost of University
   College stacks figuring 8 volumes to
   running foot of shelf space.) 500

5. Administrative Offices (Downtown)
   Office of Director
   Desk and chair $120
   Side chairs 50
   Rug and minor items 175
   File 100
   $445

   Office for Stenographer
   Desk and chair 65
   Files 150
   Typewriter 105
   Incidentals 100
   424
MEMORANDUM

TECHNICAL REPORTS

The Technical Reports should be submitted to the

Office of the Director

Records and Controls

100

Office for Administration

100

Office for Examinations

100
5. Administrative Offices (Downtown) (continued)

Conference Rooms
Tables $180
Chairs 160
$340

Administrative Offices (at University)

Office for Vice Director
Desk and chairs, floor covering, and file 350

Office for Secretary
Desk and chairs, floor covering and files, Typewriter 450

Equipment for stenographer
Desk and chair, Typewriter 175

$975

6. Class Rooms (Downtown)

Class room for 30 students,
Instructors desk and chair 50
30 chairs or seats @ $7 210
Lanternry with equipment 150
Class room for special courses requiring the use of materials
4 tables 200
24 chairs @7 168
Instructors desk and chair 50
Shelving 50

$878

Total for Equipment $12,282

Note: This does not provide for stacks to accommodate the A.L.A. An additional expenditure of $2000 on the basis of 5¢ a volume for 40,000 volumes would be necessary to care for such cooperative requirements.

This estimate also assumes that the general library facilities on the University Quadrangles will meet the needs of campus students in the Library School.
MEMORANDUM

LIBRARY SCHOOL

E. Administrative Office (Continued)

Conference Room

180

Tea room

180

Other

50

Total

410

Administrative Office (at University)

Office for Vice President

300

Dean and Graduate School

1,000

Dean and Undergraduate School

1,000

Dine

150

Total

2,550

Office Room (Continued)

Office space for 30 students

50

Instructional space for art

100

Instructional space for music

100

Instructional space for science

100

A separate

50

Total

350

Building cost

350

Total

600

This memorandum in addition to the total of $500,000 to which a portion of the Board of Education may be necessary to cover the additional costs for the project.

The Board of Education also reserves the right to make any changes in the original estimate of the project.

In the Finnish School.
MEMORANDUM -F- LIBRARY SCHOOL

SUMMARY OF BUDGET ITEMS
Covered in Memoranda on Proposed Library School in terms of 1925-26 expenditures with school housed in rented space.

1. Administration and Instruction $27,500
2. Rent (1½ floors Lakeview Building) On basis of 1924-25 rental values 18,750
3. Equipment 12,282
4. Supplies and Miscellaneous Expenses 5,000

Total expense first year $53,532
MEMORANDUM TO LIBRARY SCHOOL

SUMMARY OF HOURS TO BE EXPENDED

Concealed in accordance with program
School in terms of 1936-37 expenditure
with school holidays in recent months.

I. Administrative and Instruction

1. $5,800
2. $1,200
3. $300

Total expenditure first year
$8,300
MEMORANDUM -G- LIBRARY SCHOOL.

SUMMARY OF BUDGET ITEMS
Covered by Memoranda on Proposed Library
School in terms of Capital Grant.

1. Capital Grant needed for rent free space for Library School
and cooperating organizations (Downtown) $1,100,253

2. Capital Grant needed for support of specialized instruction
and for administration $25,000

3. Capital Grant needed for publication, supplies and miscellaneous expense $200,000

4. Total Capital Grant needed for Library School $2,125,253
MEMORANDUM \- \- LIBRARY SCHOOL


SUMMARY OF BUDGET ITEM

Cost of equipment for proposed library

School to form a Capital Grant

1. Capital Grant needed for head room space for Library School
   $100,000

2. Capital Grant needed for support of speciality instruction
   $56,000

3. Capital Grant needed for administration
   $10,000

4. Capital Grant needed for miscellaneous support and miscellaneous
   $50,000

5. Total Capital Grant needed for Library School
   $176,000
The plan of establishing a Library School of high educational and professional rank in the city of Chicago has been under consideration by the Chicago Library Club and by the officials of various libraries in the city for some years. Several reports have been prepared upon the matter, all of which have favored the general plan, though there has been a difference of opinion as to details and as to practicability.

I. Reasons for Establishing Such a School.

1) There is a large demand for trained library assistants in the many libraries in Chicago and the middle west.

2) Chicago is the natural center for the development of a Library School which can serve the middle west with its numerous well-established libraries. While the school at the University of Illinois is a most excellent one, it is limited both by the lack of library facilities other than those of the University of itself, and also by the fact that it is a state school which finds it necessary to publish in its circulars regarding special students and the six weeks summer course that they are, "Primarily for the benefit of Illinois librarians". There is room and need for a school of the highest standards which will receive all students on an equal basis.

3) Chicago itself is a very important center from the point of view of libraries. In it or its suburbs are located the great Chicago Public Library, a half dozen typical small city libraries (Evanston, Oak Park, Cicero, Gary—with its interesting educational experiments, etc.), the Libraries of Chicago and Northwestern Universities, and a dozen smaller college libraries, numerous high school libraries, the Library of the Chicago Historical Society, the John Crerar Library, the Newberry Library, the Field Museum Library, The Art Institute Library, the Library of the American Medical Association, two extensive Law Libraries, the Library of the Western Society of Engineers, the Municipal Reference Library, two large bank libraries, and a large number of special libraries in business houses. This wide variety of different types of libraries with several examples
The plan of establishing a normal school to provide preparation and experience may be seen as necessary to the city of Chicago and the development of the Chicago normal school for the training of teachers. The importance of normal schools is a matter of special concern, and it is necessary to stress the importance of those schools and the necessity for the development of normal schools as a matter of practicality.

I refer to Chicago and the state as a whole.

(1) It is necessary that the development of a normal school be considered.

(2) Chicago is the central focus for the development of a normal school.

(3) Chicago is the central focus for the development of a normal school.

(4) Chicago is the central focus for the development of a normal school.

(5) Chicago is the central focus for the development of a normal school.

(6) Chicago is the central focus for the development of a normal school.

(7) Chicago is the central focus for the development of a normal school.

(8) Chicago is the central focus for the development of a normal school.

(9) Chicago is the central focus for the development of a normal school.

(10) Chicago is the central focus for the development of a normal school.

(11) Chicago is the central focus for the development of a normal school.

(12) Chicago is the central focus for the development of a normal school.

(13) Chicago is the central focus for the development of a normal school.

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(18) Chicago is the central focus for the development of a normal school.

(19) Chicago is the central focus for the development of a normal school.

(20) Chicago is the central focus for the development of a normal school.
of each type offers unexcelled opportunity for specialization in almost any desired area in the field of librarianship.

4) The Libraries of the University of Chicago, Newberry, and Crerar are especially rich in collections of Rare Books and Manuscripts.

5) A Library School would undoubtedly be able to make arrangements with all of those libraries for access to their collections of reference and bibliographical books and to their special collections. The American Library Association book-list department has a large bibliographical collection and could offer unequaled opportunities for work in book selection probably including actual experience in reviewing and the publication of some of the products. Most of the more advanced work would be done at the University of Chicago Library.

6) Chicago is the headquarters of the American Library Association, hence a point frequently visited by eminent librarians who would be available for special lectures.

7) Chicago is also the regular meeting place for the mid-winter sessions of the American Library Association council and the various sectional meetings, and hence offers to the students the opportunity of meeting and confering with librarians from various parts of the country. The discussions in the sectional meetings are very interesting and informing. The Bibliographical Society of America also meets in connection with these mid-winter meetings.

8) The Chicago Library Club with its membership of about five hundred includes specialists in all lines of library work, hence offers to Library School students unusual opportunities for acquaintanceship and inspiration.

9) Chicago is a great center of publication, commerce, art, and culture, hence offers to its residents the best of lectured, concerts, opera, drama, etc.

10) Many small town libraries include museums. A Library School in Chicago in cooperation with the Art Institute, the Field Museum, the Chicago Historical Society, and the University museums could offer courses in the care and management of museum materials.
of each group along excellent opportunities for specialization in areas and teaching in

the field of industrialism.

The importance of the University of Chicago's research and development

especially in connection with the progress and advancement of sciences and professions

A principal goal of many universities is to create opportunities for research and development

will be to explore means of securing to their colleges of education and philanthropy

poor and to their society collections. The American Library Association said that gap

want to be a large philanthropic collection and could offer new opportunities for

work in good selection books and periodical foreign experiences in relation to and their

or some of the branches. Most of the more advanced work, should be done at the university of

Chicago Library.

Chicago Library

e. Chicago is the headquarters of the American Library Association, hence

a point of breeziness and excitement for the students, who may be available for quick recourse.

f. Chicago is the home of the regular meeting place for the mid-western section of

the American Library Association, and the various section libraries, because

offices to the students the opportunity of meeting and conversing with librarians.

various parts of the country. The affiliation of the sectional libraries are very interesting

and informative. The mid-western Society of America also meets in connection with these

ministerial meetings.

b. The Chicago Library, with its membership of over 30,000

institutions4 expresses in all of its work the desire to impart the

necessary opportunity for educational and intellectual

Chicago is a great center of information, commerce, etc., and culture.

4 These statements have been made by Mr. William N. Macdonald, a librarian at Chicago.

10 I wish to express my sincere thanks to the University of Chicago, its faculty members, the Chicago Library Society, and the University of Chicago, for their assistance in the collection and management of materials.
II. Type and Grade of Proposed School.

1) To meet adequately the needs of the situation as above described, a professional Library School established in Chicago should be a graduate school leading to professional graduate degrees. Since it is starting de novo it is in a position to take full advantage of the Williamson report, the report of the Temporary Library Training Board, and the discussion that is arising from both. If it seemed best, the school could include several types of training including undergraduate courses for non-professional assistants as well as the strictly graduate professional training, but the latter would constitute the chief and distinctive part of the school.

2) The requirements for admission to the graduate professional school might properly be very specific. In other words, they should be stated not simply in terms of four years of college work, but specifically naming the fields in which the students must have done work and the minimum amount of work in each field in order to insure a proper broad foundation of general knowledge. Some actual experience in library work should also be required. Students deficient in such preparation should be required to make up the same before entering upon the graduate course. Some careful scientific method of selecting suitable students should also be devised.

3) The subjects to be enumerated in such a list should include English, General Literature, Latin, German, French, and some work in at least one or two other languages; two or three courses each in Sociology, Political Economy, Political Science, General History, English History, and American History; survey courses in the History of Art, Geography, the Physical Sciences, and Biology; introductory courses in Philosophy, Ethics, Aesthetics, Psychology, Social Psychology, and Education. Additional electives might be offered in any of the above departments or in some other fields of study.

4) The curriculum of the School itself might include some further courses of the same general character as those enumerated above, but the major portion of it should consist of fundamental courses in the various phases of library work itself. The subjects included should be General courses in library science and administration covering...
II. The Case of the Prosecco Property

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History of the library movement in America, the different types of libraries and their special problems, the fundamental principles of library building adapted to the various types of libraries, statistics, budgets, and publicity; Bibliography; Reference and Loan work; Acquisition; Cataloguing, Classification, Indexing; courses in the control of printing, proof-reading, binding, and other mechanical processes; visits to and possibly some practice work in various kinds of libraries; advanced courses in Paleography, Manuscripts, Incunabula and Rare Books, special reference problems, advanced cataloguing, also in the problems and background of various specialized libraries.

5) Students who complete the prescribed courses of graduate work should be rewarded with suitable graduate degrees.
HISTORICAL DEVELOPMENT OF WASTE-TO-Energy SYSTEMS: THE DIFFERENT STAGES OF TECHNOLOGY AND THEIR IMPACT ON SOCIETY.

- The current understanding of the concept of waste-to-energy systems.
- The development of waste-to-energy technologies.
- The role of innovation, policy, and market dynamics.
- The impact on the economy and environment.

2) Evaluate and compare the potential benefits of efficient waste-to-energy systems.
III. Reasons Why Such a Library Should be Established as a Part of the University of Chicago.

1) The University of Chicago has a number of strictly graduate professional schools with the highest standards both for admission and graduation. Hence it has the finest possible background for the organization of a library school of the highest standards.

2) The Library School could be located either in the University College building on Michigan Boulevard in the heart of the downtown district and near to the Public Library, the Crerar Library, and other libraries of that district, or on the main campus as might seem best. In either case the more advanced courses requiring access to large numbers of books should be given on the south side campus where also a wide range of courses in languages, literature, history, art, the sciences etc. would be available.

3) Both the University and University College offer a large selection of both undergraduate and graduate courses in which the library student might make up defects in entrance conditions or take special courses. It should be noted that the McKinlock Memorial Campus, of the Northwestern University is planned mainly as a professional campus. For many years at least there will be no general college work there and no general work in Arts, Literature, and Science, and no general library. The latter will probably always be in Evanston. This is at least forty-five minutes from the McKinlock campus while the general library of the University of Chicago is only fifteen minutes by Illinois Central trains from the loop to the 60th Street station and a ten minute walk from the station to the library, and when electrification is completed an eight minute schedule is planned.

4) The fact that the University of Chicago Library is the fourth largest university library in America, and much the largest University library of any with which a library school is connected offers unexcelled opportunities for experience and research.

5) The University of Chicago Library owns the largest and finest collection of bibliographical and reference books in the middle west and is exceeded in this regard by only two or three other libraries in the United States.

6) Ten University of Chicago has the four equal quarter system fully developed, thus making it possible for a student to enter at the beginning of any quarter.
II. Because With Each New Step Forward At the University of Chicago, there is a number of special graduate programs.

1. The University of Chicago has a number of special graduate programs. Hence it is clear that it is possible for the organization of a special school of the University of Chicago to function in this way.

2. The University of Chicago can be looked after in the University College.

3. The University of Chicago and the University College after a larger selection, of course, to make a choice of the University College to the University College in accordance with the University of Chicago.

4. The University of Chicago and the University College in Kansas City, Kansas as a result of the University College and the University College in Kansas City, Kansas as a result of the University College.

5. The University of Chicago and the University College in Kansas City, Kansas as a result of the University College and the University College in Kansas City, Kansas as a result of the University College.

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7. The University of Chicago and the University College in Kansas City, Kansas as a result of the University College and the University College in Kansas City, Kansas as a result of the University College.

8. The University of Chicago and the University College in Kansas City, Kansas as a result of the University College and the University College in Kansas City, Kansas as a result of the University College.

9. The University of Chicago and the University College in Kansas City, Kansas as a result of the University College and the University College in Kansas City, Kansas as a result of the University College.

10. The University of Chicago and the University College in Kansas City, Kansas as a result of the University College and the University College in Kansas City, Kansas as a result of the University College.
and do the required work in consecutive quarters, or to accomplish the same result in consecutive summer quarters only or any other series of twelve week leaves which he might secure from the library in which he was employed.

7) The University of Chicago has a well established Home Study Department through which correspondence courses could be arranged.

8) The University of Chicago has a long experience in the gathering of materials of instruction in new fields, moulding them into mimeographed sheets, and finally into standard text books. A Library School here in the midst of this tradition, perhaps better than anywhere else, could produce out of experience the urgently needed text books in librarianship for which the Carnegie corporation is already making liberal appropriations.

9) The University of Chicago has an unusually interesting high school Library where problems in connection with the relation of the library to high school education are being studied and where new methods are constantly being tried and tested.

10) The University of Chicago has a large graduate body, hence offers opportunities for contacts with large numbers of graduate groups in other professions.

11) The University of Chicago has large and strongly organized departmental clubs such as the Graduate History Club, the Graduate Classical Club, Kent Chemical Society etc., etc. which are open to all graduate students interested in their respective fields.

12) The University of Chicago has large language clubs in several of the foreign languages which are open to all university students. Der Deutsche Sprachverein, La Cercle Francais, El Círculo Español, etc. offer lectures and opportunity for conversation in these languages.

13) The University offers a large calendar of special lectures in various fields which are open to students.

14) Housing facilities are excellent in the University neighborhood. The student would be within fifteen minutes, by the Illinois Central, of the University College building and the big downtown libraries and yet be near the campus for evening club meetings and lectures as well as for study and research work in the University Libraries.

15) Bartlett Gymnasium for men and Ida Noyes Hall for women offer swimming
pools and other opportunities for exercise and recreation.

16) The Men's Commons in Hutchinson and the Women's Commons in Noyes offer meals of excellent food at very reasonable prices.
bodies may offer opportunities for exercise and recreation.

The Year's Commemorating the Korean War & Commemorating the
afterwards to excellent local & very reasonable prices.
IV. Estimated Cost.

A. ADMINISTRATION AND INSTRUCTION

I. Staff items

1. Director  $8,000
   (Should teach one class during year and one
during summer quarter.)

2. Vice-Director  $6,000
   (Should teach half time.)

3. Instructional Staff
   One Professor  $5,000
   One Associate Professor  4,000
   One Assistant Professor  3,000

4. Secretary and General Assistant  2,500

5. Assistant Secretary and Workroom Assistant
   (Downtown)  2,000

6. Stenographers (two)  3,000

7. Total for Administration and for Specialized
   Instruction.  $33,500

Note: It is assumed that non-specialized instruction will be self-
supporting or nearly so. The above instructional items represent
service of a specialized nature, much of it on the graduate of re-
search level.

II. Summary Statement

1. Total cost of specialized instruction and
   administration  $33,500

2. Probable return from student fees for spec-
   ialized instruction by members of "Instruction-
   al staff" to the amount of 50% of salary item.
   (Total fees from 40 students)  $6,000

3. Total expenditure to be covered by capital grant  27,500

4. 50% allowance for growth of Library School  13,750

5. Total future expenditure over and above income
   from student fees  41,250

6. Capital fund required for permanent support of
   administration and instruction based on 5% return
   from investment.  $625,000
I. Administrative and Instruction

1. Staff Items

- Director
  - 2 faculty
  - 2 graduate students

2. Instructional Staff

- One Professor
- One Associate Professor
- One Assistant Professor

3. Secretary and General Assistant

4. Assistant Secretary and Wordroom Assistant

5. 3.000

6. General Office (Wyo.)

7. Total for Administration and for稀缺ization

II. Summary Statement

1. Total Cost of稀缺ization Instruction and

   Maintenance

   - Property repair, home school fees for scarce
   - Instructional support, to maintain 20x of faculty
   - Feeds and supplies 20x of faculty
   - Total fees above 10x of maintenance

2. Total Confirmed in Home of Faculty School

3. Total Confirmed in Wordroom and Room Increase

4. Total Confirmed in稀缺ization and Instruction based on 20x current

   Instruction
IV. Estimates of Cost.

B. Downtown Space Requirements for proposed Library School

1. Work room for advanced students. Individual desks for 30 students- 50 sq. ft. per student 1500 sq.ft.

2. Reading room for less advanced students and for cooperating organizations. Tables and chairs for 60 students- 45 sq. ft. per student 2000 sq.ft.

3. Technical laboratory equipped with machines, tables, and book repair equipment. 30 students 45 Sq.ft. per student 1350 sq.ft.

4. Stack space for Library School, 10,000 volumes (1000 volumes, 377 cubic feet, 12 ft. ceiling) 300 sq.ft.

5. Administrative offices
   Office for Director 225 sq.ft.
   Assistant and service attendant 220 " "
   Stenographer 150 " "
   Conference rooms 300 " " 975 Sq.Ft.

6. Class rooms (2)
   For special library groups 600 sq.ft.
   For special collections, such as children's books 600 sq.ft.

7. Storage and Supplies. 350 sq. ft. 7,675 sq.ft.

Additional space if American Library Association is to be accommodated.

1. Administrative offices
   25 members (present staff) 100 sq.ft. per staff member 2,500 Sq.ft.

2. Work Rooms
   3 rooms 30x50 4500 sq.ft.

3. Stack space
   40,000 volumes on basis of 377 cubic feet for each 1000 volumes 1200 sq.ft.

4. Total for Library School and A.I.A. 8,200 Sq.Ft.
   15,875 " "

5. 50% allowance for growth 7,937 " "

6. Total requirement 23,812 sq.ft.
IV. Estimated of Cost.

C. CAPITAL GRANT REQUIRED TO PROVIDE RENT FREE SPACE

I. On Rental Basis - (Memorandum B)

1. Without space for A.L.A.
   a. First year 7,675 sq.ft. at $2.75 $21,106.25
   b. Providing 50% for growth, 11,512 sq.ft. at $2.75 31,659.37

2. With space for A.L.A.
   a. First year 15,975 sq.ft. at $2.75 43,656.25
   b. Providing 50% for growth 23,612 sq.ft. at $2.75 65,484.37

3. Capital Grant required to cover future space needs
   a. Without A.L.A. $633,185
   b. With A.L.A. 1,309,685

II. On basis of Participation in University of Chicago Downtown Building - (Memorandum D)

1. Total floor area in Building 134,400 sq.ft.

2. Library School requirements
   a. Without A.L.A. 11,512 or 8.5%
   b. With A.L.A. 23,812 or 17.7%

3. Library School share of capital cost of Buildings and Ground
   a. Without A.L.A. .085 of $3,345,500 = $284,367
   b. Including A.L.A. .177 of $3,345,500 = $592,153

4. Library School share of capital cost for operating and Maintenance
   a. Without A.L.A. .085 of $149,184 = $12,680 - Capital $253,600
   b. Including A.L.A. .177 of $149,184 = $25,405 - Capital $508,100

5. Total capital grant needed for participation in building
   a. Without space for A.L.A. $ 537,967
   b. Including space for A.L.A. 1,100,253
IV. Estimates of Cost.

D. EQUIPMENT

1. Work rooms for advanced students
   Two such rooms required one in University Quadrangles and one downtown. Each should be equipped for 30 students
   60 desks at $60 $3,600
   Shelving 200 $3,800

2. General reading room (Downtown)
   10 tables at $110 1,100
   80 chairs at 10 800
   1 control desk & equip. 100
   Shelving 100 2,100

3. Technical Laboratories
   Two such laboratories required. All mechanical appliances should be brought together in these laboratories.
   8 typewriters equipped for library work
   library work 700
   8 typewriter desks at $30 240
   4 tables 100
   2 equipments for hand binding and book repair 300
   2 Accession stamps 30
   2 sets reference materials for classification 350
   2 sets files 300
   2 instructors desks 100
   1 multigraph 200
   1 ditto machine 250
   1 power mimeograph 250 2,820

4. Stacks for 10,000 volumes at 5¢ per vol.
   (Estimate based on cost of University College stacks figuring 8 volumes to running foot of shelf space.) 500

5. Administrative Offices (Downtown)
   Office of Director
   Desk and chair $120
   Side chair 50
   Rug and minor items 175
   File 100 445

   Office for Stenographer
   Desk and chair 65
   Files 150
   Typewriter 109
   Incidentally 100 424
5. Administrative Offices (Downtown) (continued)

Conference Rooms
Tables $180
Chairs 160
$340

Administrative Offices (at University)

Office for Vice Director
Desk and chairs,
floor covering, and
file 350

Office for Secretary
Desk and chairs, floor
covering, and files,
Typewriter 450

Equipment for stenographers
Desk and chair,
Typewriter 175

Total $1,209

975
$2,184

6. Class Rooms (Downtown)

Class room for 30 students,
Instructors desk and chair 50
30 chairs or seats at $7 210
Lantern with equipment 150
Class room for special courses
requiring the use of materials
4 tables 200
24 chairs at $7 168
Instructors desk and chair 50
Shelving 50

Total for Equipment $12,282

Note: This does not provide for stacks to accomodate the A.L.A.
An additional expenditure of $2,000 on the basis of 5¢ a volume
for 40,000 volumes would be necessary to care for such cooperat-
tive requirements.

This estimate also assumes that the general library
facilities on the University Quadrangles will meet the needs of
campus students in the Library School.
Administrative Offices (cont'd)

Conference Rooms
- Conference Room B
- Conference Room C

Administrative Offices (at University)
Office for Vice President
- Office for President
- Office for Academic

Life Sciences
Office for Secretary
- Office for Administrative

Total for Office

Credit Room (cont'd)
Credit Room for 30 Students
- Credit Room for 30 Students
- Credit Room for 30 Students

Total for Credit Room

Note: This room is not available for extra space for conferences. The A.I.

An additional extension to the 3000 sq. ft. above the present 90 sq. acres is
not available. There may be room for an additional 100 sq. acres.

The above figures were used in the General Faculty
Instructions on the Interior Department with the hope of

some changes in the Interior Faculty.
IV. Estimates of Cost

E. SUMMARY OF BUDGET ITEMS

Covered in Memoranda on Proposed Library
School in terms of 1925-26 expenditures
with school housed in rented space.

1. Administration and Instruction $27,500

2. Rent (1½ floors Lakeview Building)
   On basis of 1924-25 rental values 18,750

3. Equipment 12,282

4. Supplies and Miscellaneous Expenses 5,000

Total expense first year $63,532
SUMMARY OF BUDGET ITEMS

Covered in Memoranda on Program III

800 to cover of 1954-55 expenditure
with report presented to Senate Finance

12,600

12,600

12,600

12,600

3. Year (1/4 floor revenue building)

On account of 1954-55 rental revenue

5. Department

Support and Miscellaneous Expenditure

Total expenditure first year

$63,635
F. SUMMARY OF BUDGET ITEMS

Covered by Memoranda on Proposed Library School in terms of Capital Grant.

1. Capital Grant needed for rent free space for Library School and cooperating organizations (Downtown) $1,100,253

2. Capital Grant needed for support of specialized instruction and for admission. 825,000

3. Capital Grant needed for publication, supplies, and miscellaneous expense.                 200,000

4. Total Capital Grant needed for Library School $2,125,253.
SUMMARY OF BUDGET ITEMS

1. Capital Grant needed for rent increase for Impact School
   $7,000.25

2. Cooperative Agreement (DownTown)
   600.00

3. Capital Grant needed for support of specialized instruction
   600.00

4. CenTex
   1,728.00

5. Total Capital Grant needed for Impact School
   $8,728.00