September 16, 1924.

Memorandum to President Burton:

Copies of my "Library School in Chicago" dated June 18, 1924 were presented to Mr. Roden of the Chicago Public Library, Dr. Andrews and Mr. Tweedell of the John Crerar Library, Mr. Utley of the Newberry Library, Mr. Carl H. Milam, Secretary of the American Library Association, and to Miss Sarah C. N. Bogle who is both Assistant Secretary of the American Library Association and Director of the American Library School in Paris. These presentations were followed up by numerous personal conferences, some in Chicago and many at Saratoga Springs. Mr. Milam laid the documents before the Executive Board of the American Library Association at Saratoga and this resulted in many more conferences, of which more shortly.

Mr. Roden expressed himself as taken wholly by surprise. He had talked with Mr. Keppel just a few weeks before and was positive that he had no plans for a school in Chicago. I did not debate the point. Mr. Roden is strongly in favor of a school in Chicago but as a prominent member of the Executive Board of the American Library Association hesitates to take sides as between Northwestern and Chicago.

Dr. Andrews is enthusiastic and agreed to write Mr. Keppel as requested. He also asked me to keep him posted as to developments. He is anxious to bring the matter before the American Library Institute which meets at Lake Placid next week (September 22-25).

Mr. Tweedel expressed interest in the proposition but a fear that if we depended upon the reference and bibliographical facilities of Crerar we might impede their work and wear out their books too rapidly. He was very sure that the school should be out here on the main campus.

Mr. Utley was anxious for a school in Chicago but wondered if it might be unfortunate if both Northwestern and Chicago went to Mr. Keppel with fully developed
plans. He suggested that the Chicago people get together and agree on a plan and then place it before Mr. Keppel with the united backing of all Chicago. I quoted this opinion to Mr. Roden and several others and found no one else who agreed with Mr. Utley on this point.

Mr. Milam was interested but non-committal. As the chief executive officer of the American Library Association he felt he could not take sides in any local contest between Northwestern and Chicago. He is anxious to see a good school in Chicago.

Miss Bogie was my most helpful conferee. In addition to her two official positions she is one of my best friends in the profession. We sat together and went over my plans sentence by sentence. Several revisions of the plan in the present edition come from her suggestions. She was particularly interested in our quarter system which would permit a course to be taken in consecutive summers and also insisted that I include correspondence courses in the plan. Officially she is a bit circumspect, personally she is enthusiastic.

Now I think it is best to summarize briefly the present situation in the field of library training. When I first talked with you about it last winter I told you that it was chaotic. I am increasingly convinced of that fact since I attended the various sessions at Saratoga where "Training for Librarianship" was under discussion. The first library school in America was organized at Columbia University in 1887. In 1889 this school was moved to Albany and became the present New York State Library School. Since that date there have been many schools founded, some to die early, some later, and a dozen or more to survive until to-day. There were and are yet no universally recognized standards. There are no standardized text books. There are not even standardized definitions of many terms used constantly in the profession.

Briefly stated, library training today appears in the following forms:

(a) Library courses in college and normal schools, Correspondence work, etc.
(b) Apprenticeships—where an untrained person is employed and learns by doing.
plane. He suggested that the Chicago people get together and view the plan carefully.

Place it before Mr. Keppel with the utmost precision of all Chicago. I chose this
opinion to me. Hogan and several others may come to see the more obvious with us.

Utah on the point.

Mr. Wilson was interested but non-committal. As the other executive officer
on the American Indian Association he felt he could not take action in any form in-
case between Northwestern and Chicago. He is anxious to see a good school in Chicago.

Miss Roger was my most helpful consultant. In objection to your article
position were in one of my recent returns to the President. We met together and went
over my plans for the next session. Several reservations of the plan to the President
section came from her suggestions. She was particularly interested in our charter
wherein which money might be taken in connection with summer and after inst-
ted to raise capital, to take correspondence courses in the plan. An article on the art-
work, particularly the art of mural decoration.

How I think it is part of committee activity the President's attention to the
ly of interest training. When I have talked with you about just what I thought
you might be an artist. I am interested in your action at this point since I attended
the various sessions at several schools "Training for Indian Teachers" we made this
companion. The first Indian school in America was organizing at Carlisle University in
1867. In 1888 this school was moved to Yankton and became the Indian
Reserve School. Since their days there now many schools connected to the
earth, some inferior, and a greater amount to training with little to show. These are the
early. Indian teachers, because they have seen what schools connected to the
future, need training in the following ways:

(a) Indian classes in college and normal schools.
(b) Correspondence work.
(c) Apprenticeship training as mentioned above in the following order:
(d)
(c) Training classes—where a group is enrolled in a class, usually running about eight months, in which they are taught a few fundamentals and then trained in the routine of the library offering the course. Members of these classes are usually pledged to work at least one year in the local library in return for their training which is usually free.

(d) Summer courses and Library Commission Courses. Usually intensive short courses in fundamentals lasting from 4 or 5 to 8 or 10 weeks.

(e) Undergraduate schools—some requiring only high school graduation, others one, two, or three years of college work. No two alike except that all offer one school year of work. Some grant "certificates." A few grant college degrees.

(f) Graduate library schools. Of these there are two which are exclusively graduate, The New York State School and the Illinois State School, and one which offers a year of graduate study, - Simmons College, Boston- to women graduates of other colleges. The Library School of the New York Public Library also offers a year of advanced work which might be considered graduate work.

In quality this second year of work in the New York Public Library probably far outranks the so-called graduate year at Simmons.

In 1923 the Carnegie Corporation of New York published a pamphlet entitled "Training for Library Service"—by Charles C. Williamson. This severely arraigns the library profession for this chaotic condition of its training situation and points out possible solutions of the problem. Dr. Williamson's investigation had been made in 1921 and some of his conclusions were known before the pamphlet was published.

This criticism led the American Library Association in its Hot Springs conference in April 1923 to appoint what was called a "Temporary Library Training Board." This board presented its report at Saratoga (copy herewith). The report proper covers only four pages of which the "findings" on p.6 and the "recommendations" on p.7 are most
Training class—A group of students in a course, usually enrolled in a four-year college. (c)  

Point after point, I explain that the training program is a long-term investment in one's career.  

In the context of the training offered, the courses are designed to provide a comprehensive education in one's field.  

Interest in careers for their training work at a university level.  

Summer courses may fulfill some training requirements.  

Computer science requires 12 to 15 hours of work.  

Unemployment benefits can be received only after 100 hours of work.  

One or two of the years of college work at two semesters each.  

A new branch college.  

Graduate program. Of these there are two schools that offer graduate research.  

The New York State School and the Illinois School offer graduate research.  

These schools offer a variety of graduate programs.  

The Illinois School of the New York Public Library also offers a variety of graduate programs.  

In general, these programs last for one or two years.  

In 1936 the Carnegie Corporation of New York published a report entitled  

"Training for Public Service"—by Gilman & Afflemson.  

This report emphasized the importance of training in public service and outlined the qualifications necessary for such positions.  

One of the recommendations was for a four-year program to prepare students for public service.  

This call for action was made at the 1936 American Library Association meeting.  

This report recommended training for librarians, but only those who were preparing to enter public service.  

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important. This report was unanimously adopted by the Council of the Association at Saratoga so the new "Board of Education fo Librarianship" is probably already appointed and beginning its work.

At Saratoga I had a conference with Mr. Windsor, Director of the University of Illinois Library and Library School. He expressed interest in and no hostility toward a new school in Chicago. He laughed "We will either meet the competition or get off the map, but I am sure there is ample room for two schools in Illinois, especially as ours is primarily a state school and the one you are thinking of would be a national school." He also made the observation that while the Illinois school was a graduate school in the sense that it required college graduation for admission, it really offered no graduate courses. Its work was professional rather than graduate and he hoped any school we might organize at Chicago would offer some really graduate work in librarianship.

At this point, I might mention the fact that there is a report abroad that Mr. Keough of Yale is considering the organization of a strictly post-graduate library school at Yale,—a school which would have as an entrance condition graduation from some standard library school. I did not discuss this with Mr. Keough as I had it only by hearsay.

I talked the whole matter over very frankly with Mr. J. I. Wyer, who is Director of the New York State Library and also of the New York State Library School. He was enthusiastic over the possibility of a good strong school of high grade in Chicago and observed that Chicago was a wonderful location for a school of the highest grade. I sounded him out on "graduate work." He agreed with Mr. Windsor that most of the work of the New York State School was professional rather than graduate but he thought some of the second year courses at Albany were really graduate grade. He also asked whether we were planning to have one man as Director of both the school and the library or separate men for each. I replied that our plans were not far enough along to answer that question. He argued strongly in favor of a common director which
important. This report was unanimously adopted by the Council of the Association

of Railroad Telegraphers as the "Board of Education to Intersebrand" to properly afte

and organize and perform the work.

As a result of my conference with Mr. W. J. McFarland, President of the Union

of Railroad Telegraphers and Associated Companies, he expressed interest in and in-

quired about the employment of new young men in Chicago. He indicated that he might be

interested in forming a new school in Chicago. He suggested "we might either meet the com-

mission at night or have a committee on the floor or have two separate in-

terest groups, especially in order to please a state school and the one you are thinking

of which is the organization that I have mentioned.

We have made arrangements with the state of Illinois to have a state school in Chicago. We have

agreed that the state of Illinois will have a state school in Chicago. We have

agreed on the location of the school and the name of the school, which will be

"State Teachers College of Chicago."

really, I believe, work to intersebrand.

At this point, I might mention the fact that there is a report coming that

the Real Estate Association of Chicago has an opinion contrast to the

demand for teachers in the state of Illinois. I have been in touch with Mr. Kennard as I have it only

by phone.

I talked the whole matter over with President Mr. I. I. W., who I am

Director of the New York State Teachers and who is the New York State Teachers

Association. We are enthusiastic over the possibility of a board selected school of high grade in

Chicago and are pleased that Chicago was a candidate for the position of a school of the type

that we are looking for. We have made all the necessary arrangements and are

going to answer the question of how we are going to do so. I am confident that our plans will not be enough,

and the plan is to secure an educational system of common interest which

would enable us to do this.
of course, is both his own and Mr. Windsor's position. I found the majority of those with whom I talked at Saratoga thought the school should be tied pretty close to the University Library.

Also most of those with whom I talked felt that the school should be on the main campus, under the same roof as the University Library or immediately adjoining it. I find myself increasingly of this feeling. Accordingly I have revised section III of the plan so that it is equally applicable whether the school is downtown or out here. Except in the field of children's books we have practically everything out here which can be found in either the Public or the Crerar libraries. The student in a school out here could easily go downtown for necessary work just as students in our School of Social Service Administration go out for field work. This change would considerably reduce some of Dean Filbey's figures as to cost.

I am preparing and hope to lay before you in a few days a fairly detailed plan for a school. It has been impossible to complete it before you return to the city as I did not return from my own vacation until August 22 and was wholly absorbed by my regular duties until school closed and indeed for several days thereafter.

Very truly yours,

Edward A. Henry
After a year with whom I talked last, that the school should be on the
University campus.

Next year I plan to visit the University of Mississippi to complete my
accreditation. I have received your
I plan to return soon. I am now at the University of Mississippi and will
school and will be there soon. I plan to return soon.

With best wishes,

[Signature]
September 18, 1924.

Memorandum to President Burton:

Herewith I hand you a rough and rather hurriedly made outline of the sort of library school I have in mind. It is the product of the study of the catalogues of all existing schools on the one hand and of our own professional schools and their relation to the University on the other, combined with what I have been able to learn from other sources, all fused together in many hours of reflection. It is not easy to translate the miscellaneous units of other schools into major courses here. Many of these will probably have to be readjusted by experience. This at least will illustrate the type of school I have in mind. All schools require actual practice work. I am following the example of the Divinity School in not trying to reduce that to majors but am listing it as uncredited but required "vocational training."

The college course listed is only suggestive of the sort of thing I have in mind. Many perfectly satisfactory variants of this could be worked out. As I am conceiving it, the Director of the School of Librarianship should have and exercise much of the power Dean Marshall used to have - to consult the student's wishes and needs but in the last analysis, simply to rule as to what courses shall be taken. It will be noted that the requirements under III 3 and 4 (b) below, while they will permit a Ph.B. and B.L.S. in five years, are yet so extensive that, unless the student has had his Latin and at least one modern language in high school, they will require from five and one-half to six years for completion.
The modern scientific method of investigation of the laws of nature was shown and discussed. The principle of the scientific method is to make observations, formulate hypotheses, and test these hypotheses through further observations. The method is iterative and requires a combination of deductive and inductive reasoning.

The importance of the scientific method cannot be overstated. It has been the basis for the advancement of knowledge and understanding in all fields of study. However, the scientific method is not without its limitations. It is based on the assumption of causality, which may not always hold true in complex systems. Additionally, the scientific method is constrained by the limitations of human perception and the tools available to researchers.

In conclusion, the scientific method is a powerful tool for understanding the world around us. It allows us to make sense of the complex and often unpredictable phenomena that we observe. However, it is important to recognize the limitations of the method and to approach scientific inquiry with a critical and open-minded attitude.
I have sketched in the requirements for degrees in very brief outline form. You will observe that I am recommending a 2 year course of general professional work leading to a professional degree. Then I am suggesting a more specific grouping of graduate courses for a master's degree. I would eliminate at least the first 9 courses in Library Science as not strictly graduate courses. I would not give the M.A. degree with the B.L.S. at the end of 9 more majors either. I would make it a degree for specialized graduate work along a single line of Library Science or a combination of Library Science and work in some other department. The Ph.D. degree would be conferred for similar but more intensive specialization.

Again may I add that this whole thing is very hastily and sketchily done, but I thought this the easiest way to transmit to you the idea of the sort of thing I have in mind. Whether you care to send this on to Mr. Keppel or not, - only you can decide.

Very truly yours,

Edward A. Henry

Head of the Readers' Department
I have received your recommendation for George in very printed form. You will
observe that I am recommending a year course of General Education and two years
of preparatory college. Then I am suggesting a more specialized program of Advanced Training
for a teacher's college. I would suggest at least the first three courses in English, Science,
and one of the social sciences. I would also give the M.A. degree with the B.S. in
the event of more elective courses. I would make it a degree for specialization in English and
work in English a single line of Advanced English or a combination of Advanced English and
more intensive specialization.

Wherever you care to send him to be Mr. Kennedy at not — only you can decide.

Very truly yours,

[Signature]

Head of the Guidance Department
I. GENERAL STATEMENT.

The School of Librarianship of the University of Chicago is a graduate professional school standing in the same relationship to the University of Chicago as other similar schools.

II. BASIS OF CURRICULUM.

The School has committed itself to the task of training properly qualified students in library science. It conceives of library science as the science of the care and the use of books both for the control of knowledge already in existence and for the discovery of new knowledge through researches in books themselves or with books in connection with other sources of information. It seeks to make its graduates expert first in the knowledge of books in general, and secondly in the control of those tools by which the trained librarian knows how to go directly to the book or books which will give information on any given subject rather than wasting hours of time hunting more or less at random through masses of books.

To this end it offers courses of three distinct types; (1) certain elementary courses in the use of books and libraries which are designed for all freshman in the first quarter of their residence at the University in order to enable them to make intelligent use of the facilities offered by the University Libraries. These courses will consist of lectures attendance upon which will be required but for which no credit is given; (2) two years of professional training leading to a professional degree; (3) advanced professional courses of various types which shall offer opportunity for research work and lead to advanced graduate degrees.
I. GENERAL STATEMENT

The School of Librarianship of the University of Chicago is a graduate professional school established in the same relationship to the University of Chicago as other similar schools.

II. BASIS OF CURRICULUM

The School was committed from the start of its existence to the principle of free and open access to all printed sources. It conceives of librarianship as the science of the care and use of printed sources. If the knowledge of printed sources is the key to the acquisition of new knowledge, strong reasons exist for the inclusion of printed sources in the curriculum. In seeking to make the graduate expert librarians in the use of knowledge, it seeks to make the graduate expert in the care of printed sources.

To this end the course of study is designed to (1) provide a liberal education; (2) secure a professional competence in the use of the written word; (3) enable the graduate to understand the objectives of the printed medium; (4) develop the ability to make intelligent use of the printed medium; (5) enable the graduate to understand the principles and practices of librarianship; and (6) to prepare the graduate for the position of leadership in the field of librarianship.

The courses of study provide an opportunity for research work and lead to the award of the degree of Master of Library Science.
III. GENERAL REGULATIONS.

1. Registration in the School of Librarianship is in general subject to the same requirements as apply to the Graduate School of Arts and Literature.

2. Students must be of good health, good moral character and show some satisfactory evidence of probable success in the profession. Some previous experience in a good library is strongly recommended.

3. Specific college courses prescribed for a degree. Before being formally admitted to candidacy for a degree in the School of Librarianship students are required to possess a Bachelor's degree equivalent to that given by the University of Chicago. This must include at least one course each in Psychology, Philosophy, Ethics, Aesthetics and Sociology, two courses each in Economics, Political Science and Natural Science, three courses each in History and English. They must also have a fair knowledge of Latin and a reading knowledge of at least two modern languages. If these courses have not been taken in the college course they must be taken in addition to those required for the degree in the School of Librarianship.

4. Students under other faculties. (a) Properly qualified students in other divisions of the University may elect courses in the School of Librarianship; (b) Senior College students who have completed the courses mentioned under (3) above, have met the language requirements and completed a secondary sequence in some department of the college may elect their last nine majors as a principal sequence in library science. These courses must be chosen under the advice of the Director of the School of Librarianship. Majors so elected may be credited toward the B.L.S. degree.

5. Admission to advanced standing. Students coming from approved library schools receive credit for equivalent work already done up to 9 majors. No advanced standing will be given for undergraduate courses.

6. Degrees conferred. The School of Librarianship offers courses leading to the degrees of B.L.S., A.M., S.M. and Ph.D.
III. GENERAL REGULATIONS

I. Registration in the School of Interpersonal Relations is an essential condition of the same curriculum.

II. Students must pass the Graduate School of Arts and Letters...
IV. A suggestion as to a college course which would properly prepare a student to enter the School of Librarianship.

**Freshman Year**

**Autumn**
- English 1
- History 1
- Zoology OA Nature of the world and of man
- Library Science 0

**Winter**
- Elective (Language?)
- History 2
- Zoology OB

**Spring**
- Elective (Language?)
- History 3
- Philosophy 1. Reflective thinking.

**Sophomore Year**

- English 3
- Economics 0 Principles
- Elective

- Political Science 1A (Intro. to American Govt.)
- Psychology 1 Introduction
- Elective

**Junior Year**

- English 4 composition
- Philosophy 4 Ethics
- Elective

- Economics 2(Econ. History of U.S) Elective
- Philosophy 7 Introduction
- General Literature 30 (Survey of the Renaissance)

**Senior Year**

- Library Science 1
- Library " 2
- Library " 3

- Library Science 4
- Library " 5
- Library " 6

- Library Science 7
- Library " 8
- Library " 9
V. DEGREES IN THE SCHOOL OF LIBRARIANSHIP.

i. Bachelor of Library Science.

1. Eighteen graduate majors in library science are required for the degree of B.L.S. Students will not be formally admitted to candidacy until they possess a Bachelor's degree equivalent to that given by the University of Chicago and have fulfilled the requirements in III. above.

Of these majors at least nine must have been completed in residence work at the University of Chicago.

2. Candidates for the B.L.S. degree are required to take six units of practice work and observation in approved libraries under the general supervision of the Director.

3. With the approval of the Director, certain related courses offered by other departments of the University may be substituted for a part of the required work in library science.

4. A dissertation on some problem in library work is required. The subject must be approved at least six months before the degree is to be taken. The dissertation itself must be submitted in written form at least three weeks before the date of the final examination, and after criticism and revision and final approval, two bound typewritten copies upon approved paper must be deposited with the Head of the Acquisition Department of the University Libraries at least one week before the convocation at which the degree is to be taken.

ii. Master of Arts. Master of Science.

Candidates for the degrees of A.M. and S.M. are recommended by the Faculty of the School of Librarianship to the Faculties of the Graduate Schools of Arts, Literature and Science, and are subject to the general regulations governing the granting of those degrees.

1. The "rational plan" to which candidates for the master's degree must conform in the School of Librarianship may take either of two forms (1) the eight required majors may all be chosen from the more advanced courses in Library Science under the advice and approval of the Director of the school or (2) they may be chosen partly from the courses in Library Science and partly from graduate courses in other divisions of the University. Under this latter alternative a candidate may take an A.M. for example.
in Library Science and English or Library Science and Theology, or an S.M. in
Library Science and Geology or Library Science and Mathematics. This gives an
opportunity for some specialization in the field in connection with which the candidate
hopes to do his future work. Every choice must be approved by the Director in advance.
2. The usual regulations for Master's dissertation will apply.
3. The usual regulations for final examination will apply.

iii. Doctor of Philosophy.
The degree of Doctor of Philosophy is given, not on the basis of the completion of a
certain amount of time spent upon a specified program, but as the recognition and mark
of high attainments and ability in the candidate's chosen province, shown, first, by the
production of a dissertation evincing the power of independent investigation and forming
an actual contribution to existing knowledge; and, secondly, by the passing of examinations
covering the general field of the candidate's subjects, with more detail in the case of
the principal subject, with less detail in the case of the secondary subject or subjects.
1. In order to be recommended by the Faculty of the School of Librarianship to the Faculties
   of the Graduate Schools of Arts, Literature and Science, the candidate must have
   completed a Bachelor's course equivalent to that required for the Bachelor's degree
   in the University of Chicago, and also conforming to the requirements in III. above.
2. He must have earned and taken the degree of B.L.S.
3. He must have completed at least 18 additional majors of which nine may be in some other
department of the University, chosen under the advice and approval of the Director
and also of the Head of the department concerned.
4. He must have submitted a dissertation conforming to the usual regulations of the
   Graduate Schools of Arts, Literature, and Science.
5. He must pass final examinations upon his thesis and his courses under the usual re-
gulations of the Graduate Schools of Arts, Literature and Science.
It is assumed that generally the secondary subject will be in some other department of the
University as Medicine, Law, Theology, History, Education, Chemistry etc. This will
facilitate the training of Medical Librarians, Law Librarians, etc. etc. etc.
The degree of Doctor of Philosophy is given not on the basis of the completion of a certain number of credit hours alone but also on the basis of the publication and work of a dissertation. This is in accordance with the requirements of the Graduate School. The candidate must satisfy the primary requirements and then present a dissertation. The dissertation must be based upon an original investigation. The dissertation must be approved by the Department of Philosophy. In addition, the candidate must satisfy the requirements of the School of Graduate Studies for the degree of Doctor of Philosophy.
COURSES IN LIBRARY SCIENCE.


Library Science 2. Order work. Trade Bibliography, Accessioning, Plating, Labelling, Indexing, Control of binding, Printing, Mimeographing, etc.


Library Science 4. Elementary Classification. Shelf Listing.


Library Science 17. Advanced Cataloguing.


Library Science 19. Advanced Classification.

Library Science 20. Incunabula and Rare Books.


Library Science 23. Libraries and Adult Education.


Library Science 27. Work with Children.
Library Science 30. Large Public Libraries.
Library Science 35. Law Libraries.

Related courses given by other departments.

History B 50. Historiography and Historical Bibliography.
History B 51. Historical Criticism.
History E 50. Historical research in American history.
Sociology 20 A. History of Social Thought.
Sociology 20 B. History of Sociology.
Sociology 36. The Newspaper.
Comparative Philology 13. History of Sanskrit Literature.
Latin 16. Roman Literature.
Romance 51. Introduction to the graduate study of Romance Languages.
German 107. History of the German Language.

Numerous Advanced Courses in English, American and General Literature.

English 202. English Literary Criticism.
General Literature 510. Literature of the Renaissance.
Geology 90. History of Geology.
Geography 40. History of Geography.
Related courses given by other departments

History of American Political Philosophy
History of American History: Atlantic and Pacific
History of American History: North and South
History of American History: East and West
History of American History: North and South
History of American History: East and West

Recommended readings in the field of American History:

1. German for the German Language
2. Advanced German Course in American History

Fieldwork 200: Fieldworkany and Meets of Earliest American History
Fieldwork 200: Fieldworkany and Meets of Earliest American History

General Interest 200: Introduction to the Renaissance

Geography 100: History of Geography
Geography 100: History of Geography
Geography 200: Geography and Geography
October 23, 1924.

Memorandum to Mr. Hanson:

Shortly after you went to the hospital last winter Dean Filbey called me to conference regarding space and equipment that might be needed for a Library School. He showed me a letter from President Burton to him based on an outline for a Library School originally prepared by you. Shortly thereafter the President asked me to prepare a document under three headings (1) why there should be a Library School in Chicago (2) what type of school it should be, and (3) why it should be at the University of Chicago. Just at the opening of the summer quarter this document was returned to me with suggestions for changes in it and the request that I present copies of it to the more conspicuous library people in Chicago and request them to write Mr. Keppel recommending this scheme. I did as directed and the morning I left Chicago for Saratoga Dr. Burton called me into conference and asked me to gather as much information as I could on the subject at Saratoga and submit it to him upon my return. When I got back to Chicago he had gone to Europe leaving me a long document of facts which Dean Filbey had prepared and requesting me to incorporate that in my revision of the plan of June 18. So I left the matter until School closed in August and began work upon it soon thereafter and had all the material on his desk when he returned to the city. A few days ago he called me into a conference in which we discussed my report and the possibilities. He decided to take the matter up with President Scott of Northwestern and see if he could persuade him to drop such plans as he may have looking toward the Library School on the McKinlock Campus. He also asked me to give you carbons of the plans to date and ask you to submit to him your further ideas in the matter. He felt the first question which should be decided was, "Should the school be located in the University College downtown or out here?" He asked that both you and I consider that question and submit arguments in the matter to him. The details of the school itself will then be taken up for consideration.
HOMER RICHARDS TO W. H. HICKS

October 2, 1925

Homer Richards to W. H. Hicks:

Dear Mr. Hicks,

I have been notified that I am to return to the University of Chicago on Friday, October 6th. I am writing to confirm this decision and to discuss any matters that may concern you.

I understand that you have been considering the possibility of transferring to the University of Chicago for the fall semester. I hope that this information is helpful in making your decision.

Please let me know if there is anything else that I can do to assist you.

Sincerely,

Homer Richards
Accordingly I am handing you herewith a copy of the plan of June 18 last and a carbon of the letter which went to Mr. Roden at the top of which I have noted the various people to each of whom copies of the plan and letters exactly like this one went. The next document is the one dated September 13 which is a revision of that of June 18 with the addition of all of Dean Filbey’s figures as to cost, etc. Then comes a document dated September 16 which is the report of my conferences in Chicago and at Saratoga. Then comes another document dated June 18 which was prepared very hurriedly in order to give Dr. Burton a somewhat clearer idea of the type of school I had in mind and the way in which it might be integrated in the University.

Very truly yours,

E.A.R. 15

Head of the Readers’ Department.
Very truly yours,

Head of the Physics Department

[Signature]
October 27, 1924

President Ernest D. Burton,
University of Chicago,
Chicago, Illinois.

Dear Mr. President:

Since the beginning of our new fiscal year, I have had an opportunity to take up with my associates the question as to when we should present to the Board the broad general question of our responsibilities with reference to a University Library School. I find that the unanimous feeling is that it would be better for us not to bring up the question during the current fiscal year. For one thing, to a certain extent at any rate we would be begging the question which we have asked the librarians themselves, through their Association, to answer for us, and, in the second place, our own financial situation and, specifically, the amount of money which we would be in a position to set aside for this particular purpose will be much clearer at the end of the present year than now.

I am not forgetting that I took up this matter with you, and not you with me, and that it would be much more convenient for you and your associates in your plans to have some definite indication of what we are likely to do, and I can see how lack of information may be embarrassing to you. It seems to me that, under the circumstances, the only fair thing will be for you to go ahead as if this matter were not under consideration, with the assurance that when we are ready to take up the question, we will not come to any decision until we have thoroughly canvassed the possibilities as they may exist then for co-operation with the University of Chicago.

Sincerely yours,

J. P. Keppel

K/L
October 26, 1927

President Root, Director,
University of Chicago,
Chicago, Illionois.

Dear Mr. President:

Since the beginning of our new fiscal year, I have had an opportunity to see many of the processes and actions of the Corporation, to observe the progress of the Building Fund campaign, and to study the position of the Corporation. I find that the conditions of the world at large are such that it is not easy to forecast the effects of the economic situation, the political position, or the social condition of the country. Yet, I believe that the Corporation has a role to play in these conditions, and that it is important for it to be aware of the position of the country and to be ready to take action.

I do not understand that I am to discuss the matter with you, but you have asked me to report to you on the progress of the Corporation. I feel that it is important for the Corporation to be aware of the difficulties that it may face in the future. It is my belief that the Corporation should be prepared to take action in these conditions, and that it is important for it to be aware of the position of the country and to be ready to take action.

Sincerely yours,

[Signature]
November 1, 1924.

MEMORANDUM TO PRESIDENT BURTON.

In Re: Library School.

I have read the various communications on the proposed Library School handed me a few days ago by Mr. Henry. The following suggestions occurred to me on a first reading.

1. Letter of June 20, 1924, to Mr. Roden et alii.

If the proposed plan is to be realized by October 1st, 1925, it will mean for the time being at any rate, a school with headquarters in or near the loop district and connected with the University College. I do not believe that with the present state of building construction on the campus, and with building plans for the next few years definitely determined upon, that it will be possible to combine a library school with the General Library.

The schools at Albany and Urbana have the advantages which come from a combination in the same building of a large general library and the Library School. Harper, even with class rooms, President's and professors' offices removed, would not offer the same advantages now possessed by the New York State and Illinois University Library Schools. The proposed school might be accommodated in a building adjoining or connecting with Harper. First choice would be the building originally planned for the Modern Language Group; second choice, not so advantageous, the present Law School building.
In Ref. Library Section

I have read the various communications on the proposed Library
project prepared to a less degree by Mr. Hank. The following suggestions
accordant to me as a first reading.


If the proposed plan is to be executed by October 1910, if
will mean for the time being if my letter a report by the Librarian collector. It is not
seen for this purpose and connected with the University Collector. I go not
there are good purpose and connected with the University Collector. The same
and with particular plans for the next few years as indicated by the Board of
that it will be possible to combine a Library School with the General Ps.

Please

The purpose of Library and University have the same character. This
from a companion to the same purpose of a large general Library and the
Library School. Rather, even with these went recommendations and principles.

Alberta Lessons many may after the same decision can be made. The
New York State and Illinois University Library Schools. The proposed school
might be expected to a partial library of connection with Librarian. Either
spite many to the Library School's message for the opinion discussion.

Thank you second chance for your consideration. The burning was somewhat
remodeled.

If therefore the School is actually to open in the autumn quarter of 1925, it should be planned in connection with the University College.

I have in hand a report on arrears to be handled, with some comments on space and building problems at present seriously retarding progress, which has a bearing on this question and which I hope to have in your hands in the course of a few days.

2. A Library School in Chicago, September 13, 1924.

III. 5. The bibliographical and reference collection at present located in Harper reading room, Catalogue, Acquisition Departments and modern language reading room, is an excellent one. We must, however, note one disadvantage, viz. that a number of exceedingly important reference and bibliographical works which should be included, are at present located in departmental libraries, while similar collections of the Chicago Public, John Crerar, and Newberry Libraries, are located in the same or adjoining rooms.

IV. It occurs to me that salaries of Director and Vice-Director are placed rather high as compared with salaries of other University positions of equal or greater importance.

3. Memorandum of September 16, 1924.

It is rather surprising that Mr. Utley should stand alone in his contention that it would be better if the University of Chicago and Northwestern University were to get together and agree on a plan to be laid before Dr. Keppel. Mr. Utley's reasoning seems to me sound and I
believe that it would be worth while to feel out the authorities at Northwestern with reference to their plans and desires.

p 4.

As for Mr. Wyer's contention that the Director of the Library School should also hold the office of Director of the University Libraries, I believe that it is based on insufficient knowledge of what is required of the Director of the University Libraries. No university librarian of standing, familiar with the situation here, would in my opinion advocate this combination, at any rate, not until the reorganization of the Libraries had been in the main completed and adequate space for library resources provided.

p 5.

The contention that the Library School should be in the same building as the University Library, is sound, provided the University has an adequate building in which to house both. Should this space in the course of a few years be provided, either through erection of a new building, additions to or expansion of Harper, then a combination might be advisable.

4. Memorandum to Dr. Burton, September 18, 1924.

III. 3. Unless Aesthetics is meant to include also History of Art, the latter should be added.

IV. Suggestion as to a college course which would properly prepare a student to enter the School of Librarianship.

1. Foreign and classical languages should be emphasized, possibly in the following order:
g. Greek  
f. Scandinavian languages and Dutch.  h. Portuguese and Roumanian.  i. Slavic
languages.

2. Senior year might offer some instruction in Library Science
and Bibliography, but the bulk of the courses should obviously be devoted
to the rounding out of a general education with emphasis on Languages,
History, Literature, and Philosophy.

General Comments.

The advantages of the University of Chicago as the place for
the proposed Library School are admirably summarized. However, the men
who will have final decision are undoubtedly familiar with our situation
and a long detailed statement of this sort may be superfluous here. I
would therefore advise a briefer and more condensed presentation.

The planning of courses to be offered would naturally rest with
the new Director, his Vice-Director, and staff. It seems to be therefore
unnecessary to present to Dr. Keppel an outline of studies so detailed
as the present one. It will be useful for reference, as it has been
elaborated with great care and in consultation with library school specialists.

Men who might naturally be considered for leading positions on
the faculty of the new school, are few, perhaps not over 5 or 6 in number.
Society of Macaulay, E. A. in a letter to the editor of the

Following are some editorial comments and information in support of the proposed bill:

The proposed bill will provide for the

of the government to take appropriate action to ensure that the

and information are not considered

mate, information, and navigation.

General Consideration

The consideration of the proposed bill is an integral part of the plan to

the advocacy and support for the proposed bill. The

will not result in substantive

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Office of the President

The University of Chicago

The University Libraries

1924

November 14, 1924

Please

1. Dispose of as you think best.
2. Answer and retain in your files.
3. Answer and return with carbon of reply for our files.
4. Return with answer on President's stationery for him to sign.
5. Return
   a) With information called for in writing.
   b) With suggestion of answer in writing.
   c) Comment in writing.
6. Return and arrange for personal interview.
7. Follow through—and report.
8. Initial and return (sent for information only).
10. Send to ____________________ with covering letter.
11. File under ____________________
12. Make ____________________ copies.

Send to ____________________

Remarks.

The question of location by sch
agement building would lack the more int

ion with some other things, has led me to pr

ession some of the "other things" first. About

of a reduced protest of the drawing spring. I was in a conference but he asked, "is the latest form of these plans?" I answered that time, I called him and learned that Vice-P

currence with Professor Handy and others to

some enable these departments to vacate the

room by protest against calling that "best
Memorandum to President Burton:


Mr. Kappel's letter of October 27 puts the whole library school matter in a somewhat new light. He indicates that he is hoping that any school we may open may answer the demand of the library world for a University Library School. This, it seems to me makes it even more important than before that the proposed library school should be in most intimate contact and relation with both the University and University Library. This seems to me to settle the question of location. Any school located at the University College building downtown would lack the more intimate University contacts.

This, in connection with some other things, has led me to restudy building plans somewhat. May I mention some of the "other things" first. About two weeks ago Mr. Flock rushed into my office with a reduced photostat of the drawings of the "Harper Court Plan" made last spring. I was in a conference but he asked, - "May I ask just one question? Is this the latest form of these plans?" I answered, "Yes," and he left. Later, when I had time, I called him and learned that Vice-President Tufts was using the plans in a conference with Professor Manly and others to see if "this Modern Language Building would enable those departments to vacate space they now use in Cobb." I want to renew my protest against calling that "West Wing" a "Modern Language Building." It would hardly be large enough to accommodate those departments if they had every cubic inch of space in it for other than library purposes. This, of course, is an at present inconceivable assignment of this building. It must be simply a library wing. For the present we will almost certainly place all of our modern language books and desk space in that building along with a lot of other things. Later we must be free to re-assign that space as may seem best. It must not be tied down as a "Modern Language Building." In the present state of our library plans I consider the Building
Dear Mr. Thomas,

I trust that this note finds you well. I am writing to request your assistance with a matter that has arisen in relation to the construction of a new laboratory building on our campus.

As you are aware, the construction is progressing according to schedule, and we are nearing the completion of the project. However, we have encountered a slight delay due to unforeseen circumstances, and I am writing to inquire if you could provide any support or advice that would expedite the process.

The new building will accommodate our biology department and is crucial for our academic and research activities. I understand the importance of timely completion and would appreciate any assistance you could offer.

Please let me know if there is anything I can do to facilitate the project. I look forward to your response.

Sincerely,

[Your Name]
of any more departmental buildings with departmental library facilities as a serious mistake unless it is an easily re-adjusted assignment of space for libraries pending the settlement of the library problem. (Please note: This comment has a direct bearing on plans for a new building east of Ryerson, plans for new medical buildings and any Chemistry plans.) This leads me to the second "other thing". In a chance conversation at a reception recently someone remarked that the test of art was to try the affect of a picture when it was turned bottom side up. Dean Wilkins remarked that he had recently tried that test on his drawings for a central library building. This gave me the impression that he is continuing to develop his plan I. It seems to me unfair to allow Library Plan I to be fully developed and then compared with the present stage of Plan II. If comparisons are made, they should be of one complete plan with another complete plan. In other words, if there is any probability or even possibility of an early consideration of Plans I and II by our faculty, I want a fully developed Plan II showing the final full hollow court plan of our proposed completed building. My point is that Plan II as we are now conceiving it is just as truly a centralized library as Plan I only it builds on present foundations and is attainable by easy stages. The plans now drawn show stages 1, west wing, 2, east wing and 3, Haskell replacement, but do not show 4, north link or 5, remodelling of Law. I would like to go ahead and myself make rough drawings of the whole plan if there is any possibility of their being considered.

But this is an aside. I will return to the original subject of the library school. Dean Filbey's figures as to space provide for 30 advanced students, 80 less advanced students, needed class rooms, laboratory room, offices, store rooms, etc. This seems a liberal provision. The space figure arrived at is 7,675 square feet. The ground area of our proposed west wing is 7,208 square feet. Hence one floor of that wing would nicely fit the needs of the school.

At the downtown rental rate Dean Filbey figures that the capital sum required to provide
Rent free 7,675 square feet plus 50% for growth is $633,185. This amount would very nearly if not entirely pay for this west wing complete since it is a two-walls-and-roof construction, the other two walls being already up. We have already studied the use of space in that building but this library school problem will force a restudy of the assignment of that space.

This is a rather offhand opinion - but 110 students (Dean Filbey's figure) is larger than any two library schools in existence today added together. For several years I venture to suggest that the school will not need nearly that much space. So I am suggesting that

If - we get our west wing soon

and if - Commerce and Administration gets its own building

The Library School might have 3300 square feet on the 5th and 6th floors of the west tower of Harper while Cataloging, Classification, Shelf Listing, Acquisition and Binding could be housed on the 4th floor of the west wing plus the Classics museum. Mr. Hanson and Miss Nichols could be housed on 4th floor of Harper and still leave space on that floor for growth of the Library School. Ultimately the Acquisition, Catalog, Classification and Shelf List and other similar departments might well be housed on the top floor of the new building on the Haskell site, directly on top of the stacks while the Library School could have the whole 4th floor of the west wing - thus being on the same floor with these departments and in close touch with stack rooms and circulation desks. As the school grew the fourth floor might be wholly devoted to study and work rooms while recitation rooms could be provided in the 4th floor of Harper or on the north half of the 3rd floor of the west wing.

Further, Mr. Kappel's letter makes me feel that we ought to put our plans into as good shape as possible and then get into touch with the new Board of Education for Librarianship of the American Library Association for it is clearly this Board which will answer the question of the Carnegie Corporation as to needs. I believe I mentioned to you that
Mr. Keough of Yale is reported to be seriously considering the possibility of establishing at Yale a strictly post-graduate library school accepting only library school graduates and equipping them with Ph.D. degrees. Corridor gossip at Saratoga seemed to take it for granted that the outcome of the Williamson report and the report of the Temporary Library Training Board would be a new and very strong library school. The only question was as to location. Yale and Washington D.C. seemed to be more generally favored until our plan was read to the Executive Board of the American Library Association. Then there was considerable talk about Chicago as a possible location. "We should be up and doing."

(Incidentally the upward revision of our library salary scales will remove one possibly serious weapon from the hands of those who might oppose Chicago.)

Very truly yours,

Edward A. Henry
Head of the Readers' Department.
Mr. Horace of Yale is expected to be sent to Spain for the possibility of establishing an Executive Board to assist in the establishment of a special branch of the American Institute in Spain. The report of the Spanish Institute would be sent to Mr. Hoar and Washington, D.C. It seems that more general interest in our plan would lead to the Executive Board of the American Institute Association. They then sent a message to the War Department to inquire about the possibility of removing one of their officers from the War Department.
November 7, 1924

My dear Dr. Keppel:

I sincerely beg your pardon for the delay in acknowledging yours of October 27th. I appreciate your interest in this whole project and as we have many irons in the fire which pretty thoroughly consume my attention I am not particularly reluctant to have a longer time in which to study the particular matter of a school for librarians.

I appreciate your assurance that when you are ready to take up the question you will not come to any decision until you examine the possibilities as they exist in the University of Chicago.

Yours sincerely,

Dr. F. P. Keppel, President
Carnegie Corporation
522 Fifth Avenue
New York, New York

EDB:NG
November 7, 1924

My dear Dr. Kebbel:

I sincerely appreciate your patience for the delay in acknowledging your kind invitation to the work project and my interest in the whole project may be a factor in the situation I now propose to explain. I am not particularly interested in such a foreign climate. I am more interested in a foreign country.

I appreciate your assistance that you are ready to take on the association, and I will not only come to your assistance, but also examine the University of Chicago.

Yours sincerely,

Dr. F. B. Kebbel, President
Chicago University
New York, New York

Enc.
December 2, 1924.

COPY

Memorandum to Mr. Henry:

In your letter of November 14, you say that you think we ought to put our plans for a Library School into as good shape as possible and have them ready.

I agree with this, all the more in view of recent developments.

May I suggest that you prepare a Proposal for a Graduate Library School which I may send on to Mr. Keppel saying that if it is the opinion of the library profession, as it is ours, that a school of this general type is needed, and that the University of Chicago is the place for it, we should be glad to establish it as soon as the matter can be financed.

Perhaps the same communication might be sent to the Chairman of the Board of Education for Librarianship.

We must not run the risk of having this thing go the wrong way through failure to make our attitude clear.

I judge you have all the papers on this case.

You will of course work with Mr. Hanson on it. I do not think the statement need be very detailed. It is mainly to put us on record. It should however contain argument for location with the University of Chicago.

Very truly yours,
(Signed) Ernest D. Burton
President.
December 5, 1944

Dear Mr. Hoeltz:

In your letter of November 4th, you may have

\underline{written} we would like to have our plans for the

trip read into the speech.

I agree with this, and have been working on a

brief development of the matter. I agree.

May I suggest that you prepare a proposal for

the Graduate Student Council, which I may send on to Mr. Hoeltz saying that it

is in the opinion of the Graduate Association that it is important that a report

of this general type be made, and that the University of Chicago be

placed in the position of being ready to accept it as soon as the matter can

be finished.

Perhaps the same communication might go sent to

the Chairman of the Board of Directors. It is

important to make our attitude clear.

I hope you can work out the problem of this case.

You will of course work with Mr. Hoeltz, and I go not think the question

need be very difficult. It is important to keep on record. If necessary

contact arrangements for the association of Chicago.

Very truly yours,

Strang [illegible] D. Burton
Representative
American Library Association

BOARD OF EDUCATION FOR LIBRARIANSHIP

Enclosed is a brief digest of the discussion which took place at the open meeting of the Board of Education for Librarianship on December 31, 1924, on the need and standards for an advanced school of librarianship.

Previous to the meeting a copy of the program with notes on the questions was mailed to you and the Board hopes that you will now add your comments to the discussion. Either individual or group contributions will be appreciated, and it is desirable that these be sent in to the Executive Assistant as soon as possible since the report of the Board is now in preparation.

MB
January 23, 1925
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American Library Association

BOARD OF EDUCATION OF LIBRARIANSHIP

Open Meeting Dec. 31, 1924.

Digest of Discussion

Chairman Strohm opened the meeting and requested the Executive Assistant to read the following definition of an Advanced School of Librarianship which had been contributed:

"1. An advanced school of librarianship should differ from existing schools which require college graduation for admission by providing more extensively for specialization. It should prepare students to fill such positions as

Administrators of
small or medium-sized public libraries
large public libraries
regional or county libraries
elementary and high school libraries
normal school and teachers college libraries
university, college, and technical school libraries
special libraries.
departments of large libraries of all kinds
Secretaries and organizers for commission work
Directors and teachers for library schools and training classes
Supervisors of work with children
Bibliographic experts
Research workers

"2. It should require for admission college graduation, one year of satisfactory work in an accredited library school, and some experience except

(a) that the faculty may admit students who do not have the full qualifications indicated above, but who satisfy the faculty that the advanced work for which they enroll can be carried satisfactorily without lowering the standards of instruction in the school;
(b) that the faculty may refuse to admit any applicant who fails to give evidence that he can carry the advanced work satisfactorily."

Arguments to prove the need of such an advanced school or curriculum were voiced by H.H.B. Meyer, G.F. Bowerman, and E.A. Henry. Mr. Meyer and Mr. Bowerman both referred to the recent conference of Washington librarians with the Board of Education for Librarianship, which was in effect an opportunity to inform the Board regarding the special advantages to be gained by the establishment of an advanced school in Washington. Mr. Meyer referred to two departmental positions in the Library of Congress to which there were recently appointed specialists in those particular fields rather than librarians because no librarians with the required special knowledge were available. He also stressed the importance of training normal and high school librarians to meet present demands,
Mr. Bowerman grouped the needs for a school of graduate
grade under five headings as stated in the prospectus of the proposed National
School of Library Science:

1. The formulation of facts in relation to library
science which can be deduced from years of experimentation
within this field, and the organization of this material for
the more satisfactory teaching of the science.
2. The encouragement of further research.
3. The creation of a center to which those who have had
preliminary training and years of practical experience may
turn for further instruction in the larger problems of libra-
ry administration and bibliographical research.
4. The development of adequate courses of instruction
for those who wish to prepare themselves for highly special-
ized work.
5. The training of those competent to teach library
science.

He suggested that
there would be two classes of applicants for admission:
1. New recruits who have completed 4 years of academic
work and one year of elementary library training who wish to
pursue work of graduate grade to fit themselves for the
higher positions.
2. Members of the profession who wish to fit themselves
for administrative or other more specialized work.

Mr. Henry of the University of Chicago Libraries stated that
the University of Chicago was ready, if the need were felt by the profession,
to consider the establishment of such a school. He called attention to the
peculiar advantages to be gained by affiliating the school with a university
operating on the quarter basis and to the opportunities offered by the library
facilities in Chicago.

F.P. Hill asked: "Where does the demand come from? Does it
come from the heads of libraries, from those who have been to library schools,
or from those who are in library schools at the present time? In other words
would such a school be supported by those who contemplate going to it?"

Mrs. Jennie T. Jennings replied that she knew a number of
people of some experience with elementary training who had said that they would
go to a library school if there were any opportunity for pursuing work of an
advanced type.

Mary E. Ahern made the suggestion that an advanced school
might recruit students from the staffs of most of the library schools and that
some of the heads of large libraries would matriculate at the earliest
opportunity.

P.B. Wright refused to believe that librarians lacked the am-
bition of doctors, teachers, and other professional people for advanced study.

Alice F. Bixby of the Ryerson Library stated that she had
wanted just such a course for years.

W.C. Carson of Toronto spoke briefly on the desirability of an
advanced school stating that Canada would look to the United States for such
service and probably would furnish a half-dozen students each year.
The presentation of a text is not very clear due to the fading of the page. However, it appears to be discussing the importance of certain legal or procedural matters, possibly related to the handling of papers or records. The text is not fully legible, but it seems to be a continuation from a previous discussion on the importance of legal procedures and their implications. The context suggests a focus on adherence to legal standards and the proper handling of documentation.
Open Meeting

Recruiting of students

W.W. Bishop related his experience with the eight-weeks sessions conducted at the University of Michigan in the summers of 1923 and 1924. Admission was restricted to college graduates with one year of library training or three years' experience in a library of 20,000 volumes. Credit toward a degree was offered. With no advertising beyond the announcement in the summer session catalog seven persons registered in 1923 and eight in 1924, for a class limited to ten in order to assure work of graduate character. From this experience Dr. Bishop expressed the belief that there would be little difficulty in securing a reasonable number of students but that a class as large as 50 to 100 students was undesirable.

Mr. Bowerman stated that the estimate of the Washington group was at least fifty full-time and fifty part-time students the first year.

Leave of absence

Linda A. Eastman, for the Cleveland Public Library, spoke of the liberality of that institution in granting leave of absence for study, of the definite ruling under which assistants now are allowed leave for study at Western Reserve School of Library Science and of possible arrangements which might be made for graduate study away from Cleveland.

C. E. Rush expressed the belief that the question of leave of absence was the simplest phase of the whole topic.

E. C. Richardson suggested that leave for study might be stipulated in the contract of a librarian in accepting a position.

Curriculum

The curriculum discussion was carried on by alumni representatives of the library schools and other speakers.

Adah Whitcomb (Pittsburgh) felt that the curriculum should be modeled upon college courses for a master's degree, with the work outlined and directed by a professor of library science, engineering, journalism, or whatever subject the student wishes to pursue. She suggested that students need not form a fixed group and that the faculty also could be scattered, the work to be directed in such a manner that the student could do research work along a chosen line and present evidence to the faculty at the end of the year in thesis, bibliographic, and oral form to show the completion of work worthy of the degree.

Alice Farquhar (Wisconsin) was convinced that the curriculum should not be prescribed, that it should be so arranged that a student could get what he desires along any special line, with opportunities for research work. She agreed that much of the work could be done in absentia.

Martha Wilson (Western Reserve) stated that a graduate school implies a ground work of prescribed courses and that the advanced curriculum should offer opportunity for the student to pursue special work which would apply to his particular problems. She suggested a stated term of residence with opportunity to work in absentia on a definite problem.
T. C. Tai, Librarian of Tsing Hua College, Peking, who is a candidate for the degree of Ph. D. at the University of Iowa is preparing a thesis on "Current theories of professional education for librarianship." His paper appears in full in the February issue of Public Libraries. He stressed the importance of building the curriculum around the essential requisites for a professional school. He quoted James Earl Russell's three fundamental aims of a professional school curriculum stated in "Trends in American education," applying them to the advanced school of librarianship as follows:

1. Specialized knowledge of the library profession should be so organized and systematized that within a minimum period of time the graduate student may acquire a maximum of advanced knowledge of the profession, which implies that
   a) the curriculum must not be crowded with introductory and elementary courses in professional subjects;
   b) prerequisite courses, either academic or professional, must be required as the advanced course indicates.
2. Instruction in technical skill on an advanced plan should be provided.
3. The teaching should inspire individual creative thinking and open the minds of students for continued learning.

Constance Bement (Pratt) urged the necessity of attracting the most desirable type of college graduate. She believed that this could be accomplished only by arranging the curriculum for specialization including as little technical work as possible.

Alice I. Hazeltine, speaking from the point of the definition as read, stated that it presupposed more electives than are offered at present in any one school. She voiced the need for high standards, some prescribed courses and more elasticity as to electives.

H.H.B. Meyer made some concrete suggestions as to content of the curriculum, as follows:

- Administration of various types of libraries
- Principles and psychology of reading
- Methodology of bibliographic evaluation and research
- Fine binding
- Bibliography in special fields
- Pedagogy of library science
- The library as a means of disseminating culture and information and as a means of recreation
- Special problems to be worked out
- Methods of production of books
- Construction of library buildings

A.S. Root advocated an advanced school of librarianship on a par with other professional schools, a strictly graduate school requiring for admission the completion of an elementary library school course thus predicing a school for specialization.

June R. Donnelly took issue with the speakers who said that college students withdraw because of the drudgery of the technical courses stating that in her experience such was not the case. She emphasized the fact
that some students have the memory power and not the thinking power and, though they could earn a baccalaureate or master's degree, they were not of the calibre of graduate students.

G.E. Utley thought it might be assumed that an advanced school should include much work in specialized fields. He spoke of the value to the librarian of the opportunities for contact with the outside world which such specialized study would provide. A large part of the work, in his opinion, would be done in absentia, under librarians who would be capable of directing study in special fields.

Entrance Requirements

F.K. Walter argued that there would never be an advanced school worthy of the name that does not take for a general principle the idea that a student to be granted admission and full credit must have completed at least the final requirements of the school of the grade below. He recommended some kind of a test for the student not meeting the full requirements.

Marie A. Newberry advocated lower entrance requirements at first on the ground that the requirement of four years of academic work and one year of library school training would debar many department heads and even librarians.

H.M. Lydenberg held the view that there would be general agreement on the admission of the student with exceptional ability who could not meet all the requirements but that any formal provision to cover all cases would be impracticable.

President Walter Dill Scott of Northwestern University, speaking on Selection Tests, stated that the American contribution to psychology, the principle of individual differences, is fundamental to all conceptions of the subject. He outlined the two important applications of this principle, viz., to the American Army during the War and to the selection of college freshmen. With reference to the use of tests for admission to an advanced school of librarianship, he emphasized the need for information as to the qualities required in particular jobs.
September 30, 1924

My dear Mr. Hanson:

I have received from Mr. Henry a letter of which he doubtless has a copy calling my attention to the action of the Personnel Classification Board of the Federal Government in Washington which apparently states a new scale for library salaries. May I request that you with Mr. Henry's help, if he desires, will prepare a statement showing what would be involved in putting salaries of our library staff on this scale.

I do not know that this should be stated in personal terms although your study would no doubt be based upon individuals. I should think rather that it might take the form of two tables. The first should show how many we have on our existing staff that probably belong in each of the several classes indicated in the Government report and secondly what would be involved financially in raising the salaries of the existing staff to this level. The second might show what additions to that staff would be involved in putting us into a condition of satisfactory efficiency.

If, as I imagine, the increase in cost, even apart from any additions to the staff, would be very considerable, you might suggest the steps covering say two or three years by which we might be able to reach first the status of Table I and second, that of Table II.

Yours sincerely,

EDB:RS
Mr. J. C. M. Hanson
The University of Chicago
September 30, 1934

My dear Mr. Heney:

I have received from Mr. Heney a letter of which I am confident of the accuracy of the contents. But I am not able to do anything about it.

I am informed that the Personal Classification Board of the Federal Government met and appointed an opportunity to present a new case for a property sentence. I am not certain that you will be able to assist me in presenting my case. Perhaps it is better to have a statement of our position at an early date.

I do not know that there should be a change in the situation. I have written to your office to inform you of the facts. I am sure that you will assist me if I can present a case that may possibly be considered.

The best way to present my case is to present it.

Yours sincerely,

[Signature]

Mr. O.W. Heney
The University of Chicago