(Proposed covering letter for Library School plan)

June 25, 1926

My dear Dr. Keppel:

On March 17 last, President Burton submitted to you a proposed plan for a Library School at the University of Chicago. Early in April he consulted with you regarding the matter. Upon his return to Chicago, he called Mr. Henry upon the phone and asked him to be prepared to go over the whole plan with him in the near future. Upon April 20 he sent on to Mr. Henry your memorandum of April 14 which commented upon certain points in our plan and promised an early conference. Then came his illness. The accompanying revision of our plan is made wholly in the light of your criticisms and of further developments at the University. Because of the fact that we have not had the advantage of President Burton's report of that conference and his suggestions for revision, we invite your frankest criticism. This new document should still be considered a tentative proposal.

The very brief statement of objectives is well supplemented by the Annual Report of the Board of Education for Librarianship which reached us too late to be used except in the final editing of our proposal.

With reference to the matter of "professional courses" such as are referred to in footnote (3) on page 25, the following statement as to the general policy of the University may be in point.

There is at this time a very strong feeling among many members of our Faculty that we should strengthen still more the emphasis upon our advanced work, whether professional or non-professional, and that in the professional work, as well as in the non-professional, the emphasis should be increasingly upon research and the advancement of knowledge. As regards undergraduate work, the policy will be to improve its quality but not to increase the number of students. As regards
June 1925

Mr. George K.flower:

On receipt of your letter of July 26th, I feel I must express my opinion that the proposal of the University of Chicago to go on with the project of erecting additional buildings in the near future, upon the block adjacent to the University of Chicago, University of Illinois, and the Illinois Institute of Technology, is the best solution to the problem of providing for the growth of the University. The Conference on the Future of the University is under the direction of the Committee on the Plan of the University, and the Conference on the Future of the University is the official body charged with the task of determining the future plans of the University.

The Conference on the Future of the University is the body of the Illinois Institute of Technology and the University of Illinois, and the Conference on the Future of the University is the official body charged with the task of determining the future plans of the University. The Conference on the Future of the University is the body of the Illinois Institute of Technology and the University of Illinois, and the Conference on the Future of the University is the official body charged with the task of determining the future plans of the University. The Conference on the Future of the University is the body of the Illinois Institute of Technology and the University of Illinois, and the Conference on the Future of the University is the official body charged with the task of determining the future plans of the University. The Conference on the Future of the University is the body of the Illinois Institute of Technology and the University of Illinois, and the Conference on the Future of the University is the official body charged with the task of determining the future plans of the University. The Conference on the Future of the University is the body of the Illinois Institute of Technology and the University of Illinois, and the Conference on the Future of the University is the official body charged with the task of determining the future plans of the University. The Conference on the Future of the University is the body of the Illinois Institute of Technology and the University of Illinois, and the Conference on the Future of the University is the official body charged with the task of determining the future plans of the University. The Conference on the Future of the University is the body of the Illinois Institute of Technology and the University of Illinois, and the Conference on the Future of the University is the official body charged with the task of determining the future plans of the University. The Conference on the Future of the University is the body of the Illinois Institute of Technology and the University of Illinois, and the Conference on the Future of the University is the official body charged with the task of determining the future plans of the University. The Conference on the Future of the University is the body of the Illinois Institute of Technology and the University of Illinois, and the Conference on the Future of the University is the official body charged with the task of determining the future plans of the University.
professional work in librarianship such as is contemplated in the first year of graduate work as set forth in the Annual Report of the Board of Education, this would mean, I think, that the University of Chicago would not wish to emphasize this year, or to compete with other schools organized primarily to give this work. It understands that it might be necessary to offer this year of work for two classes of students -

a) Students taking their Bachelor degree at the University of Chicago who may desire to press on toward the advanced school, and are therefore desirous of taking this professional year, not for itself alone, but as preliminary to the advanced work.

b) Students who enroll primarily in the Advanced Graduate School, but may need to take one or more courses of this professional work which had not been properly covered in the candidates' previous training.

In other words, the emphasis should be upon the Advanced Graduate School, and the Director must assume the responsibility of so regulating the registration, or admission, as to maintain a proper perspective in the relation of this first year to the main purpose of the school, namely, the advanced graduate work.

It may be in point to refer to the Medical School now being organized, in which the emphasis will be primarily not upon the training of medical practitioners, but upon the development of research in the medical sciences with a view to the understanding and prevention of disease.

Any attempt to predict the ultimate size or the time required to develop a Library School at the University of Chicago would be extremely hazardous. Careful estimates, based upon other library schools now in existence and other professional schools in the University, indicate that the type of Advanced Graduate Library School here proposed might reasonably attract, within the first
in the University of Chicago, with the intent of completing a Bachelor of Science in Economics. The purpose of this work is to extend the knowledge gained in the Department of Mathematics and Statistics, and to apply it to the analysis of economic phenomena. The work is expected to be valuable in the field of economics, and to contribute to the advancement of knowledge in this area.

*Two clauses of substance*

(1) Graduate students shall be required to register for the Graduate School, and must complete at least 24 quarter hours or 32 semester hours. These courses must be in economics and must be taken in residence.

In order to be accepted into the Graduate School, candidates must have a bachelor's degree from an accredited college or university, and must have a grade point average of at least 3.0 on a 4.0 scale. They must also submit a statement of purpose, a letter of recommendation from a faculty member, and a personal statement. The Graduate School reserves the right to determine the qualifications of applicants.

(2) Graduate students are required to complete a minimum of 60 quarter hours or 90 semester hours of graduate work. This work must be in economics and must be taken in residence. The student must also complete a thesis or a significant research project.

In order to be accepted into the Graduate School, candidates must have a bachelor's degree from an accredited college or university, and must have a grade point average of at least 3.0 on a 4.0 scale. They must also submit a statement of purpose, a letter of recommendation from a faculty member, and a personal statement. The Graduate School reserves the right to determine the qualifications of applicants.
three to five years, approximately fifty students for each of the three quarters of the academic year plus some one hundred fifty students for instruction during the summer quarter. This number might reasonably be doubled within a period of from five to ten years. The budget items included in the present proposal are based upon the minimum and maximum registration here indicated.

In providing for the administration of a Library School, it is deemed advisable to secure an adequate administrative staff for organization and administrative purposes during the early period. Because of the relatively large administrative burden to be carried during the first years of the school, it would appear that the relative increase in administrative cost might be somewhat reduced by the time the school attains its maximum development. All instructional costs have been estimated on the basis of actual costs in the present graduate professional schools of the University, including the salary schedules for instructional officers of the ranks indicated in the proposal.

While it is desirable that the central administrative office of the Library School be located at the University in close proximity to the University General Libraries, it seems necessary that the school maintain some work space at the downtown University College building to serve as working space for students who are engaged upon research in connection with the various downtown libraries. This same space could be used during late afternoon and evening hours for courses in Library Science offered by University College under the general direction of the Library School. The housing costs shown in the various Budget Memoranda (except Memorandum E) are actual rental costs. It is assumed that these charges will cease as soon as the University has available space in its own buildings which will be assigned to the Library School. We are hoping to secure funds this year for a Social Science building. The completion of this building—by the end of 1926 we confidently hope—will make available to the Library School the entire
In proportion to the administration of a library school, to become

characterized as one amongst administrators and beginning

students through writing the early period. Because of administratively large libraries,

the purpose of the school is the library of the college, it may be

exceeding. But such increase in administration can match only

the time the school attains its maximum development. All important cases have

been turned at the levels of the college and the university. The entire process is

offered to the university, including the entire sequence of information

offered to the level of the school. When it is considered that the central administration office of the

library school is located at the university in close proximity to the university.

General importance, it seems necessary that the school maintain some sort of

of the law school, university, college buildings to serve as an important space for students

who are working in the research in connection with the various graduate programs.

This same space could be used during late afternoon and evening hours for conveniences.

In library tradition, the library space in the various undergraduate

(except management and the central library course). It is necessary that these options

will occur as soon as the university can establish space in the core curriculum

which will be effective to the library concept. The conception of a library building - a base

year for a library concept building. All space available to the library concept - the entire

of 1500 sq. contour is enough - all space available to the library concept - the entire
fourth, fifth and sixth floors of the east tower of Harper Memorial Library and so cancel this housing charge. Plans for a University building downtown are not in such immediate prospect, but we are working upon them and hope to realize them in the not too distant future. Completion of this building will eliminate from the Library School budget the rental charge for downtown space.

Budget Memorandum E shows in addition to the direct costs of administration and instruction, the actual capitalization necessary to provide, equip and maintain the contemplated space in tax-free, university owned buildings both on the campus and downtown. Though we are not looking to the Carnegie Corporation to provide it, we thought it wise to keep this charge in the picture in order that the total cost of the proposed school might appear in the proposed budgets. This same thing is true of the item for non-specialized instruction in Budget Memorandum F. The item shows the actual cost of the assumed amount of instruction. The University proposes to carry as a contribution to the Library School that part of this instruction which can be provided without organizing special classes for Library School students. It is estimated that this would amount to one half the total cost of non-specialized instruction. We are consequently including in the Library School budget only that portion of this cost which represents sections made necessary in order to provide for Library students. It should also be noted that no item for instruction in University College is included in the proposed budget. This will be financed independently, just as is other instruction for employed adults who come to the College for part-time study.

Since it is impossible to predict in advance the actual needs of the Library School, it is suggested that the school be financed for the first five years on the basis of an annual appropriation to meet the prospective deficit incurred by the University of Chicago, with the expectation that at the end of
that period the school would be permanently financed. See Budget Memoranda.

It is further suggested that no attempt be made to begin actual class instruction until the autumn quarter of 1926, but that the Director of the school, his secretary and such other members as, in the judgment of the Director, are immediately needed, be appointed as early as possible in the year 1925/26. A suggested budget for this first year is shown in Budget Memorandum B.

If it is the opinion of the Carnegie Corporation, the Board of Education for Librarianship and 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 shall be glad to cooperate in the establishment of such a school just as soon as financial support can be provided.

Very truly yours,

Dr. F. P. Keppel,
Carnegie Corporation,
522 Fifth Avenue, New York City.
that period the school may be permanently financed.

It is important to suggest that no attempt be made to begin work
on those instructions until the autumn session of 1935, and that the Director of
the school, the Secretary, and many other members, as in the judgment of the
Director, are immediately needed, to occupy as early, as possible in the
year 1935-36.

A tentative budget for this first year to appear in budget
Memorandum.

It is the opinion of the Carnegie Corporation, the Board of Edu-
cation for the Illinois Northern University, and the Illinois Patrician, as it is agreed
that a
school of this General type is needed, and that the University in Chicago is
in the place for it, we will be glad to cooperate in the establishment of such
a school; but as soon as financial support can be obtained.

Very truly yours,

[Signature]

Dr. K. E. Keppler

Carnegie Corporation

255 Fifth Avenue, New York City.
I. GOALS.

Recent study of the library situation has shown the urgent need for a school of library science which shall not devote itself primarily to the training of librarians, as do all existing library schools, but which shall set as its goal research in the many complex aspects of library work in America, which shall endeavor to arrive at new standards and to discover new ways of enriching scholarship through the service that libraries might render; a school that will receive as students graduates of all library schools now in existence and offer to them and to librarians in service, opportunities for advanced study and research. The Board of Education for Librarianship, after a two year study of the problem, has classified all library schools now in existence as Junior Undergraduate, Senior Undergraduate or Graduate, and has sounded a vigorous call for what it calls an Advanced Graduate Library School which shall promote research and offer courses in advance of any now offered.

To be more specific, there is needed a school

1) which shall in its administration, faculty, curriculum, and requirements, correspond to the graduate professional schools of our leading universities;

2) which shall offer the best possible opportunities for acquiring the necessary cultural development and educational background and at the same time the professional, technical, and bibliographical training and experience required in libraries of scholarly character and in administrative positions of public libraries; also the training required in libraries of a specialized character, e.g., engineering, law, library administration in public schools, etc.
Recent study of the problem of the maintenance of the new and increasing need for a school of library science which will not receive federal financial support.

Training of librarians as well as expanding library schools and libraries has not met the current needs. The many complex needs of library work in practice have not all been analyzed to write a new combination of the many research needs of library schools and libraries.

It is all the more necessary to write an analytical combination of the many research needs of library schools and libraries. The broad use of the problem, and especially of the problem, and especially of the combination of the many research needs of library schools and libraries, has not been properly understood.

One call for new and new material in advance of advance. The broad use of the problem, and especially of the combination of the many research needs of library schools and libraries, has not been properly understood.

In more specific terms, the problem of academic libraries, and the problem of academic libraries, has not been properly understood.

(1) What part do the maintenance, faculty, curriculum, and standards of our teaching material play in the necessary development and maintenance of the libraries?

(2) What part do the present possible opportunities for scientific training and experience in libraries and libraries play in the necessary development and maintenance of the libraries?
3) which shall offer to librarians the same opportunities for research work of high order, leading to advanced degrees, which are now open to advanced students in other learned professions;

4) which shall offer facilities for research on the part of both faculty and students and leading in special cases to the issue of bibliographical contributions and professional handbooks;

5) which shall offer correspondence study courses, organized and carried out according to well established standards;

6) where advanced residence instruction may be given on a part-time basis to experienced librarians employed in the immediate vicinity of the school;

7) which shall direct special courses and research 'in absentia';

8) which shall train teachers
   a) for library school faculties
   b) for instruction in library science in normal schools, schools of education, teachers' colleges, etc;

9) which shall exert an influence toward high bibliographic standards throughout the universities of the country.

II. TYPE OF SCHOOL NEEDED.

1) The needs briefly summarized above seem to warrant the establishment of an advanced graduate library school of a higher type than any now in existence, which shall offer thorough courses in library science and bibliography, while affording also on the one hand, the best possible opportunities for that broad cultural development needed by the college, university, reference, and public librarian, and on the other hand, the specialization required by the medical, theological, engineering, law and business librarian.
3. Make special effort to promote and some opportunities for research work of high order, technical or advanced character.

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6. Are the advancement in the educational system may be given on a part of the faculty to express the importance of the immediate activity of the school.

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II. TYPE OF SCHOOL WORK:

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The need practically condemning none seem to warrant the case.
2) The requirements for admission to such a school should be similar in quantity and quality to the requirements in other leading graduate professional schools.

III. ADVANTAGES AFFORDED BY THE CITY OF CHICAGO AS A CENTER FOR A SCHOOL OF THE TYPE PROPOSED.

If the above objectives are to be realized, it is imperative that special attention be given to the location of the proposed library school. In this connection, the following facts should be considered in favor of Chicago as a desirable center:

1) Chicago is an important geographical center of business, transportation and education, and every indication points to the continued growth of these interests. It is situated within a night's ride (500 miles) of half the population of the United States.

2) Chicago is a very important library center with all types of libraries represented, including the great Chicago Public Library, the smaller libraries of such cities as Evanston, Oak Park, Gary and Joliet, two great university libraries, two of the leading reference libraries of the country, several large theological libraries, three museum libraries, the libraries of the American Medical Association, the Chicago Law Institute, the Western Society of Engineers, a number of club libraries, several bank libraries, and many scores of special business libraries. These working libraries offer opportunity for observation and for specialization in any one of many phases of library work.

3) Chicago is the headquarters of the American Library Association, of the midwinter meetings of the Council of the American Library Association with its various sectional meetings, and is also the
The importance of the various factors that should be considered in selecting a college with a program that is to be participated in the development of the American liberal education is not to be underestimated. The following factors should be considered in the selection of a college as a suitable center for the development of the various liberal arts:

1. The location of the college in a city or region of high cultural and educational opportunities.
2. The proximity of the college to large cities or metropolitan areas.
3. The enrollment size and diversity of students.
4. The academic reputation and faculty qualifications.
5. The availability of financial aid and scholarships.
6. The campus facilities and amenities.
7. The availability of extracurricular activities and student organizations.
8. The college's commitment to diversity and inclusion.
9. The college's alumni network and career services support.
10. The college's cost and affordability.

In conclusion, the selection of a college as a center for the development of the various liberal arts requires careful consideration of a range of factors. The college should be located in a city or region that offers a high cultural and educational environment, with easy access to large cities or metropolitan areas, and a diverse student body. The college should also have a strong academic reputation, quality faculty, and a commitment to diversity and inclusion. Additionally, the college should offer a wide range of extracurricular activities and student organizations, as well as strong alumni networks and career services support. Finally, the college should be affordable and offer a range of financial aid and scholarship opportunities.
home of the Chicago Library Club with some five hundred members including specialists in many phases of library work.

4) Chicago is a cosmopolitan, commercial, and industrial city, expanding rapidly and offering exceptional opportunities for adult education and for the many other socializing activities of a public library. It presents, perhaps, the greatest social laboratory in the country for the study of the relation of books and libraries to people of varied class, racial and national types.

IV. ADVANTAGES OFFERED BY THE UNIVERSITY OF CHICAGO AS A LOCATION FOR SUCH AN ADVANCED GRADUATE LIBRARY SCHOOL.

1. The University of Chicago has a number of graduate professional schools with the highest standards both for admission and graduation, hence offers the necessary background for a Library School of similar standards.

2. The University of Chicago has the fourth largest university library in America and owns one of the best reference and bibliographical collections in the central states.

3. The four quarter system at the University of Chicago makes it very easy for an active librarian to come in for any twelve week period of specialization along any line in which he wishes to improve himself. It also makes it possible for a student by either continuous quarters or any series of the necessary number of quarters to obtain either the master's or the doctor's degree. The University has had many students who have earned degrees in Education and in other fields by successive summer quarters of work.

4. The University of Chicago, through its various faculties, is so constantly engaged in research of many kinds that the spirit of research
home of the Chicago Laboratory with some 1440 pumping members.

Influencing sociologists in many phases of private work.

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The University of Chicago has a number of graduate programs.
permeates the entire institution. With this spirit and with the opportunities offered by various libraries of Chicago, a Library School here would naturally lay great emphasis on research.

5. For a number of years various faculties of the University of Chicago have specialized in a technique for gathering materials, moulding them into mimeographed sheets, later into "Material books" and finally into text books published by the University of Chicago Press. There is every reason to believe that a Library School at the University of Chicago could take advantage of this well-developed technique and produce the needed professional literature, including text and reference books.

6. The University of Chicago has strong Graduate Schools of Art, Literature and Science, which offer advanced research courses in languages and literatures, the social and political sciences, history, philosophy, the biological and physical sciences, etc., all of which would be open to properly qualified students in the library school.

7. Through cooperation with various other departments, a Library School at the University of Chicago could offer many helpful courses, such as training in the laws affecting libraries, the legal and business aspects of the control and use of endowment, the making and control of budgets and the various problems of accounting involved in library work.

8. Through cooperation with the School of Education of the University of Chicago, every possible facility for the training of teachers could be offered. Such cooperation would also be of importance in the training of librarians for service in schools.

9. The University of Chicago has a well-established Correspondence Study Department through which the various faculties give or direct
opportunities offered by various libraries of Chicago, a Library
School home, many opportunities for direct experience on research.

2. For a number of years, various sections of the University of Chicago
have been closed in a teaching or research work, following certain
teachings into microscopic space, later into "scientific" space, and
finally into text books published by the University of Chicago Press.
There is every reason to believe that a similar sort of the University
of Chicago can take advantage of this well-developed teaching
and research for needed professional literature, including text and
reference books.

Reference Books

6. The University of Chicago has a famous Graduate School of Arts.

"The new cooperation, with other colleges and departments of the
University of Chicago can be of advantage especially in the formation of
students and the new departments. The best and most

7. A strong cooperation with the School of Library Science at the University of
Chicago, many departments, special in the training of teachers, would
be of advantage. Such cooperation would also be of importance in the

8. The University of Chicago and a well-coordinated graduate school

Study Department, through the various lectures given at the
home study instruction. A Library School located at the University
of Chicago could through this department very advantageously
a) give advanced courses for librarians who could not get
away for residence work at the University, and
b) give a part of the work leading to a higher degree, the
general regulations covering such instruction being
uniform throughout the University.

10. In addition to the extension courses offered through the Home Study
Department, the University of Chicago supports a downtown department
in which residence courses are offered during late afternoon and
evening hours for professional workers who are employed in Chicago or
in nearby cities. It should be expected that this service would be
extended to include training and research in library work. Such work
would, of course, be financed by the University College, but its
courses and standards would be controlled by the Library School.

V. SUGGESTED ORGANIZATION AND FACULTY MEMBERSHIP.

The Library School might well be organized as a division of the Graduate
School of Arts and Literature, just as the new Medical School is to be a division
of the Ogden Graduate School of Science. The following administrative and instruc-
tional officers should be provided to accommodate 50 students during each of the
three quarters of the academic year and 150 students during the Summer Quarter:

1. For administration

a) A DIRECTOR AND CHAIRMAN of the Department of Library Science,
the major portion of whose time would be occupied with the task
of coordinating the Library School with other departments of the
University and arranging the proper correlation of courses given
by members of other faculties. Upon this director also will rest
the responsibility of meeting, approving, and advising with the
A REPORT OF A COMMITTEE OF THE UNIVERSITY

of Chicago committee for the government of the university

1. The purpose of this report is to present a summary of the

following points:

(a) The need for a more effective coordination and cooperation among the various departments of the university.

(b) The importance of maintaining the highest standards of academic excellence.

(c) The necessity of providing adequate resources for the various departments.

2. The committee recommends the following actions:

(a) The establishment of a central administrative body to coordinate the activities of the various departments.

(b) The allocation of adequate resources to support academic excellence.

(c) The encouragement of close cooperation among the various departments.

3. The committee believes that these recommendations will contribute to the

success of the university and its mission.
students regarding their work. He should teach not over
two majors per year.

b) A **VICE-DIRECTOR** of the Library School who will assist the
director in all administrative matters and assume the responsi-
bility for coordinating the research work, both in residence and
"in absentia," of candidates for the advanced degrees. The Vice-
Director should teach not over three majors during the year.

c) A **SECRETARY AND ASSISTANT** to the Director, who will handle the
routine of registration, keep all school records, manage the
school office, but do no teaching. This secretary should be
qualified to care for much of the school's correspondence.

d) **AN ASSISTANT SECRETARY AND WORKROOM ATTENDANT** who will represent
the Library School in the downtown quarters and assume responsi-
bility for such assistance as students may need in the workroom.

e) **STENOGRAPHERS AND CLERKS.**

2. For instruction (specialized)

a) One Professor of Library Science,
b) One Associate Professor of Library Science,
c) Two Assistant Professors of Library Science,
d) Special lecturers and visiting instructors for Summer
quarter instruction, as needed,
e) In addition to the above instructional officers, provision should
be made for research assistants and fellows, in order that
important researches may go forward uninterruptedly. This item,
however, is to be cared for outside of the proposed budget of the
library school.
VI. LOCATION.

The administrative offices of the Library School, together with suitable classroom and workroom space, should be immediately adjacent to if not under the same roof with the General Library of the University. However, there should be in the University College building downtown a home room and head-quarters for the students who are carrying on research in connection with the various downtown libraries.

The following tentative provision should be made for the school during its development period:

1. At the University ------
   a) Administrative and instructional offices ------------ 2900 sq. ft.
   b) Workroom ---------------------------------------- 3000 sq. ft.
   c) Classroom ----------------------------------------- 1500 sq. ft.
   d) Stacks ------------------------------------------- 1000 sq. ft.
   e) Technical laboratory ----------------------------- 1000 sq. ft.
   f) Conference and research rooms ------------------- 600 sq. ft.
   __________________________________________________ 10,000 sq. ft.

2. At the Downtown University College Center -------
   a) Office and conference rooms ---------------------- 500 sq. ft.
   b) Workroom for advanced students ------------------- 1500 sq. ft.
   c) Reading room for special collections -------------- 1500 sq. ft.
   d) Stack space -------------------------------------- 500 sq. ft.
   __________________________________________________ 4000 sq. ft.
# BUDGET MEMORANDUM A.

Summary of budgets and chart of the prospective development of the school.

<table>
<thead>
<tr>
<th>First year (No instruction)</th>
<th>Second year (1st year of instruction)</th>
<th>Third year (No memo.)</th>
<th>Fourth year (No memo.)</th>
<th>Fifth year Budget Memo. B</th>
<th>Budget Memo. C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Director</td>
<td>Director</td>
<td>Director</td>
<td>Director</td>
<td>Director</td>
</tr>
<tr>
<td>Secretary</td>
<td>Secretary</td>
<td>Secretary</td>
<td>Secretary</td>
<td>Secretary</td>
<td>Secretary</td>
</tr>
<tr>
<td>Administration</td>
<td>Stenographer</td>
<td>Stenographer</td>
<td>Stenographer</td>
<td>Stenographer</td>
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</tr>
<tr>
<td>Research Prof.</td>
<td>Professor</td>
<td>Professor</td>
<td>Professor</td>
<td>Professor</td>
<td>Professor</td>
</tr>
<tr>
<td>Research Asst. (Prof.)</td>
<td>Associate Prof.</td>
<td>Assoc. Prof.</td>
<td>Asst. Prof.</td>
<td>Asst. Prof.</td>
<td>Asst. Prof.</td>
</tr>
<tr>
<td></td>
<td>Assistant Prof.</td>
<td>Asst. Prof.</td>
<td>Assistant</td>
<td>Assistant</td>
<td>Assistant</td>
</tr>
<tr>
<td></td>
<td>Spec. &amp; Ass. Instr.</td>
<td>Spec. &amp; Sum. Assistant</td>
<td>Assistant</td>
<td>Assistant</td>
<td>Assistant</td>
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<tr>
<td></td>
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<td>Spec. &amp; Sum. Assistant</td>
<td>Assistant</td>
<td>Assistant</td>
<td>Assistant</td>
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<tr>
<td>Deficit Budget Admin. &amp; Instr.</td>
<td>$28,100.00</td>
<td>$49,850.00</td>
<td>$38,850.00</td>
<td>$42,350.00</td>
<td>$42,350.00</td>
</tr>
<tr>
<td>At Univ. Space Cost</td>
<td>$2,500.00</td>
<td>$6,250.00</td>
<td>$7,500.00</td>
<td>$10,000.00</td>
<td>$12,500.00</td>
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<tr>
<td>Downtown Cost</td>
<td>$1,000.00</td>
<td>$6,000.00</td>
<td>$8,000.00</td>
<td>$9,000.00</td>
<td>$12,000.00</td>
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<tr>
<td>Space budget</td>
<td>$19,500.00</td>
<td>$13,500.00</td>
<td>$15,500.00</td>
<td>$19,000.00</td>
<td>$24,500.00</td>
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<tr>
<td>Total Budgets</td>
<td>$40,600.00</td>
<td>$59,100.00</td>
<td>$60,350.00</td>
<td>$61,350.00</td>
<td>$66,850.00</td>
</tr>
</tbody>
</table>

For ultimate maximum budget see Budget Memorandum B.
RUDIMENT MEMORANDUM B.

First year (before school opens for students)

1. Administration
   a) Director (12 mos.) 12 mos. 8,000.00
   b) Secretary and Assistant to the Director (12 mos.) 2,500.00
   c) Stenographer (12 mos.) 1,350.00
   d) Research Professor (9 mos.) 4,500.00
   e) Research Assistant Professor (6 mos.) 1,750.00

   Total 18,100.00

2. Supplies, etc.
   a) Supplies and miscellaneous 4,000.00
   b) Equipment 6,000.00
   c) Reference collection 5,000.00
   d) Travel 3,000.00
   e) Printing and publishing 1,000.00
   f) Contingent fund 1,000.00

   Total 20,000.00

3. Total administration, etc. 38,100.00

4. Housing 2000 sq. ft. at $1.25 **
   2,500.00

   Total 40,600.00

* This item has been kept at a minimum, partly because it is anticipated that Professor Charters' work will materially assist in the planning of a curriculum and developing instructional materials, thus considerably increasing the productive capacity of the school staff.

** So great is the congestion on the University campus at present that no space is available for any new project. This figure is what will have to be paid for rented space until space is available in a university building.
<table>
<thead>
<tr>
<th>Item Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) President (25000)</td>
<td>25000</td>
</tr>
<tr>
<td>(b) Secretary, etc.</td>
<td>50000</td>
</tr>
<tr>
<td>(c) Treasurer, etc.</td>
<td>75000</td>
</tr>
<tr>
<td>(d) Total Administration, etc.</td>
<td>150000</td>
</tr>
</tbody>
</table>

**Amount 800000.00**
BUDGET MEMORANDUM C.

Provisional budget for the second year (first year of instruction) with provision for an average of fifty resident students during the academic year and one hundred fifty students during the Summer Quarter.

(For distribution of Administration and Instruction costs see Memorandum F.)

1. Administration ----------------------------------------------- $16,800.00

2. Instruction
   a) specialized ------------------ 28,000.00
   b) non-specialized
      (½ of total cost) -------------- 12,150.00
      Total ------------------------ 40,150.00

3. Supplies and miscellaneous, including occasional publications ----------------- 5,000.00

4. Additional expense for second year only
   a) balance of furniture and other equipment ------- 6,000.00
   b) balance of reference collection 5,000.00
      Total ------------------------ 11,000.00

5. Total for administration, instruction, equipment, etc. ------------------------ $72,950.00

6. Estimated average annual income from student fees,
   900 registrations at $25.00 ----------------------------------------------- 22,500.00

7. Part of budget to be provided through outside agencies ---------------------- $49,850.00

8. "Housing"
   a) On campus - 5000 sq. ft. at $1.25 ---------- 6,250.00
   b) Downtown - 1000 sq. ft. at $3.00 ---------- 3,000.00
      Total housing ---------------------------------- $9,250.00

9. Total budget for second year ----------------------------------------------- $59,100.00

*For comment on this item see covering letter.
For allocation of information and instruction costs see next page.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor (incentive, technical, research, etc.)</td>
<td>£0.000,000.00</td>
</tr>
<tr>
<td>Office expenses (rent, equipment, etc.)</td>
<td>£0.000,000.00</td>
</tr>
<tr>
<td>Total</td>
<td>£0.000,000.00</td>
</tr>
</tbody>
</table>

For total budget for second year, see next page.
Provisional budget for the fifth year of the library school with full quota of faculty, space and other factors for a well-developed graduate research institution, with an average of fifty students during the academic year and one hundred and fifty students during the summer, many members of both faculty and student body being engaged upon advanced research problems.

1. Administration .................................................. $16,200.00

2. Instruction
   a) specialized .......................... 31,500.00
   b) non-specialized
      (\(\frac{1}{3}\) of total cost) ........... 12,150.00
   Total ........................................ 43,650.00

3. Supplies and miscellaneous, including occasional publications ...... 5,000.00

4. Total for administration, instruction, etc. .......................... $64,850.00

5. Estimated average income from student fees,
   900 registrations at $25.00 ........................................ 22,500.00

6. Part of budget to be provided through outside agencies .......... $42,350.00

7. Housing
   a) On campus - 10,000 sq. ft. at $1.25 .................. 12,500.00
   b) Downtown - 4,000 sq. ft. at $3.00 .................. 12,000.00
   Total housing ........................................ 24,500.00

8. Total budget for the fifth year .................................... $66,850.00

*For comment on this item see covering letter.*
PROJECT GOVERNANCE

Project's budget for the first year of the strategic plan is as follows:

1. Administrative
   - Initial Capital
     - New, 0.000
     - Total, 0.000
   - Non-Administrative
     - Initial Capital
       - New, 0.000
       - Total, 0.000

2. Support and Maintenance
   - Initial Capital
     - New, 0.000
     - Total, 0.000
   - Support and Maintenance, Inc.

3. Financing Agreement
   - Amount of Financing Agreement
     - New, 0.000
     - Total, 0.000

4. Part of budget for the strategic plan:
   - Total, 0.000

5. Notes:
   - Due dates - 10th of the month.
   - Amounts - 0.000

The report was compiled by the project team.
Estimated permanent endowment needed for a Library School at the University of Chicago with provision for one hundred resident students during the academic year and three hundred students during the Summer Quarter.

1. Administration - 50% increase ............................... $24,300.00
2. Instruction - 75% increase .................................. 76,387.00
3. Supplies and miscellaneous - 50% increase ................. 7,500.00

4. Total for administration, instruction, etc. .................... $108,187.00
5. Estimated average income from student fees - 100% increase --- 45,000.00
6. Part of budget to be provided through outside agencies ------- $63,187.00
7. Endowment needed at 5% ...................................... $1,263,740.00

8. Housing
   In addition to the above estimates of endowment for instruction and maintenance, the following estimate of the value of the space upon the University quadrangles or downtown which would be used by the school is submitted for completeness of the total provision contemplated, although it is not assumed that the provision for housing will be financed by the Carnegie Corporation.

   a) On campus - 15,000 sq. ft.
      Endowment needed for building, equipment and maintenance .................. 456,000.

   b) Downtown - 6,000 sq. ft.
      Endowment needed for building, equipment and maintenance .................. 289,440.

   c) Total for housing ........................................... $745,440.00

9. Total endowment for all purposes .............................. $2,009,180.00
INCOME DISTRIBUTION

In Table I, the data show a clear distribution of income among different categories. The categories include:

1. Non-Income (Excluding Income from Employment)
2. Income from Employment
3. Income from Self-Employment
4. Income from Other Sources

The table below illustrates the percentage distribution of income among these categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Income</td>
<td>45%</td>
</tr>
<tr>
<td>Income from Employment</td>
<td>35%</td>
</tr>
<tr>
<td>Income from Self-Employment</td>
<td>15%</td>
</tr>
<tr>
<td>Income from Other Sources</td>
<td>5%</td>
</tr>
</tbody>
</table>

Total Income: $1,000,000

The data suggest a significant concentration of income among the income from employment category, which is the highest among the other sources. This indicates the importance of employment earnings in contributing to income distribution.
BUDGET MEMORANDUM E.
(Showing distribution of items in Budget Memorandum C.)

1. Administration
   a) Director (2/3 of $6,000.) --------------------------------------- $6,000.00
   b) Vice-Director (1/3 of $6,000.) ---------------------------------- 3,000.00
   c) Secretary and Assistant to Director -------------------------- 2,500.00
   d) Assistant secretary and workroom attendant ------------------- 2,000.00
   e) Stenographers (2) -------------------------------------------- 2,700.00
   ----------------------------------------------- $16,200.00

2. Instruction (specialized)
   a) Director and Chairman of Dept. of Library Science
      (2/3 of $8,000.00) ----------------------------------------- $2,000.00
   b) Vice-Director (1/3 of $8,000.) ------------------------------ 3,000.00
   c) Professor of Library Science ------------------------------- 6,000.00
   d) Associate Professor of Library Science ---------------------- 4,500.00
   e) Assistant Professor of Library Science ---------------------- 3,500.00
   f) Special lecturers and visiting instructors
      in summer quarter ------------------------------------------ 5,000.00
   g) Assistants, Revisers (2) ------------------------------------ 4,000.00
   ----------------------------------------------- $28,000.00

3. Instruction (non-specialized)
   This instruction should be provided through departmental offerings in the College of Arts and Literature and in the various graduate and professional schools of the University. Assuming that 50% of the instruction would be of this type and that classes would average fifteen students (this is somewhat above the present average in the Graduate School of Arts and Literature and in the Graduate School of Social Service Administration), it would be necessary to provide thirty classes at an approximate cost of --------------------------- $24,300.00

   Fifty per cent of this item should, however, be charged against the University of Chicago budget on the assumption that part of the students could be distributed without necessitating the organization of additional classes. Net charge against library school budget --------------------------- $12,150.00
### Budget

#### Operating Expenses

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Salaries and Wages of Full-Time Employees</td>
<td></td>
</tr>
<tr>
<td>2. Salaries and Wages of Part-Time Employees</td>
<td></td>
</tr>
<tr>
<td>3. Supplies</td>
<td></td>
</tr>
<tr>
<td>4. Postage and Telegraph</td>
<td></td>
</tr>
<tr>
<td>5. Interest (Operating)</td>
<td></td>
</tr>
<tr>
<td>6. Interest (Non-Operating)</td>
<td></td>
</tr>
</tbody>
</table>

#### Operating Income

- **Total Operating Income**: $0.00

**Note**: The above figures are preliminary and subject to final review.

#### Budgeted Revenue

- **Total Budgeted Revenue**: $0.00

**Note**: The above figures are preliminary and subject to final review.

**Additional Notes**

- The operating expenses include all direct and indirect costs associated with the operation of the organization.
- The operating income represents the revenue generated from operations.
- The budgeted revenue includes all sources of income, both operating and non-operating.
March 16, 1925.

Memorandum to Dean Laing:

In order that you may be aware of matters under consideration, I am handing you herewith a proposal for a Library School to be located at the University of Chicago. I might add that the present demand for such a School arose through a resolution passed by the Chicago Library Club some four years ago, asking the Carnegie Corporation of New York to consider the possibility of establishing a Library School in Chicago. More recently the American Library Association has appointed a Board of Education for Librarianship which has submitted a provisional report indicating that there is very great need for a Library School which shall offer opportunities for research and work toward higher degrees. There is no such school in the country at the present moment. The document handed you herewith is the result of some fifteen months of work by President Burton, Associate Director Hanson, Dean Filbey and myself. This document has been submitted to a committee of the Chicago Library Club and to the members of the Board of Education for Librarianship and, with a few slight revisions resulting from these discussions, will probably be sent by President Burton to the Carnegie Corporation in the near future.

Very truly yours,

[Signature]

EAH*16
McLaren to Dean Isaacs:

In answer to your note of June 24, with reference to the proposal for a new School of Education at the University of Chicago, I realize that the proposal for the establishment of such a School is under consideration by the Board of Trustees of the University of Chicago. If some action is taken, I hope that the faculty of the School of Education will be consulted in the matter.

Very truly yours,

[Signature]
LIBRARY SCHOOL AT THE UNIVERSITY OF CHICAGO

SUGGESTIONS AND RECOMMENDATIONS.

I. OBJECTIVES.

Recent study of the library situation in America has shown the urgent need for a school of library science of a somewhat different type from those already in operation, a school of high standing and standards, one in which men and women who look to a library career may find the opportunity for academic, as well as professional training and education, and where those already in the profession may be given opportunities for general or specialized courses which shall fit them for higher and more valuable service.

To be more specific, there is needed a school

1) which shall in its administration, faculty, curriculum, and requirements, correspond to the graduate professional schools of our leading universities.

2) which shall offer the best possible opportunities for acquiring the necessary cultural development and educational background and at the same time the professional, technical, and bibliographical training and experience required in libraries of scholarly character and in administrative positions of public libraries; also the training required in libraries of a specialized character, e.g. engineering, law, high schools, etc.

3) which shall offer to librarians the same opportunities for research work of high order, leading to advanced degrees, now open to advanced students in other learned professions.

4) which shall offer facilities for research on the part of both faculty and students and leading in special cases to the issue of bibliographical contributions and professional handbooks.
SUGGESTIONS AND RECOMMENDATIONS

I. OBJECTIVES

Recent studies of the library situation in America have shown the urgent need for
a school or library service of a somewhat different type from those already in
operation, a school of higher standing and significance, one in which men and women who
took to a library career may find the opportunity for advancement, as well as those
preparing otherwise for a professional career, may spend some years in the preparation can be
made available for entering college as a major field of

Higher educational service.

To do more effectively, there is need of a school

which will offer in the main:

1. A full, comprehensive, and intensive, curriculum, and training,

2. Wide scope of practical experience in library services and educational psychology,


In the light of these objectives, the school would provide

shops, etc.

(3) With the aim of improving the service opportunities for teachers
work at high levels of learning, and of advancing research, we deem it advisable

4. Maintain a full time professional staff to handle the daily

5. With special attention to the preparation of the faculty,

For full preparation and training performance.
5) which shall offer correspondence study courses, organized and carried out according to well established standards.

6) where advanced residence instruction may be given on a part-time basis to experienced librarians employed in the immediate vicinity of the school.

7) which shall direct special courses and research "in absentia".

8) which shall train teachers

   a) for library school faculties,
   b) for instruction in library science in normal schools, schools of education, teachers' colleges, etc.

II. TYPE OF SCHOOL NEEDED

1) The needs briefly summarized above seem to warrant the establishment of an advanced library school of the highest type, which shall offer thorough courses in library science and bibliography, while affording also on the one hand, the best possible opportunities for that broad cultural development needed by the college, university, reference, and public librarian, and on the other hand, the specialization required by the medical, theological, engineering, law, and business librarian.

2) The requirements for admission to such a school should be similar in quantity and quality to the requirements in other leading professional schools.

III. ADVANTAGES AFFORDED BY THE CITY OF CHICAGO AS A CENTER FOR A SCHOOL OF THE TYPE PROPOSED.

If the above objectives are to be realized, it is imperative that special attention be given to the location of the proposed Library School. In this connection the following facts should be considered in favor of Chicago as a desirable center:

1) Chicago is a great center of business, transportation, and education, and every indication points to the continued growth of these interests.

2) Chicago is a very important library center with all types of libraries
II. ADJACENT FINANCIAL DISTRICT

III. PHYSICAL AND COMMERCIAL

IV. ARCHITECTURAL FEATURES

V. ENVIRONMENTAL

VI. HISTORICAL

VII. RECREATIONAL

VIII. ECONOMIC

IX. SOCIAL

X. EDUCATIONAL

XI. AUXILIARY SERVICES
represented including the great Chicago Public Library, the smaller libraries of such cities as Evanston, Oak Park, Gary, and Joliet, two great university libraries, two of the leading reference libraries of the country, several large theological libraries, three museum libraries, the libraries of the American Medical Association, the Chicago Law Institute, the Western Society of Engineers, a number of club libraries, several bank libraries and many scores of special business libraries. These working libraries offer opportunity for observation and for specialization in any one of many phases of library work.

3) Chicago is the headquarters of the American Library Association, of the midwinter meetings of the Council of the American Library Association with its various sectional meetings, and is also the home of the Chicago Library Club with some five hundred members including specialists in many phases of library work.

4) Chicago is a cosmopolitan, commercial, and industrial city, expanding rapidly and offering exceptional opportunities for adult education and for the many other socializing activities of a public library. It presents, perhaps, the greatest social laboratory in the country for the study of the relation of books and libraries to people of varied class, racial and national types.

IV. ADVANTAGES OFFERED BY THE UNIVERSITY OF CHICAGO AS A LOCATION FOR SUCH AN ADVANCED LIBRARY SCHOOL.

1. The University of Chicago has a number of graduate professional schools with the highest standards both for admission and graduation, hence offers the necessary background for a Library School of similar standards.

2. The University of Chicago has the fourth largest university library in America and owns one of the best reference and bibliographical collections in the Middle West.
3. The four quarter system at the University of Chicago makes it very easy for an active librarian to come in for any twelve week period of specialization along any line in which he wishes to improve himself. It also makes it possible for a student by either continuous quarters or any series of the necessary number of quarters to obtain either the Master's or the Doctor's degree. The University has had many students who have earned degrees in Education and in other fields by successive summer quarters of work.

4. The University of Chicago through its various faculties is so constantly engaged in research of many kinds that the spirit of research permeates the entire institution. With this spirit and with the opportunities offered by various libraries of Chicago, a Library School here would naturally lay great emphasis on research.

5. For a number of years various faculties of the University of Chicago have specialized in a technique for gathering materials of instruction, moulding them into mimeographed sheets, later into "material books" and finally into text books published by the University of Chicago Press. There is every reason to believe that a Library School at the University of Chicago could take advantage of this well-developed technique and produce the needed professional literature including text and reference books.

6. The University of Chicago has a well-established Correspondence Study Department through which the various faculties give or direct home-study instruction. A Library School located at the University of Chicago could through this department very advantageously

a) give advanced courses for librarians who could not get away for residence work at the University, and
The University of Chicago is a community of scholars who collaborate to advance knowledge and understanding. It is committed to the pursuit of truth and the dissemination of knowledge. The University's mission is to educate students and to advance learning and scholarship. It is dedicated to the promotion of intellectual excellence and the pursuit of excellence in research and teaching. The University is a place where ideas are exchanged, debated, and tested. It is a community where students and faculty work together to explore the unknown and to discover the new. The University of Chicago is a place where ideas are valued and where difference is respected. It is a place where students are challenged to think critically and to develop their own ideas. The University is a place where students are encouraged to be curious, to ask questions, and to seek answers. It is a place where students are encouraged to be creative, to think outside the box, and to be bold. The University of Chicago is a place where students are challenged to be the best they can be and to make a difference in the world.

For more information, please visit the University of Chicago website at www.chicagoidx.edu.
b) give a part of the work leading to a higher degree, the general regulations covering such instruction being uniform throughout the University.

7. In addition to the extension courses offered through the Home Study Department, the University of Chicago supports a downtown department in which residence courses are offered during late afternoon and evening hours for professional workers who are employed in Chicago or in nearby cities. It should be expected that this service would be extended to include training and research in library work.

8. Through cooperation with the School of Education of the University of Chicago every possible facility for the training of teachers could be offered. Such cooperation would also be of importance in the training of librarians for service in schools.

9. Through cooperation with various other departments, a Library School at the University of Chicago could offer many helpful courses such as training in the laws affecting libraries, the legal and business aspects of the control and use of endowment, the making and control of budgets and the various problems of accounting involved in library work.

V. SUGGESTED ORGANIZATION AND FACULTY MEMBERSHIP

The Library School might well be organized as a division of the Graduate School of Arts and Literature just as the new Medical School is to be a division of the Ogden Graduate School of Science. The following administrative and instructional officers should be provided to accommodate 50 students during each of the three quarters of the academic year and 150 students during the Summer Quarter:

1. For administration

   a) A Director and Chairman of the Department of Library Science, the major portion of whose time would be occupied with
In addition to the extension courses already offered at the Home Study Department of the University of Chicago, the University of Chicago supports a complete department in Chicago which conducts evening classes at the university.

In drafting plans for extension courses and activities for the future, I propose to emphasize the following:

1. To extend the extension courses offered at the Home Study Department of the University of Chicago.

2. To strengthen cooperation with the faculty of the Extension of the University of Chicago in the planning of extension courses or seminars to be offered. Such cooperation would also be of importance in the planning of courses.

3. To emphasize the importance of the various departments and the Library School.

4. Stronger cooperation with various faculty representatives, especially those at the University of Chicago, and with other schools of library science needs to be continued in the firm spirit of the Library School.

5. To continue the various programs of economic training in library work.

A. ORGANIZATION AND DECISION MAKERS

The Library School might well be organized as a division of the Graduate School of Arts and Sciences.

The following should be the Graduate School of Arts and Sciences. The following should be the Graduate School of Arts and Sciences:

- The Education and Instructional Officers should be responsible for the maintenance and improvement of the various graduate courses of the Graduate School of Arts and Sciences.

For the Summer Session:

The material portion of the course would be conducted with
the task of coordinating the Library School with other departments of the University and arranging the proper correlation of courses given by members of other faculties. Upon this director also will rest the responsibility of meeting, approving, and advising with the students regarding their work. He should teach not over two majors per year.

b) A Vice-Director of the Library School who will assist the director in all administrative matters and assume responsibility for coordinating the research work, both in residence and "in absentia", of candidates for the advanced degrees. The Vice-Director should teach not over three majors during the year.

c) A Secretary and Assistant to the Director who will handle the routine of registration, keep all school records, manage the school office, but do no teaching. This secretary should be qualified to care for much of the school's correspondence.

d) An Assistant Secretary and Workroom Attendant who will represent the Library School in the downtown University College and assume responsibility for such assistance as students may need in the workroom.

e) Stenographers and Clerks

2. For instruction (specialized)

a) One Professor of Library Science,

b) One Associate Professor of Library Science,

c) Two Assistant Professors of Library Science,

d) Special lecturers and visiting instructors for Summer Quarter instruction, as needed,

e) In addition to the above instructional officers, provision should be made for research assistants and fellows in order that important researches may go forward uninterrupted.

VI. LOCATION

The administrative offices of the Library School together with suitable classroom and workroom space should be immediately adjacent to if not under the same roof with the General Library of the University. However, there should always be
The lack of coordination on the program level and the lack of assistance in the execution of the program can lead to inefficiency and mismanagement. Coordination on a local level is crucial to maintain order and ensure that the program is executed correctly.

Please note that the programs are designed to be flexible and adaptable to the needs of the participants.

Section 2: Knowledge and Skills

1. Academic Success
2. Personal Development
3. Career Preparation
4. Leadership Opportunities
5. Networking Opportunities

IV. LOCATION

The location of the program is in the city of [city name], with easy access to various amenities.

Note: Any information about the location of the program is subject to change without notice.
in the University College building downtown a home room and headquarters for such students as might be carrying on research in connection with the various downtown libraries. Such a downtown center should also provide for employed students who desire to carry occasional courses in the Library School.

The University of Chicago, if selected as the location of the library school would be obliged to seek additional funds to provide necessary buildings and endowment but would hope to do so successfully.
in the University College. The following courses are available in connection with the various departments of the college:

1. Business Administration
2. Commerce
3. Economics
4. Law
5. Engineering
6. Medicine
7. Agriculture
8. Education

The University of Chicago is well-known for its location in the United States and many of its graduates have gone on to successful careers in various fields.
The following tentative provision should be made for the school during its developmental period:

1. At the University--
   a) Administrative and instructional offices--- 2800 Sq. Ft.
   c) Classroom---------------------------------- 1500 Sq. Ft.
   d) Stacks-------------------------------------- 1000 Sq. Ft.
   e) Technical laboratory------------------------ 1000 Sq. Ft.
   f) Conference and research rooms--------------- 600 Sq. Ft.

10,000 Sq. Ft.

2. At the Downtown University College Center--
   a) Office and conference rooms------------------ 500 Sq. Ft.
   b) Workroom for advanced students------------- 1500 Sq. Ft.
   c) Reading room for special collections-------- 1500 Sq. Ft.
   d) Stack space--------------------------------- 500

4000 Sq. Ft.
The following tentative proposition would be made for the
school year in the developmental period:

1. At the University:

<table>
<thead>
<tr>
<th>Office and Administrative Office</th>
<th>(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workroom</td>
<td>(b)</td>
</tr>
<tr>
<td>Oseastep</td>
<td>(c)</td>
</tr>
<tr>
<td>Special Introduction</td>
<td>(d)</td>
</tr>
<tr>
<td>Technical Introduction</td>
<td>(e)</td>
</tr>
<tr>
<td>Conference and Researh Rooms</td>
<td>(f)</td>
</tr>
</tbody>
</table>

10,000 sq. ft.

2. At the Dormitory University College Center:

| Office and Conference Rooms | (a) |
| Workroom for Special Activities | (b) |
| Resident Room for Special College Room | (c) |
| Back Space | (d) |

800 sq. ft.
BUDGET MEMORANDUM A.

Estimated budget for first three to five years with provision for fifty resident students during the academic year and one hundred and fifty students during the Summer Quarter.

1. Administration — — — — — — — — — — — — — $16,200.00

2. Instruction
   a) specialized (37 classes, 12.2 students) 30,000.00
   b) non-specialized (30 classes, 15 students) — — — — — — — 24,300.00

3. Housing - Rental charge for space to be provided in University College— — — — — — — 12,000.00

4. Supplies and miscellaneous including occasional publications— — — — — — — — — 5,000.00

5. Equipment— — — — — — — — — — — — — 12,000.00

6. Initial expenditure for reference collection for school use — — — — — — — — — — 10,000.00

7. Total annual expenditure during first years of school - items 1, 2, 3, and 4— — — — — — — 87,500.00

8. Total annual income from student fees - 900 registrations @ $25.00 — — — — — — — 22,500.00

9. Part of annual budget to be provided through outside agencies — — — — — — — — 65,000.00
**MEMORANDUM**

- **Department Budget for Fiscal Year 2003**

<table>
<thead>
<tr>
<th>Category</th>
<th>Budget Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administration</td>
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</tr>
<tr>
<td>2. Instruction</td>
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</tr>
<tr>
<td>(a) Co-curricular (Ex. Activities)</td>
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<tr>
<td>(b) Non-co-curricular (Ex. Activities)</td>
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<td>(c) Books</td>
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<td>3. Housing</td>
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<td>(a) Rent</td>
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<td>(b) Utilities and Maintenance</td>
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<td>(c) Housing Office</td>
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<td>4. Equipment</td>
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<td>(a) General Equipment</td>
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<td>(b) Special Equipment</td>
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<tr>
<td>5. Initial Expenditure for Recreational Facilities</td>
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<tr>
<td>6. Total Expenditure Budget for the Year</td>
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<tr>
<td>7. Total Revenue from Student Fees</td>
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<tr>
<td>8. Total Revenue from Other Sources</td>
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<tr>
<td>9. Part of Employee Budget to be Devoted towards</td>
<td>0.000,000</td>
</tr>
<tr>
<td>10. Other Expenditure</td>
<td>0.000,000</td>
</tr>
</tbody>
</table>

Note: The above figures are preliminary and subject to revision based on the final audit.
Estimated permanent endowment needed for a Library School at the University of Chicago with provision for one hundred resident students during the academic year and three hundred students during the Summer Quarter.

1. Administration - 50% increase - - - - - - - - - - $24,500.00

2. Instruction - 75% increase - - - - - - - - - - 95,025.00

3. Supplies and miscellaneous - 50% increase - - - - 7,500.00

4. Total items 1, 2, and 3 - - - - - - - - - - - - - - 126,825.00

5. Income from tuition - - - - - - - - - - - - - - - - 45,000.00

6. Total deficit - - - - - - - - - - - - - - - - 81,825.00

7. Housing -
   a) Downtown - - 6,000 sq. ft.
      Endowment needed, for building, equipment and maintenance - - $250,000
   b) At the University - 15,000 sq. ft.
      Endowment needed, for building, equipment and maintenance - - $456,000
   c) Total for housing - - - - - - - - - - 716,300.00

8. Endowment to cover item 6 - @ 5% - - - - - - 1,636,500.00

9. Total endowment for all purposes - - - - - - 2,352,800.00
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<thead>
<tr>
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<tr>
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<tr>
<td>Research</td>
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<tr>
<td>Supplies and Equipment</td>
<td>5,000.00</td>
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<tr>
<td>Travel</td>
<td>1,000.00</td>
</tr>
<tr>
<td>Income from Donations</td>
<td>7,000.00</td>
</tr>
<tr>
<td>Total Receipts</td>
<td>18,500.00</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>8,500.00</td>
</tr>
<tr>
<td>Net Income</td>
<td>10,000.00</td>
</tr>
</tbody>
</table>
BUDGET MEMORANDUM C.

1. Administration

a) Director (⅓ of $3000) - - - - - - - - - - - $6,000.00
b) Vice-Director (⅕ of $6000) - - - - - - - 3,000.00
c) Secretary and assistant to the Director - - - 2,500.00
d) Assistant secretary and workroom attendant 2,000.00
e) Stenographers (two) - - - - - - - - - - 2,700.00

Total for Administration- - - $16,200.00

2. Instruction (specialized)

a) Director and Head of Department of Library Science (⅓ of $3000) - - - - - - - - - $2,000.00
b) Vice-Director (⅕ of $6000) - - - - - - - - 3,000.00
c) Professor of Library Science- - - - - - - 6,000.00
d) Associate Professor - - - - - - - - - - - - 4,500.00
e) Assistant Professors (two)- - - - - - - - 7,000.00
f) Special lecturers and visiting instructors for the summer quarter - - - - - - - - 5,000.00
g) Research Assistants and Fellows - - - - 2,500.00

Total for Specialized Instruction- - - $30,000.00

3. Instruction (non-specialized)

a) This instruction should be provided through departmental offerings in the College of Arts and Literature and in the various professional Schools of the University. Assuming that 50% of the instruction would be of this type and that classes would average fifteen students, (this is somewhat above the present average in the Graduate School of Arts and Literature and in the School of Social Service Administration) it would be necessary to provide thirty classes at an approximate cost of - - - - - $24,300.00
March 17, 1925.

My dear Mr. Keppel:

For your information I am enclosing a copy of suggestions and recommendations which bear upon the establishment of a Library School at the University of Chicago. This statement has grown out of a number of conferences with members of our University staff and with leading Librarians. The document should be thought of as representing a tentative proposal subject to revision following the further report of the Board of Education for Librarianship of the American Library Association. This proposal is in general terms. Details including curriculum are left to be determined by the Director and his associates when they are chosen.

The very brief statement of objectives has been splendidly supplemented by Mr. Adam Strom's preliminary report published in Volume 19 Number 1, American Library Association Bulletin, Pages 15-16. Special attention is directed to the research phase of the work proposed, but at the same time we should not lose sight of the fact that it will be necessary to maintain a complete school in which it will be possible to secure foundational training with major emphasis upon professional courses in advance of those now available in most of our schools for librarians. Here again the brief material presented in the attached statement should be supplemented by reference to Mr. Adam Strom's article in the American Library Association Bulletin, Page 23.

Any attempt to predict the ultimate size or the time required to develop a Library School at the University of Chicago would be extremely hazardous. Careful estimates based upon other library schools now in existence and other professional schools in the University indicate that the type of advanced Library School here proposed might reasonably attract, within the first three to five years, approximately fifty students for each of the three quarters of the academic year plus some one hundred fifty students for instruction during the Summer Quarter. This number might reasonably be doubled within a period of five to ten years. The budget items included in the present proposal are based upon the minimum and maximum registration here indicated.

In providing for the administration of a Library School it is deemed advisable to secure an adequate administrative staff for organization and administrative purposes during the early period. Because of the relatively large administrative burden to be carried during the first years of the school, it would appear that the relative increase in administrative cost might be somewhat reduced by the time the school attains its maximum development. All instructional costs have been estimated on the basis of actual costs in the present graduate professional schools of the University including the salary schedules for instructional officers of the ranks indicated in the proposal.

While it is desirable that the central administrative office for the Library School be located at the University in close proximity to the University General Libraries, it is important that the school maintain a downtown center including workrooms for advanced students who are employed and who desire to continue their professional
For your information I am enclosing a copy of an article by
Keller at the University of Chicago. This represents the work of a number
of scientists in the field of nutrition and is intended to be
published in the Proceedings of the Nutrition Society of the American
Institute of Nutrition. The paper is a comprehensive review of the
literature on the subject of protein supplementation in animals and
humans. It is a valuable contribution to the field of nutrition and
should be of interest to you.

The keynote at the annual meeting of the American
Institute of Nutrition was given by Dr. A. R. G. Anderson of the
University of California. His presentation, entitled "The Role of
Carbohydrates in Nutrition," was well received by the audience.

In conclusion, I would like to emphasize the importance of
these projects and the need for further research in the
field of nutrition. The future of human nutrition is in our hands and
we must work together to ensure that every person in the world
has access to nutritious food.

Yours sincerely,
[Signature]
The building problem is not without its difficulties. Our prolonged study of the matter has convinced us that it will be necessary to provide space for the School, partly at the University and partly downtown. The space downtown should be in connection with our University College, ultimately in a University of Chicago building which would provide for all our downtown activities, administrative and educational, but probably for several years yet to come in rented quarters. The space at the University ought to be as close as possible to the Harper Memorial Library. We are, as you know, greatly in need of more space for the work we are now doing and planning to do. We could undoubtedly find room for the work of the School in the preliminary stages, say for a year or two. But the building problem will require early attention. One way, perhaps the best, would be to build the east wing of Harper extending to Foster and then provide for the School either in this east wing or in the east tower rooms which could then be vacated for the purpose. The cost of this east wing would probably be not far from $900,000.00 including the building itself, equipment which we reckon roughly at 10% of the cost of the building and maintenance-endowment which we find runs about 50% of the building cost. I am looking for some one to build this building but have not yet found him.
study during late afternoon or evening hours. Such a center should also be of service to students engaged in research work in the downtown district.

Since it is impossible to predict in advance the actual needs of the Library School, it is suggested that the School be financed for the first five years on the basis of an annual appropriation to meet the prospective deficit incurred by the University of Chicago, with the expectation that, at the end of the five year period, the school will be permanently financed. See BUDGET MEMORANDUM B, C AND D.

It is further suggested that no attempt be made to start active class instruction until the Autumn Quarter of 1926 but that the Director for the School, his secretary and such other members as, in the judgement of the Director, are immediately needed, be appointed as early as possible in the year 1925/26. A suggested budget for this first year is appended as MEMORANDUM A.

The building problem is not without its difficulties. Our prolonged study of the matter has convinced us that it will be necessary to provide space for the school, partly at the University and partly downtown. The space downtown should be in connection with our University College, ultimately in a University of Chicago building which would provide for all our downtown activities, administrative and educational, but probably for several years yet to come in rented quarters. The space at the University ought to be as close as possible to the Harper Memorial Library. We are, as you know, desperately in need of more space for the work we are now doing. I presume that we could manage some way to find room for the work of the School in its preliminary stages, say for a year or two. But the building problem will be urgent from the first. One way, perhaps the best, would be to build the east wing of Harper extending to Foster. The cost of a building here would probably be not far from $300,000 possibly $1,000,000, including the building itself, equipment which we reckon roughly at 10% of building cost and maintenance endowment, which we find runs about 50% of building cost. The space eventually needed by the School would be about 45% of this whole building. I am looking for some one to build this building. I should be delighted to know that the Carnegie Corporation would do it, on the ground that 45% of the space in it- or equivalent space elsewhere- would eventually be needed for the Library School and that a considerable part of the remainder would be used for library purposes.

Another method of providing space for the School would be to reconstruct Foster Hall or one of the residence halls on the west side of the campus for the purpose and provide a new residence hall across the Midway to take its place. Sooner or later our residence halls will have to be converted to educational purposes and buildings provided in their places elsewhere. But when this is done, we shall be obliged, both in the interest of our student body and in justice to the donors, to build new residence halls across the Midway bearing the old names.

If it is the opinion of the Board of Education for Librarianship and 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 shall be glad to establish it as soon as the matter can be financed.

Very truly yours,
to find room for the preliminary work of the
school in its preliminary stage, say for a year or two. But the building problem
will be urgent from the first. You will see that, in the sense of the word, the
building would not be built the eastern half
would extend to South. The cost
building here would presumably be
approximately $800,000, including
the building itself, equipment, which we
reckon roughly at 10,000 $1 building and
equipment and maintenance.
I find that about 50 % of this
building cost. The space
eventually needed by the school would be
about 45 % of this whole building.
I am looking for someone to
help me. I am looking for someone to
build this building. I should be delighted
if you have any suggestions
that would do it in the form that 45%
of the space in it an equivalent space else-
SUMMARY OF BUDGET MEMORANDA.

Appropriation needed 1st year (Budget Memo A)  $56,450.00
Appropriation needed 2nd year (Budget Memo B)    78,000.00
Appropriation needed 3rd, 4th and 5th years (Budget Memo B) (includes rental of downtown space)  67,000.00
Appropriation needed subsequent years (Budget Memo C)  $85,385.00
  a) operating deficit  $85,325.00 endow. 1, 706,580,
     745,440.       7, 451,900.
  b) building endowment

(This summary does not include endowment needed for permanent space either at the university or downtown.)
SUMMARY OF BUDGET MEMORANDUM

$ 53,500

Appropriation needed for year (Budget Item A)

$ 18,000

Appropriation needed for year (Budget Item B)

$ 6,000

Appropriation needed for each 5th year (Budget Item C)

$ 6,000

Appropriation needed for each succeeding year (Budget Item D)

[Handwritten notes and corrections]

[Initials and signatures]
**BUDGET MEMORANDUM A.**

**First Year (before school opens for students)**

1. **Administration**
   
   a) Director (12 mos.) = = = = = = = = = $8,000.00  
   b) Vice-Director (12 mos.) = = = = = = = = = $6,000.00  
   c) Secretary and Assistant to the Director (12 mos.) = = = = = = = $2,500.00  
   d) Stenographers (two) (12 mos.) = = = $2,700.00  
   e) Professor of Library Science (9 mos.) = $4,500.00  
   f) Associate Professor of Library Science (6 mos.) = = = = $2,250.00  
   g) Assistant Professor of Library Science (6 mos.) = = = = = = $3,500.00

   $29,450.00  

2. **Supplies etc.**  
   
   a) Supplies and miscellaneous = = = = = = = = = $4,000.00  
   b) Equipment = = = = = = = = = = = = = = = $6,000.00  
   c) Reference collection = = = = = = = = = $5,000.00  
   d) Travel = = = = = = = = = = = = = = = $3,000.00  
   e) Printing and Publishing = = = = = = = = $1,000.00  
   f) Contingent fund = = = = = = = = = = = = $1,000.00

   $20,000.00

3. **Housing (8000 sq. ft. at $3.00) = $ 9,000.00**

   $58,450.00
### First Year Support for Students

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Employment (Summer)</td>
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<tr>
<td>Support for Internship</td>
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<tr>
<td>Support for Summer Internship</td>
<td>80,500</td>
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<tr>
<td>Professional Experience</td>
<td>80,500</td>
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<tr>
<td>Assistance for Internship</td>
<td>80,500</td>
</tr>
<tr>
<td>Support for Internship (Summer)</td>
<td>80,500</td>
</tr>
</tbody>
</table>

**Total Support for First Year Students:** 80,500

---

**Notes:**
- [Summer Support for Internship](#)
- [Professional Experience](#)
- [Assistant for Internship](#)

---

**Total Support for First Year Students:** 80,500
BUDGET MEMORANDUM B.

Estimated budget for second to fifth years with provision for fifty resident students during the academic year and one hundred and fifty students during the Summer Quarter.

1. Administration $16,200.00

2. Instruction
   a) specialized (37 classes, 12.2 students) 32,000.00
   b) non-specialized (30 classes, 15 students) 24,300.00

3. Housing - Rental charge for space to be provided in University College 12,000.00

4. Supplies and miscellaneous including occasional publications 5,000.00

5. Total annual expenditure during first years of the school - items 1, 2, 3, and 4 89,500.00

6. Total annual income from student fees - 900 registrations at $25.00 22,500.00

7. Part of annual budget to be provided through outside agencies 67,000.00

8. Additional expenditure needed for second year only
   a) balance of equipment 6,000.00
   b) balance of reference collection 5,000.00 11,000.00
BUDGET MEMORANDUM

Estimated budget for support of Full time Resident undergraduate students from one university during the Summer quarter.

I. Administration

- $15,000.00

II. Instruction

(a) Professorial (30 students, 15 students)
- $25,000.00
(b) Non-professorial (30 students, 15 students)
- $15,000.00

III. Housing - Room and board for the quarter
- $10,000.00

IV. Support and maintenance of office and instructional equipment
- $5,000.00

Total estimated expenses for the quarter:
- $65,000.00

Note: Estimated income from student fees - $50,000.00

Registrar's fee of $50.00

Estimated expenses for the quarter:
- $11,000.00

(c) premiere of entertainment
- $5,000.00
(d) premiere of musical entertainment
- $6,000.00

Total estimated expenses for the quarter:
- $11,000.00
BUDGET MEMORANDUM C.

Estimated permanent endowment needed for a library School at the University of Chicago with provision for one hundred resident students during the academic year and three hundred students during the Summer Quarter.

1. Administration - 50% increase = $24,300.00

2. Instruction - 75% increase = $95,525.00

3. Supplies and miscellaneous - 50% increase = $7,500.00

4. Total items 1, 2 and 3 = $130,325.00

5. Income from tuition = $45,000.00

6. Total deficit = $85,325.00

7. Housing =

   a) Downtown - 6,000 Sq.ft.
      Endowment needed, for building, equipment and maintenance = $258,000

   b) At the University - 15,000 sq.ft.
      Endowment needed, for building, equipment and maintenance = $456,000

   c) Total for housing = $714,000

8. Endowment to cover item 6 - at 5% = $1,706,500.00

9. Total endowment for all purposes = items 7 + 8 = $2,451,940.00

* This is the most free basis.

** Estimated cost 6,235 sq. ft. (3,600 sq. ft. usable space, plus corridors, toilets, etc.) in proposed downtown University of Chicago building.

This is the estimated cost of space in the East wing of Harper.

"
BUDGET MEMORANDUM

Estimated permanent employment needs for a fiscal year of the University of Chicago, as prepared for the Committee of Institutional Research and for the Academic Year and three quarters ending June 30, 1937.

1. Administration: 50,000.00
   2. Instruction: 70,000.00
   3. Support and maintenance: 120,000.00
   4. Total: 280,000.00

5. Income from tuition

6. Total Revenue

7. Honors

8. Permanent: 50,000.00
   9. Temporary: 50,000.00

10. Total: 100,000.00

11. Engaged to cover item 6 (and 7) Total: 320,000.00

12. Total: 420,000.00

(Additional notes and calculations are written in the margins.)
BUDGET MEMORANDUM D.

(Showing distribution of administration and instruction costs in Memorandum B.)

1. Administration

a) Director ($\frac{2}{3}$ of $6000) = $4000.00
b) Vice-Director ($\frac{1}{3}$ of $6000) = $2000.00
c) Secretary and assistant to the Director = $2500.00
d) Assistant secretary and workroom attendant = $2000.00
e) Stenographers (two) = $2700.00

Total for Administration $16,200.00

2. Instruction (specialized)

a) Director and Head of Department of Library Science ($\frac{1}{2}$ of $6000) = $3000.00
b) Vice-Director ($\frac{1}{2}$ of $6000) = $3000.00
c) Professor of Library Science = $6000.00
d) Assistant Professors (two) = $7000.00
e) Associate Professor = $4500.00
f) Special lecturers and visiting instructors for the summer quarter = $5000.00
g) Research Assistants and Fellows = $2500.00
h) Assistant (revisor) = $2000.00

Total for Specialized Instruction $32,000.00

3. Instruction (non-specialized)

a) This instruction should be provided through departmental offerings in the College of Arts and Literature and in the various professional Schools of the University. Assuming that 50% of the instruction would be of this type and that classes would average fifteen students, (this is somewhat above the present average in the Graduate School of Arts and Literature and in the School of Social Service Administration) it would be necessary to provide thirty classes at an approximate cost of = $24,300.00
<table>
<thead>
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<td>1.1 Director or $20,000</td>
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</tr>
<tr>
<td>1.2 Vice-Director or $10,000</td>
<td>$0.00</td>
</tr>
<tr>
<td>1.3 President or $5,000</td>
<td>$0.00</td>
</tr>
<tr>
<td>1.4 Secretary of $500</td>
<td>$0.00</td>
</tr>
<tr>
<td>1.5 Treasurer (Salary)</td>
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</tr>
<tr>
<td>1.6 Secretary and Assistant</td>
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</tr>
<tr>
<td>1.7 Special Assistant</td>
<td>$0.00</td>
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<td>1.8 Executive Assistant</td>
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3. Information (Non-Administrative)

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<tr>
<td>3.2 Vice-Director or $20,000</td>
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<tr>
<td>3.3 President or $10,000</td>
<td>$0.00</td>
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<tr>
<td>3.4 Secretary of $5,000</td>
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<tr>
<td>3.5 Treasurer (Regular)</td>
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<tr>
<td>3.6 Secretary and Assistant</td>
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<tr>
<td>3.7 Special Assistant</td>
<td>$0.00</td>
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<td>3.8 Executive Assistant</td>
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4. Information (Non-Specialist)

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<tbody>
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<td>4.1 Director or Spokesman or Mayor</td>
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<tr>
<td>4.2 Vice-Director or $20,000</td>
<td>$0.00</td>
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<tr>
<td>4.3 President or $10,000</td>
<td>$0.00</td>
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<tr>
<td>4.4 Secretary of $5,000</td>
<td>$0.00</td>
</tr>
<tr>
<td>4.5 Treasurer (Spokesman)</td>
<td>$0.00</td>
</tr>
<tr>
<td>4.6 Secretary and Assistant</td>
<td>$0.00</td>
</tr>
<tr>
<td>4.7 Special Assistant</td>
<td>$0.00</td>
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<tr>
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<td>$0.00</td>
</tr>
<tr>
<td>Total for Special Information</td>
<td>$0.00</td>
</tr>
</tbody>
</table>
Alternative Summary of Budget Memoranda

Appropriation needed 1st year
(Budget Memo A)
- Operating deficit rental: $49,457.00
- Total: $58,457.00

Appropriation needed 2nd year including
balance of equipment etc. (Budget Memo)
(Budget Memo B)
- $66,000.00
- Total: $78,000.00

Appropriation needed 3rd, 4th & 5th years
(Budget Memo C)
- $55,000.00
- Total: $67,000.00

Appropriation needed for subsequent years
(Budget Memo C)
- $85,325.00
- Total: $103,325.00

It is to be hoped that by the fifth year,
the need of the school will be revealed with
sufficient clearness to permit permanent
capitalization of the necessary expenditures.

Rough estimates of the capital necessary
appear in Budget Memo C.

It will be noted that the figures include
not only the item covering space needed on
the campus. This is discussed in the covering
letter and a rough estimate of capitalization is shown
in Budget Memo C. For the effective development
of the school it is imperative that suitable
permanent space be provided at the university
for occupancy during the first year of
class room work.
Summary of Budget Memoranda

Appropriation needed 1st year (Budget Memo A) $58,450.00

Appropriation needed 2nd year (Budget Memo B)
  a) Operating deficit $67,000.00
  b) Balance equipment etc. $11,000.00 $78,000.00

Appropriation needed annually 3rd, 4th, and 5th years (Budget Memo B) $67,000.00

The above figures all include actual initial cost. Downtown space but no figures for space on the campus

Appropriations needed for subsequent years (Budget Memo C)
  a) Operating deficit $85,325.00
  b) Downtown rental
    endowment (not provided) $15,000.00
    @ $3.00

$103,325.00

It is hoped that by the fifth year the downtown space

None of the figures above provide any space on
the main quadrangles. About 10,000 square feet will be
needed in the earlier years and at least 15,000 square
foot in later years. One method of providing that is indicated
in the covering letter.
LIBRARY SCHOOL AT THE UNIVERSITY OF CHICAGO

SUGGESTIONS AND RECOMMENDATIONS.

I. OBJECTIVES.

Recent study of the library situation in America has shown the urgent need for a school of library science of a somewhat different type from those already in operation, a school of high standing and standards, one in which men and women who look to a library career may find the opportunity for academic, as well as professional training and education, and where those already in the profession may be given opportunities for general or specialized courses which shall fit them for higher and more valuable service.

To be more specific, there is needed a school

1) which shall in its administration, faculty, curriculum, and requirements, correspond to the graduate professional schools of our leading universities.

2) which shall offer the best possible opportunities for acquiring the necessary cultural development and educational background and at the same time the professional, technical, and bibliographical training and experience required in libraries of scholarly character and in administrative positions of public libraries; also the training required in libraries of a specialized character, e.g. engineering, law, high schools, etc.

3) which shall offer to librarians the same opportunities for research work of high order, leading to advanced degrees, now open to advanced students in other learned professions.

4) which shall offer facilities for research on the part of both faculty and students and leading in special cases to the issue of bibliographical contributions and professional handbooks.
Recent study of the library situation in various parts of the country reveals a

number of factors that make for the growth of a national library service. One of these factors is the widespread interest in public libraries and the desire among school and community leaders to have a

library service that can meet the needs of the community.

At the same time, there is a growing appreciation of the importance of a national library service in providing a unified and comprehensive approach to the various aspects of library work.

In view of the opportunities for growth of library service in schools and communities, which will be available in the near future, it is

important to have a well-planned and well-executed library program for the

development of a national library service.

To do more effectively, there is a need for executive leadership and

organization. (I)

Without adequate planning, the basic requirements of an effective library program can be frustrated and the

opportunities for growth will be

lost.

The project of a regional library service, with headquarters in one of the

metropolitan areas, would provide a

basis for the development of a national library service.

The project would

include plans for the establishment of regional service centers, the coordination of library activities, and the establishment of a

central administrative office.

With such an organization, it is possible to achieve the

goals of a national library service in a more effective and efficient manner.
5) which shall offer correspondence study courses, organized and carried out according to well established standards.

6) where advanced residence instruction may be given on a part-time basis to experienced librarians employed in the immediate vicinity of the school.

7) which shall direct special courses and research "in absentia".

8) which shall train teachers
   a) for library school faculties,
   b) for instruction in library science in normal schools, schools of education, teachers' colleges, etc.

II. TYPE OF SCHOOL NEEDED

1) The needs briefly summarized above seem to warrant the establishment of an advanced library school of the highest type, which shall offer thorough courses in library science and bibliography, while affording also on the one hand, the best possible opportunities for that broad cultural development needed by the college, university, reference, and public librarian, and on the other hand, the specialization required by the medical, theological, engineering, law, and business librarian.

2) The requirements for admission to such a school should be similar in quantity and quality to the requirements in other leading professional schools.

III. ADVANTAGES AFFORDED BY THE CITY OF CHICAGO AS A CENTER FOR A SCHOOL OF THE TYPE PROPOSED.

If the above objectives are to be realized, it is imperative that special attention be given to the location of the proposed Library School. In this connection the following facts should be considered in favor of Chicago as a desirable center:

1) Chicago is a great center of business, transportation, and education, and every indication points to the continued growth of these interests.

2) Chicago is a very important library center with all types of libraries
represented including the great Chicago Public Library, the smaller libraries of such cities as Evanston, Oak Park, Gary, and Joliet, two great university libraries, two of the leading reference libraries of the country, several large theological libraries, three museum libraries, the libraries of the American Medical Association, the Chicago Law Institute, the Western Society of Engineers, a number of club libraries, several bank libraries and many scores of special business libraries. These working libraries offer opportunity for observation and for specialization in any one of many phases of library work.

3) Chicago is the headquarters of the American Library Association, of the midwinter meetings of the Council of the American Library Association with its various sectional meetings, and is also the home of the Chicago Library Club with some five hundred members including specialists in many phases of library work.

4) Chicago is a cosmopolitan, commercial, and industrial city, expanding rapidly and offering exceptional opportunities for adult education and for the many other socializing activities of a public library. It presents, perhaps, the greatest social laboratory in the country for the study of the relation of books and libraries to people of varied class, racial and national types.

IV. ADVANTAGES OFFERED BY THE UNIVERSITY OF CHICAGO AS A LOCATION FOR SUCH AN ADVANCED LIBRARY SCHOOL.

1. The University of Chicago has a number of graduate professional schools with the highest standards both for admission and graduation, hence offers the necessary background for a Library School of similar standards.

2. The University of Chicago has the fourth largest university library in America and owns one of the best reference and bibliographical collections in the Middle West.
A. SCHOOL VACATIONS

In how long will you go on vacation or holidays?

B. How long will you stay?

C. What will you do during your vacation?

D. Do you plan to travel anywhere during your vacation?

E. Where will you stay?

F. What will you bring with you?
3. The four quarter system at the University of Chicago makes it very easy for an active librarian to come in for any twelve week period of specialization along any line in which he wishes to improve himself. It also makes it possible for a student by either continuous quarters or any series of the necessary number of quarters to obtain either the Master's or the Doctor's degree. The University has had many students who have earned degrees in Education and in other fields by successive summer quarters of work.

4. The University of Chicago through its various faculties is so constantly engaged in research of many kinds that the spirit of research permeates the entire institution. With this spirit and with the opportunities offered by various libraries of Chicago, a Library School here would naturally lay great emphasis on research.

5. For a number of years various faculties of the University of Chicago have specialized in a technique for gathering materials of instruction, moulding them into mimeographed sheets, later into "material books" and finally into text books published by the University of Chicago Press. There is every reason to believe that a Library School at the University of Chicago could take advantage of this well-developed technique and produce the needed professional literature including text and reference books.

6. The University of Chicago has a well-established Correspondence Study Department through which the various faculties give or direct home-study instruction. A Library School located at the University of Chicago could through this department very advantageously

   a) give advanced courses for librarians who could not get away for residence work at the University, and
The University of Chicago promotes the various functions of the University to both the University of Chicago and many other institutions. It is important to recognize the wide range of activities at the University of Chicago, including research, teaching, and service to the community.

In many respects, the University of Chicago is a model for other institutions, and many of its programs are replicated elsewhere. The University of Chicago has a strong commitment to excellence in all its activities, and its reputation is based on a long history of scholarly and scientific achievement.

The University of Chicago has a well-defined mission and a clear sense of purpose. Its commitment to excellence is evident in all its activities, and it is recognized as one of the leading universities in the world. The University of Chicago is dedicated to the pursuit of knowledge and the advancement of scholarship, and it continues to make important contributions to the understanding of the human condition.
b) give a part of the work leading to a higher degree, the general regulations covering such instruction being uniform throughout the University.

7. In addition to the extension courses offered through the Home Study Department, the University of Chicago supports a downtown department in which residence courses are offered during late afternoon and evening hours for professional workers who are employed in Chicago or in nearby cities. It should be expected that this service would be extended to include training and research in library work.

8. Through cooperation with the School of Education of the University of Chicago every possible facility for the training of teachers could be offered. Such cooperation would also be of importance in the training of librarians for service in schools.

9. Through cooperation with various other departments, a Library School at the University of Chicago could offer many helpful courses such as training in the laws affecting libraries, the legal and business aspects of the control and use of endowment, the making and control of budgets and the various problems of accounting involved in library work.

V. SUGGESTED ORGANIZATION AND FACULTY MEMBERSHIP

The Library School might well be organized as a division of the Graduate School of Arts and Literature just as the new Medical School is to be a division of the Ogden Graduate School of Science. The following administrative and instructional officers should be provided to accommodate 50 students during each of the three quarters of the academic year and 150 students during the Summer Quarter:

1. For administration

   a) A Director and Chairman of the Department of Library Science, the major portion of whose time would be occupied with
In addition to the extension comes the office of the Home Office.

In 6.1, the University of Chicago supports a home office of

an office in the University of Chicago's Graduate School of

in which there is a group of graduate students who are employed in the office of

as mentioned in the previous section. It should be emphasized that the service only

extracts knowledge of the best and the leading in the University.

6.2 Through cooperation with the Graduate School of the University of

Chicago, many0 save the faculty for the advancement of science and

are affiliated. Such cooperation would also be of importance in the field of

of interest for service in science.

6.3 Through cooperation with various other departments, a Graduate School

is the University of Chicago and other such departments as

acknowledged in the law satisfaction. In particular, the leading and important

bequests of the country may be of importance; the material and country of

world.


7. A DEPARTMENTAL ORGANIZATION AND FUNCTIONAL DECISION

The Graduate School might well proceed as a division of the Graduate

School of the University of Chicago, Graduate School of Science. The following

contains information about the Doctoral Program of the University of

entirely under the Graduate School of the University of Chicago.

For implementation.

A DIRECTOR and CHAIRMAN of the Department of Physics Science.
the task of coordinating the Library School with other departments of the University and arranging the proper correlation of courses given by members of other faculties. Upon this director also will rest the responsibility of meeting, approving, and advising with the students regarding their work. He should teach not over two majors per year.

b) A Vice-Director of the Library School who will assist the director in all administrative matters and assume responsibility for coordinating the research work, both in residence and "in absentia", of candidates for the advanced degrees. The Vice-Director should teach not over three majors during the year.

c) A Secretary and Assistant to the Director who will handle the routine of registration, keep all school records, manage the school office, but do no teaching. This secretary should be qualified to care for much of the school's correspondence.

d) An Assistant Secretary and Workroom Attendant who will represent the Library School in the downtown University College and assume responsibility for such assistance as students may need in the workroom.

e) Stenographers and Clerks

2. For instruction (specialized)

a) One Professor of Library Science,

b) One Associate Professor of Library Science,

c) Two Assistant Professors of Library Science,

d) Special lecturers and visiting instructors for Summer Quarter instruction, as needed,

e) In addition to the above instructional officers, provision should be made for research assistants and fellows in order that important researches may go forward uninterrupted.

VI. LOCATION

The administrative offices of the Library School together with suitable classrooms and workroom space should be immediately adjacent to if not under the same roof with the General Library of the University. However, there should always be
in the University College building downtown a home room and headquarters for such students as might be carrying on research in connection with the various downtown libraries. Such a downtown center should also provide for employed students who desire to carry occasional courses in the Library School.

The University of Chicago, if selected as the location of the library school would be obliged to seek additional funds to provide necessary buildings and endowment but would hope to do so successfully.
The following tentative provision should be made for the school during its developmental period:

1. At the University--
   a) Administrative and instructional offices---- 2900 Sq. Ft.
   b) Workroom------------------------------- 3000 Sq. Ft.
   c) Classroom------------------------------- 1500 Sq. Ft.
   d) Stacks--------------------------------- 1000 Sq. Ft.
   e) Technical laboratory------------------- 1000 Sq. Ft.
   f) Conference and research rooms----------- 600 Sq. Ft.

10,000 Sq. Ft.

2. At the Downtown University College Center--
   a) Office and conference rooms-------------- 500 Sq. Ft.
   b) Workroom for advanced students---------- 1500 Sq. Ft.
   c) Reading room for special collections----- 1500 Sq. Ft.
   d) Stack space------------------------------- 500

4000 Sq. Ft.
The following tentative provisions are made for the

University of California

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<td>1st Floor Classroom and Special Collections</td>
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<td>1000.00</td>
<td>2nd Floor Laboratory</td>
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<td>800.00</td>
<td>3rd Floor Conference Room</td>
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### Summary of Budget Memoranda

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<th>Operating deficit</th>
<th>Downtown rental</th>
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<tr>
<td><strong>Appropriation needed first year,</strong></td>
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<td>(Budget memo A)</td>
<td>$49,450.00</td>
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<td>$58,450.00</td>
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<tr>
<td><strong>Appropriation needed second year,</strong></td>
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<td></td>
<td></td>
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<tr>
<td>including balance of equipment, etc.</td>
<td>66,000.00</td>
<td>12,000.00</td>
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<td>(Budget memo B)</td>
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<tr>
<td><strong>Appropriation needed third, fourth and fifth years,</strong></td>
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<td></td>
<td></td>
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<tr>
<td>(Budget memo B)</td>
<td>55,000.00</td>
<td>12,000.00</td>
<td>67,000.00</td>
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<tr>
<td><strong>Appropriation needed for subsequent years,</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Budget memo C)</td>
<td>85,325.00</td>
<td>18,000.00</td>
<td>103,325.00</td>
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</table>

It is to be hoped that by the fifth year the needs of the school will be revealed with sufficient clearness to permit permanent capitalization of the necessary expenditures. Rough estimates of the capital necessary appear in BUDGET MEMO C.

It is to be noted that the figures shown above include no item covering space needed on the University campus. This is discussed in the covering letter and a rough estimate of capitalization is shown in BUDGET MEMO C. For the effective development of the School, suitable space should be provided at the University for occupancy within the first year of classroom work.
BUDGET MEMORANDUM A.

Estimated budget for first three to five years with provision for fifty resident students during the academic year and one hundred and fifty students during the Summer Quarter.

1. Administration - - - - - - - - - - - - - - - - - - - - - $16,200.00

2. Instruction
   a) specialized (37 classes, 12.2 students) 30,000.00
   b) non-specialized (30 classes, 15 students) - - - - - - - - - - - - - - - 24,300.00

3. Housing - Rental charge for space to be provided in University College- - - - - - - - - - - $12,000.00

4. Supplies and miscellaneous including occasional publications- - - - - - - - - - - - - - - - - - - 5,000.00

5. Equipment- - - - - - - - - - - - - - - - - - - - - - - - - - - - 12,000.00

6. Initial expenditure for reference collection for school use - - - - - - - - - - - - - - - - - - - - - - - - 10,000.00

7. Total annual expenditure during first years of school - items 1, 2, 3, and 4- - - - - - - - - - - $87,500.00

8. Total annual income from student fees - 900 registrations @ $25.00 - - - - - - - - - - - - - - - - - 22,500.00

9. Part of annual budget to be provided through outside agencies - - - - - - - - - - - - - - - - - - - 65,000.00
BUDGET MEMORANDUM

RECOMMENDATION TO INCREASE TYPICAL SLAYTON FUND: 1. Add one instructor and one teaching assistant for the summer quarter.

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<th>Amount</th>
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<td>Entertainment</td>
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</table>
Estimated permanent endowment needed for a Library School at the University of Chicago with provision for one hundred resident students during the academic year and three hundred students during the Summer Quarter.

1. Administration - 50% increase -- $24,300.00
2. Instruction - 75% increase -- 95,025.00
3. Supplies and miscellaneous - 50% increase -- 7,500.00
4. Total items 1, 2, and 3 -- 126,825.00
5. Income from tuition -- 45,000.00
6. Total deficit -- 81,825.00
7. Housing --
   a) Downtown -- 6,000 sq. ft.
      Endowment needed, for building, equipment and maintenance -- $250,000
   b) At the University -- 15,000 sq. ft.
      Endowment needed, for building, equipment and maintenance -- $456,000
   c) Total for housing -- 716,300.00
8. Endowment to cover item 6 - @ 5% -- 1,636,500.00
9. Total endowment for all purposes -- 2,352,800.00
<table>
<thead>
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<th>Department / Category</th>
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<td>Administration - New Income</td>
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<td>Instruction - Old Income</td>
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<tr>
<td>Instruction - New Income</td>
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<tr>
<td>Technology &amp; Instrumentation - Old Income</td>
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<td>Total Income, 8th and 9th</td>
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<tr>
<td>Revenue</td>
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</table>
BUDGET MEMORANDUM C.

1. Administration

a) Director ($ of $8000) - - - - - - - - - - $6,000.00
b) Vice-Director ($ of $6000) - - - - - 3,000.00
c) Secretary and assistant to the Director - 2,500.00
d) Assistant secretary and workroom attendant 2,000.00
e) Stenographers (two) - - - - - - - - 2,700.00

Total for Administration - - - $16,200.00

2. Instruction (specialized)

a) Director and Head of Department of Library Science ($ of $8000) - - - - - - - - $2,000.00
b) Vice-Director ($ of $6000) - - - - - 3,000.00
c) Professor of Library Science - - - - - 6,000.00
d) Associate Professor - - - - - - - - 4,500.00
e) Assistant Professors (two) - - - - - - 7,000.00
f) Special lecturers and visiting instructors for the summer quarter - - - - - - - 5,000.00
g) Research Assistants and Fellows - - - 2,500.00

Total for Specialized Instruction - - - $30,000.00

3. Instruction (non-specialized)

a) This instruction should be provided through departmental offerings in the College of Arts and Literature and in the various professional Schools of the University. Assuming that 50% of the instruction would be of this type and that classes would average fifteen students, (this is somewhat above the present average in the Graduate School of Arts and Literature and in the School of Social Service Administration) it would be necessary to provide thirty classes at an approximate cost of - - - - - $24,300.00
1. Administration

00.000,8$
00.000,8
00.000,8
00.000,8
00.000,8

Total for Administration

2. Instruction

00.000,3$
00.000,8$
00.000,8
00.000,8
00.000,8

Total for Instruction

3. Educational Instruction

00.000,6$
00.000,6$
00.000,6$

Total for Educational Instruction

Note: The above information is approximate.
March 19, 1925.

My dear Mr. Kappel:

For your information I am enclosing a copy of suggestions and recommendations which bear upon the establishment of a Library School at the University of Chicago. This statement has grown out of a number of conferences with members of our University staff and with leading librarians. The document should be thought of as representing a tentative proposal subject to revision following the further report of the Board of Education for Librarianship of the American Library Association. This proposal is in general terms. Details including curriculum are left to be determined by the Director and his associates when they are chosen.

The very brief statement of objectives has been splendidly supplemented by Mr. Adam Strom's preliminary report published in Volume 19, Number 1, American Library Association Bulletin, Pages 15-16. Special attention is directed to the research phase of the work proposed, but at the same time we should not lose sight of the fact that it will be necessary to maintain a complete school in which it will be possible to secure foundational training with major emphasis upon professional courses in advance of those now available in most of our schools for librarians. Here again the brief material presented
For your information I am enclosing a copy of

suggestions and recommendations which bear upon the subject of a Library School or the University of Chicago. This
statement has come out of a number of conferences with members
of our University staff and with leading librarians. The goal
ought amount of change of an administrative and personnel
rearrangement is a revision of the librarian reports of the board

The Program in General service to the information of

which they are open.

The very first statement of design and plan

embodied in Appendix A to the provisional report

published in Volume II, Number 5, American Library Association

Bulletin, page 15-16. Special attention is directed to the

recommendation made at the annual meeting of the

American Library Association for the year 1925 that this will be necessary to

maintain a complete record of work done in which it will be possible to

secure certain information stating with what accuracy the work was done.

I am in complete agreement with those who emphasize the need of a

Report for Improvement. Here again the point that I make at all

separate for improvement. Here again the point that I make at all
in the attached statement should be supplemented by reference to Mr. Adam Strom's article in the American Library Association Bulletin, Page 25.

Any attempt to predict the ultimate size or the time required to develop a Library School at the University of Chicago would be extremely hazardous. Careful estimates based upon other library schools now in existence and other professional schools in the University indicate that the type of advanced Library School here proposed might reasonably attract, within the first three to five years, approximately fifty students for each of the three quarters of the academic year plus some one hundred fifty students for instruction during the Summer Quarter. This number might reasonably be doubled within a period of five to ten years. The budget items included in the present proposal are based upon the minimum and maximum registration here indicated.

In providing for the administration of a Library School it is deemed advisable to secure an adequate administrative staff for organization and administrative purposes during the early period. Because of the relatively large administrative burden to be carried during the first years of the school, it would appear that the relative increase in administrative cost might be somewhat reduced by the time the school attains its
In the attached memorandum you will find a number of suggestions for the improvement of the American Library Association's Board of Directors.

The Board's main concern is the maintenance of the library profession. It is suggested that the Board should establish a permanent committee to study the problems of library administration. This committee should consist of experienced librarians and experts in library science.

The committee should be responsible for the development of a comprehensive plan for library education. This plan should include recommendations for the establishment of new library schools and the improvement of existing ones.

The committee should also be responsible for the development of a comprehensive plan for library research. This plan should include recommendations for the establishment of new research centers and the improvement of existing ones.

The committee should also be responsible for the development of a comprehensive plan for library extension. This plan should include recommendations for the establishment of new extension centers and the improvement of existing ones.

The committee should be responsible for the development of a comprehensive plan for library cooperation. This plan should include recommendations for the establishment of new cooperative agreements and the improvement of existing ones.

The committee should also be responsible for the development of a comprehensive plan for library finance. This plan should include recommendations for the establishment of new funding sources and the improvement of existing ones.

The committee should be responsible for the development of a comprehensive plan for library legislation. This plan should include recommendations for the establishment of new legislative measures and the improvement of existing ones.

The committee should also be responsible for the development of a comprehensive plan for library personnel. This plan should include recommendations for the establishment of new personnel policies and the improvement of existing ones.

The committee should be responsible for the development of a comprehensive plan for library automation. This plan should include recommendations for the establishment of new automation systems and the improvement of existing ones.

The committee should also be responsible for the development of a comprehensive plan for library facilities. This plan should include recommendations for the establishment of new facilities and the improvement of existing ones.

The committee should be responsible for the development of a comprehensive plan for library administration. This plan should include recommendations for the establishment of new administrative structures and the improvement of existing ones.

The committee should also be responsible for the development of a comprehensive plan for library promotion. This plan should include recommendations for the establishment of new promotion strategies and the improvement of existing ones.

The committee should be responsible for the development of a comprehensive plan for library public relations. This plan should include recommendations for the establishment of new public relations programs and the improvement of existing ones.

The committee should also be responsible for the development of a comprehensive plan for library publicity. This plan should include recommendations for the establishment of new publicity programs and the improvement of existing ones.

The committee should be responsible for the development of a comprehensive plan for library records. This plan should include recommendations for the establishment of new records systems and the improvement of existing ones.

The committee should also be responsible for the development of a comprehensive plan for library statistics. This plan should include recommendations for the establishment of new statistical systems and the improvement of existing ones.

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maximum development. All instructional costs have been estimated on the basis of actual costs in the present graduate professional schools of the University including the salary schedules for instructional officers of the ranks indicated in the proposal.

While it is desirable that the central administrative office for the Library School be located at the University in close proximity to the University General Libraries, it is important that the school maintain a downtown center including workrooms for advanced students who are employed and who desire to continue their professional study during late afternoon or evening hours. Such a center should also be of service to students engaged in research work in the downtown district.

Since it is impossible to predict in advance the actual needs of the Library School, it is suggested that the School be financed for the first five years on the basis of an annual appropriation to meet the prospective deficit incurred by the University of Chicago, with the expectation that, at the end of the five year period, the school will be permanently financed. See BUDGET MEMORANDA B, C AND D.

It is further suggested that no attempt be made to start active class instruction until the Autumn Quarter of 1926 but that the Director of the School, his secretary and such other members as, in the judgment of the Director, are
maximum development. All instructional staff have been utilized on the basis of recent years to ensure that the present graduate program of the School of the University fulfills the purpose set out for it.

Instructional attention is now turned to the honors program in the University.

While it is desirable that the central committee create an office for the library, it is no longer at the University General Library. It is essential that the Library maintain a separate service to the University, since it is impossible to duplicate in an organization of this nature the Library's service to the University of Oklahoma, which is the only place to acquire a library collection of any use to the Library.

I am not prepared to believe that the secretary, to whose office the Library has been entrusted, is not qualified to meet the problems of library work.

I suggest the appointment of a librarian to the position of assistant to the director of the School, and recommend the appointment of a secretary to the position of assistant to the director.
immediately needed, be appointed as early as possible in the year 1925/26. A suggested budget for this first year is appended as MEMORANDUM A.

The building problem is not without its difficulties in view of our great need of space for the work we are now doing and planning to do. We could undoubtedly find room for the work of the school in the preliminary stages, say for a year or two. But the building problem will require early attention.

The happiest solution of the problem at the University would doubtless be to build a new building in close connection with the Harper Memorial Library, which would adequately provide for the ultimate needs of the School, either directly or by releasing space for it in Harper. If the Carnegie Corporation could see its way to provide this building, on the ground that approximately half the space thus provided would be needed by the School and that a large part of the remainder would be used for library purposes, this would open up a clear path before us. If this is impracticable we should continue our search for some other donor for this building.

The space downtown which the report shows, will also be necessary, should be in connection with our University College, ultimately in a University of Chicago building which would provide for all our downtown activities, administrative and educational, but probably for several years yet to come in rented quarters.
The publishing program is not without its difficulties in view of our great need of space for the work we are now doing and planning to do. We cannot accommodately fill room for the work at the school in the preliminary stages, nor for a year or so.

But the publishing program will receive earliest attention. The problem of the problem at the Union is quite another.

Many good reasons do not make a new publishing in close connection with the National Memorial Library, which would recognize a claim for its place in the school. If the Quarterly Condensed contains a definite picture of the way to bring the publishing on the Union, then approximate parts of the Union can begin in a great body of reading and need for important literature. The training above a great body can be conceived can seem for some other good for this publishing.

The process would help the correct sense will form.

It seems that the connection with the University College, necessity of a University of Oxford publishing with some advantage and constitutional and departmental, guardianship and administrative and instructional.
If it is the opinion of the Board of Education for Librarianship and 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 shall be glad to establish it as soon as the matter can be financed.

Very truly yours,

Dr. F.P. Keppel,
Carnegie Corporation,
522 Fifth Avenue, New York.
It is the opinion of the Board of Education that the Florida Agricultural and Mechanical College, and the University of Florida are the best institutions for Negro youth who are skilled in agriculture and who are natural leaders of the race. Therefore, it is recommended that a school be established at Tallahassee for Negro youth to be called the University of Agriculture in the place of the present one.

Very truly yours,

[Signature]

Dr. F.E. Kibert
Chairman of the Board

886 Third Avenue, New York
LIBRARY SCHOOL AT THE UNIVERSITY OF CHICAGO

SUGGESTIONS AND RECOMMENDATIONS

I. OBJECTIVES.

Recent study of the library situation in America has shown the urgent need for a school of library science of a somewhat different type from those already in operation, a school of high standing and standards, one in which men and women who look to a library career may find the opportunity for academic, as well as professional training and education, and where those already in the profession may be given opportunities for general or specialized courses which shall fit them for higher and more valuable service.

To be more specific, there is needed a school

1) which shall in its administration, faculty, curriculum, and requirements, correspond to the graduate professional schools of our leading universities.

2) which shall offer the best possible opportunities for acquiring the necessary cultural development and educational background and at the same time the professional, technical, and bibliographical training and experience required in libraries of scholarly character and in administrative positions of public libraries; also the training required in libraries of a specialized character, e.g., engineering, law, high schools, etc.

3) which shall offer to librarians the same opportunities for research work of high order, leading to advanced degrees, now open to advanced students in other learned professions.

4) which shall offer facilities for research on the part of
REVIEWED

One of the important questions to consider is whether to continue with the current educational system, which emphasizes rote learning and memorization, or to explore new methods that promote critical thinking and problem-solving skills. Recent studies have shown that a more hands-on, problem-based approach can lead to higher academic performance and better understanding of concepts.

In addition to academic success, there is a growing recognition of the importance of mental health and well-being in the classroom. Teachers and school administrators are increasingly aware of the need to create supportive and inclusive environments for students of all abilities.

Some schools are adopting new strategies to improve mental health support, such as offering counseling services, providing training for teachers on how to identify and address mental health issues, and creating a culture of openness and acceptance.

Furthermore, there is a growing awareness of the need to prepare students for the workforce and real-world challenges. Traditional academic subjects are being supplemented with courses in critical thinking, communication, and technology skills.

Overall, there is a need for a more holistic approach to education that considers the diverse needs of students and prepares them for success in a rapidly changing world.
both faculty and students and leading in special cases to the issue of bibliographical contributions and professional handbooks.

5) which shall offer correspondence study courses, organized and carried out according to well established standards.

6) where advanced residence instruction may be given on a part-time basis to experienced librarians employed in the immediate vicinity of the school.

7) which shall direct special courses and research "in absentia"

8) which shall train teachers
   a) for library school faculties
   b) for instruction in library science in normal schools, schools of education, teachers' colleges, etc.

II. TYPE OF SCHOOL NEEDED.

1) The needs briefly summarized above seem to warrant the establishment of an advanced library school of the highest type, which shall offer thorough courses in library science and bibliography, while affording also on the one hand, the best possible opportunities for that broad cultural development needed by the college, university, reference, and public libraries, and on the other hand, the specialization required by the medical, theological, engineering, law and business libraries.

III. ADVANTAGES AFFORDED BY THE CITY OF CHICAGO AS A CENTER FOR A SCHOOL OF THE TYPE PROPOSED.

If the above objectives are to be realized, it is imperative that special attention be given to the location of the proposed Library School. In this connection the following facts should be considered in favor of
particular any surviving and teaching in special cases.

6) Who will assist the Secretary to the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the Secretary of the 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Chicago as a desirable center:

1) Chicago is an important geographical center of business, transportation, and education, and every indication points to the continued growth of these interests. It is situated within a night's ride (500 miles) of half the population of the United States.

2) Chicago is a very important library center with all types of libraries represented, including the great Chicago Public Library, the smaller libraries of such cities as Evanston, Oak Park, Gary, and Joliet, two great university libraries, two of the leading reference libraries of the country, several large theological libraries, three museum libraries, the libraries of the American Medical Association, the Chicago Law Institute, the Western Society of Engineers, a number of club libraries, several bank libraries, and many scores of special business libraries. These working libraries offer opportunity for observation and for specialization in any one of many phases of library work.

3) Chicago is the headquarters of the American Library Association, of the midwinter meetings of the Council of the American Library Association with its various sectional meetings, and is also the home of the Chicago Library Club with some five hundred members including specialists in many phases of library work.

4) Chicago is a cosmopolitan, commercial, and industrial city, expanding rapidly and offering exceptional opportunities for adult education and for the many other socializing activities of a public library. It presents, perhaps, the greatest social laboratory in the country for the study of the relation of
Oriego is a geographic center.

1) Oriego is an important geographic center of our country.

There are many transportation and communication lines to the city. It is situated within a 500-mile radius of half the population of the United States.

2) Oriego is a very important geographic center with all types of transportation and communication lines.

The larger interurban lines are in Oriego, and it attracts many visitors, both from the city and from the surrounding counties. Oriego is the center of the American Medical Association, and a number of important medical associations are headquartered here. Oriego is the center of the national and local newspapers and magazines, and is the headquarters of many social and temperance organizations.

Oriego is a geographic center in many phases of life, work, and recreation.

3) Oriego is the geographic center of the American Medical Association.

At the annual meetings of the association, Oriego plays a vital role in the association with the national and local social and temperance organizations. Oriego is the center of the national and local newspapers and magazines, and is the headquarters of many social and temperance organizations.

Oriego is a geographic center in many phases of life, work, and recreation.
books and libraries to people of varied class, racial and national types.

IV. ADVANTAGES OFFERED BY THE UNIVERSITY OF CHICAGO AS A LOCATION FOR SUCH AN ADVANCED LIBRARY SCHOOL.

1) The University of Chicago has a number of graduate professional schools with the highest standards both for admission and graduation, hence offers the necessary background for a Library School of similar standards.

2) The University of Chicago has the fourth largest university library in America and owns one of the best reference and bibliographical collections in the Central states.

3) The four quarter system at the University of Chicago makes it very easy for an active librarian to come in for any twelve week period of specialization along any line in which he wishes to improve himself. It also makes it possible for a student by either continuous quarters or any series of the necessary number of quarters to obtain either the Master's or the Doctor's degree. The University has had many students who have earned degrees in Education and in other fields by successive summer quarters of work.

4) The University of Chicago, through its various faculties, is so constantly engaged in research of many kinds that the spirit of research permeates the entire institution. With this spirit and with the opportunities offered by various libraries of Chicago, a Library School here would naturally lay great emphasis on research.

5) For a number of years various faculties of the University of Chicago have specialized in a technique for gathering materials
The University of Chicago has a number of card catalogue projects in progress, and these are
suggested with the highest importance and most serious
section. Every effort is made to provide ready access to a
Library of the present day.

2) The University of Chicago has the largest number of
inhabitants in America and one of the best libraries and public-

exhibition collections in the country.

3) The University of Chicago has an active and working
library for students of all grades.

4) The University of Chicago has a number of special
libraries or departments, each devoted to a specific field of

knowledge. The most important are the Library of the

Humanities, the Library of the Social Sciences, and the

Library of the Natural Sciences.

5) The University of Chicago has a number of special
departments, each devoted to a specific field of

knowledge. The most important are the Library of the

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departments, each devoted to a specific field of

knowledge. The most important are the Library of the

Humanities, the Library of the Social Sciences, and the

Library of the Natural Sciences.
of instruction, moulding them into mimeographed sheets, later into "material books" and finally into text books published by the University of Chicago Press. There is every reason to believe that a Library School at the University of Chicago could take advantage of this well-developed technique and produce the needed professional literature including text and reference books.

6) The University of Chicago has strong Graduate Schools of Art, Literature and Science which offer advanced research courses in languages and literatures, the social and political sciences, history, philosophy, the biological and physical sciences, etc., all of which would be open to properly qualified students in the library school.

7) Through cooperation with various other departments, a Library School at the University of Chicago could offer many helpful courses such as training in the laws affecting libraries, the legal and business aspects of the control and use of endowment, the making and control of budgets and the various problems of accounting involved in library work.

8) Through cooperation with the School of Education of the University of Chicago every possible facility for the training of teachers could be offered. Such cooperation would also be of importance in the training of librarians for service in schools.

9) The University of Chicago has a well-established Correspondence Study Department through which the various faculties give or direct home study instruction. A Library School located at the University of Chicago could through this department very advantageously:
I. The University of Chicago and the University of

II. The University of Chicago and the University of

III. The University of Chicago and the University of

IV. The University of Chicago and the University of

V. The University of Chicago and the University of
a) give advanced courses for librarians who could not get away for residence work at the University, and

b) give a part of the work leading to a higher degree, the general regulations covering such instruction being uniform throughout the University.

10) In addition to the extension courses offered through the Home Study Department, the University of Chicago supports a downtown department in which residence courses are offered during late afternoon and evening hours for professional workers who are employed in Chicago or in nearby cities. It should be expected that this service would be extended to include training and research in library work.

V. SUGGESTED ORGANIZATION AND FACULTY MEMBERSHIP.

The Library School might well be organized as a division of the Graduate School of Arts and Literature just as the new Medical School is to be a division of the Ogden Graduate School of Science. The following administrative and instructional officers should be provided to accommodate fifty students during each of the three quarters of the academic year and one hundred fifty students during the Summer Quarter:

1) For Administration

a) A DIRECTOR AND CHAIRMAN of the Department of Library Science, the major portion of whose time would be occupied with the task of coordinating the Library School with other departments of the University and arranging the proper correlation of courses given by members of other faculties. Upon this director also will rest the responsibility of meeting, approving, and advising with the students regarding their work. He should teach not over two majors per year.

b) A Vice-DIRECTOR of the Library School who will assist the Director in all administrative matters and assume responsibility for coordinating the research work, both in residence and "in absentia", of candidates for the advanced degrees. The Vice-Director should teach not over three majors during the year.
A SUGGESTED ORGANIZATION OF THE LIBRARY

The Library Board might well be organizing as a division of the Graduate School of Arts and Sciences, just as the New Mexico School of Science and Administration to be an extension of the original Graduate School of Science and Administration. The following administrative and instructional activities pertain to the library:

1.arkin's

(For Administration)

A DIRECTOR AND CHAIRMAN OF THE DEPARTMENT OF LIBRARY

is needed, this would be in line with the plan of organization of the Library School, which is a part of the University and to be administered by the Librarian and the Librarians. A person with experience in library administration would be needed for the position. Additionally, an assistant librarian and a secretary would be required. The librarian would have charge of the Library School and would be responsible for the Library School and for the Library Faculty.

The Vice-Director would be in charge of the Library School and would be responsible for the Library Faculty.
c) A Secretary and Assistant to the Director who will handle the routine of registration, keep all school records, manage the school office, but do no teaching. This secretary should be qualified to care for much of the school's correspondence.

d) An Assistant Secretary and Workroom Attendant who will represent the Library School in the downtown University College and assume responsibility for such assistance as students may need in the workroom.

e) Stenographers and Clerks.

2) For Instruction (specialized)

a) One Professor of Library Science.

b) One Associate Professor of Library Science.

c) Two Assistant Professors of Library Science.

d) Special lecturers and visiting instructors for Summer Quarter instruction, as needed.

e) In addition to the above instructional officers, provision should be made for research assistants and fellows in order that important researches may go forward uninterruptedly.

VI. LOCATION.

The administrative offices of the Library School together with suitable class room and workroom space should be immediately adjacent to if not under the same roof with the General Library of the University. However, there should always be in the University College building downtown a home room and headquarters for such students as might be carrying on research in connection with the various downtown libraries. Such a downtown center should also provide for employed students who desire to carry occasional courses in the Library School.

The following tentative provision should be made for the school during its development period:
A Secretary and Assistant to the Director will
be responsible for the daily operation of the
library and will oversee the work of the library
assistant. They will be responsible for making
time schedules, managing the library office,
and making sure the work of the library
assistant is completed. They will also be
responsible for maintaining the library's
record system.

5. In the case of the library assistant, the
library will be responsible for the library assistant's
work and will ensure that he/she is
satisfied with the work being done.

6. The library assistant will be
responsible for collecting and
organizing all the necessary
information for the library.

7. The library assistant will
be responsible for maintaining
the library's record system and
will keep records of the
library's activities.

8. The library assistant will
be responsible for the
library's financial records and
will keep a record of the
library's expenses.

9. The library assistant will
be responsible for the
library's equipment and
will keep a record of the
equipment's location.

10. The library assistant will
be responsible for the
library's publications and
will keep a record of the
publications' location.

11. The library assistant will
be responsible for the
library's archives and
will keep a record of the
archives' location.

12. The library assistant will
be responsible for the
library's collection and
will keep a record of the
collection's location.

13. The library assistant will
be responsible for the
library's exhibitions and
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exhibitions' location.

14. The library assistant will
be responsible for the
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conferences' location.

15. The library assistant will
be responsible for the
library's seminars and
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16. The library assistant will
be responsible for the
library's workshops and
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workshops' location.

17. The library assistant will
be responsible for the
library's courses and
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courses' location.

18. The library assistant will
be responsible for the
library's training programs
and will keep a record of the
training programs' location.

19. The library assistant will
be responsible for the
library's publications and
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publications' location.

20. The library assistant will
be responsible for the
library's research and
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research's location.

21. The library assistant will
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22. The library assistant will
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29. The library assistant will
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30. The library assistant will
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library's research and
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research's location.

31. The library assistant will
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32. The library assistant will
be responsible for the
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archives' location.

33. The library assistant will
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exhibitions' location.

34. The library assistant will
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conferences' location.

35. The library assistant will
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seminars' location.

36. The library assistant will
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workshops' location.

37. The library assistant will
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library's courses and
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courses' location.

38. The library assistant will
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library's training programs
and will keep a record of the
training programs' location.

39. The library assistant will
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library's publications and
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publications' location.

40. The library assistant will
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research's location.

41. The library assistant will
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collections' location.

42. The library assistant will
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library's archives and
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archives' location.

43. The library assistant will
be responsible for the
library's exhibitions and
will keep a record of the
exhibitions' location.

44. The library assistant will
be responsible for the
library's conferences and
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conferences' location.

45. The library assistant will
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library's seminars and
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seminars' location.

46. The library assistant will
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workshops' location.

47. The library assistant will
be responsible for the
library's courses and
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courses' location.

48. The library assistant will
be responsible for the
library's training programs
and will keep a record of the
training programs' location.

49. The library assistant will
be responsible for the
library's publications and
will keep a record of the
publications' location.

50. The library assistant will
be responsible for the
library's research and
will keep a record of the
research's location.
1) At the University:
   a) Administrative and instructional offices ... 2900 sq. ft.
   b) Workroom ........................................... 3000 sq. ft.
   c) Classroom ........................................... 1500 sq. ft.
   d) Stacks ........................................... 1000 sq. ft.
   e) Technical laboratory ......................... 1000 sq. ft.
   f) Conference and research rooms .............. 600 sq. ft.
      ——
   10,000 sq. ft.

2) At the Downtown University College Center:
   a) Office and conference rooms .................. 500 sq. ft.
   b) Workroom for advanced students ............ 1500 sq. ft.
   c) Reading room for special collections ...... 1500 sq. ft.
   d) Stack Space ....................................... 500 sq. ft.
      ——
   4,000 sq. ft.
<table>
<thead>
<tr>
<th>1</th>
<th>AT THE UNIVERSITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Administrative and Information Office... 2,000 sq. ft.</td>
</tr>
<tr>
<td>b</td>
<td>Workroom ........................................ 2,000 sq. ft.</td>
</tr>
<tr>
<td>c</td>
<td>Classroom ........................................ 1,500 sq. ft.</td>
</tr>
<tr>
<td>d</td>
<td>Store .............................................. 1,000 sq. ft.</td>
</tr>
<tr>
<td>e</td>
<td>Technical Instructor ......................... 1,000 sq. ft.</td>
</tr>
<tr>
<td>f</td>
<td>Conference and Research Room ............. 800 sq. ft.</td>
</tr>
<tr>
<td></td>
<td>TOTAL: 7,500 sq. ft.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>AT THE DOWNTOWN UNIVERSITY COLLEGE CENTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Office and Conference Room ............ 600 sq. ft.</td>
</tr>
<tr>
<td>b</td>
<td>Workroom for Student Activities .......... 1,800 sq. ft.</td>
</tr>
<tr>
<td>c</td>
<td>Meeting Room for Special Functions .... 1,800 sq. ft.</td>
</tr>
<tr>
<td>d</td>
<td>Storage Space .................................. 800 sq. ft.</td>
</tr>
<tr>
<td></td>
<td>TOTAL: 5,000 sq. ft.</td>
</tr>
</tbody>
</table>
### SUMMARY OF BUDGET MEMORANDA

<table>
<thead>
<tr>
<th></th>
<th>Operating deficit</th>
<th>Downtown rental</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriation needed first year, (Budget memo A)</td>
<td>$49,450.00</td>
<td>$9,000.00</td>
<td>$58,450.00</td>
</tr>
<tr>
<td>Appropriation needed second year, including balance of equipment, etc. (Budget memo B)</td>
<td>66,000.00</td>
<td>12,000.00</td>
<td>78,000.00</td>
</tr>
<tr>
<td>Appropriation needed third, fourth and fifth years. (Budget memo B)</td>
<td>55,000.00</td>
<td>12,000.00</td>
<td>-67,000.00</td>
</tr>
<tr>
<td>Appropriation needed for subsequent years. (Budget memo C)</td>
<td>85,325.00</td>
<td>18,000.00</td>
<td>103,325.00</td>
</tr>
</tbody>
</table>

It is to be hoped that by the fifth year the needs of the school will be revealed with sufficient clearness to permit permanent capitalization of the necessary expenditures. Rough estimates of the capital necessary appear in BUDGET MEMO C.

It is to be noted that the figures shown above include no item covering space needed on the University campus. This is discussed in the covering letter and a rough estimate of capitalization is shown in BUDGET MEMO C. For the effective development of the School, suitable space should be provided at the University for occupancy within the first year of classroom work.
### Summary of Budget Memoranda

<table>
<thead>
<tr>
<th>Total</th>
<th>Operating</th>
<th>Contingent</th>
</tr>
</thead>
<tbody>
<tr>
<td>$28,850.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>$15,000.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>$15,000.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>$25,000.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>$15,000.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

*Appropriation needed for next year:*

- **Budget Memo A**
  - Appropriation needed to cover expenses.
  - Appropriation needed in personnel, equipment, etc.

- **Budget Memo B**
  - Appropriation needed to fill positions.

- **Budget Memo C**
  - Appropriation needed for maintenance.

---

It is to be hoped that the high level of need of the faculty
will be reported in sufficient amounts to permit permanent classification of
the necessary expenditures. It is estimated that the capacity necessary to
the development of the College will be increased by the amount of

**Budget Memo C.**

It is to be noted that the figures given above include no room for
emergency space needed on the University campus. It is to be assumed in the contract letter
and supplementary letters of certification, to show in budget memo C. for the allocation
and general purpose of space needed to be provided at the University for
occassions of more than the first year of overseas work.
BUDGET MEMORANDUM A

First Year
(before school opens for students)

1. Administration:
   a) Director (12 mos.) ......................... $ 8,000.00
   b) Vice-Director (12 mos.) ...................... 6,000.00
   c) Secretary and Assistant to Director .... 2,500.00
   d) Stenographers (two) (12 mos.) ............ 2,700.00
   e) Professor of Library Science (9 mos) ... 4,500.00
   f) Associate Professor of Library Science (6 mos.) ......................... 2,250.00
   g) Assistant Professors (two) of Library Science (6 mos.) ................. 3,500.00

   $ 29,450.00

2. Supplies, etc.:
   a) Supplies and Miscellaneous ............... $ 4,000.00
   b) Equipment .................................. 6,000.00
   c) Reference collection ....................... 5,000.00
   d) Travel .................................... 3,000.00
   e) Printing and Publishing .................... 1,000.00
   f) Contingent fund .......................... 1,000.00

   $ 20,000.00

3. Housing in University College Building:
   a) 3000 sq.ft. at $3.00 ....................... $ 9,000.00

   ------------------

   Grand Total .............. $ 58,450.00
# A Missionary

**First Year**

(Please select a plan for enrollment)

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administration</td>
<td></td>
</tr>
<tr>
<td>Director (5% more)</td>
<td>$8,000.00</td>
</tr>
<tr>
<td>Associate Director (7% more)</td>
<td>$6,000.00</td>
</tr>
<tr>
<td>Executive Secretary (10% more)</td>
<td>$4,000.00</td>
</tr>
<tr>
<td>Teacher of English (10% more)</td>
<td>$6,000.00</td>
</tr>
<tr>
<td>Teacher of Science (10% more)</td>
<td>$8,000.00</td>
</tr>
<tr>
<td>Teacher (5% more)</td>
<td>$4,000.00</td>
</tr>
<tr>
<td>Teacher (15% more)</td>
<td>$5,000.00</td>
</tr>
</tbody>
</table>

**Supplies and Textbooks**

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks and Miscellaneous</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>Stationery</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Supplies</td>
<td>$500.00</td>
</tr>
<tr>
<td>Travel</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Printing and Reproduction</td>
<td>$500.00</td>
</tr>
<tr>
<td>Company Fund</td>
<td>$300.00</td>
</tr>
</tbody>
</table>

**Home in University College University**

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support</td>
<td>$2,000.00</td>
</tr>
</tbody>
</table>

**Total**

| Amount | $8,000.00 |
BUDGET MEMORANDUM B

Estimated Budget for second to fifth year with provision for fifty students resident during the academic year and one hundred and fifty students during the Summer quarter.

1. Administration ........................................ $16,200.00

2. Instruction
   a) specialized (27 classes, 12.2 students, ...... $32,000.00
   b) non-specialized (30 classes, 15 students, ...... $24,300.00

3. Housing - Rental charge for space to be provided in University College (4000 sq. ft. at $3.00) .................. $12,000.00

4. Supplies and miscellaneous including occasional publications .................. $5,000.00

5. Total annual expenditure during earlier years of the school - items 1, 2, 3, and 4 .................................................. $82,500.00

6. Total annual income from student fees 900 registrations at $25.00 .................. $22,500.00

7. Part of annual budget to be provided through outside agencies .................. $67,000.00

8. Additional expenditure needed for second year only:
   a) Balance of equipment .......... $6,000.00
   b) Balance of reference collection. .... 5,000.00 $11,000.00
MACHANONOM TROUGUE

A committee under the aegis of the academic year 1980-1981, that committee having the academic year of 1980-1981 in mind, and

gray and white, affirms that the summer months,

0.00,000.00

for administration

8.1 Orders

$0.00,000.00

... for assistance (5% increase)

$0.00,000.00

... for assistance (80% assistance)

$0.00,000.00

... for assistance (60% assistance)

0.00,000.00

... for assistance and miscellaneous expenditures

0.00,000.00

Total expenses having in mind part 2.

0.00,000.00

Total expenses having in mind part 3.

0.00,000.00

Total expenses having in mind part 4.

0.00,000.00

Total expenses having in mind part 5.

0.00,000.00

Total expenses having in mind part 6.

0.00,000.00

Total expenses having in mind part 7.

0.00,000.00

Total expenses having in mind part 8.

0.00,000.00

Total expenses having in mind part 9.

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Total expenses having in mind part 10.

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Total expenses having in mind part 11.

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Total expenses having in mind part 12.

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Total expenses having in mind part 13.

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Total expenses having in mind part 14.

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Total expenses having in mind part 15.

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Total expenses having in mind part 16.

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Total expenses having in mind part 17.

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Total expenses having in mind part 18.

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Total expenses having in mind part 19.

0.00,000.00

Total expenses having in mind part 20.

0.00,000.00

Total expenses having in mind part 21.

0.00,000.00

Total expenses having in mind part 22.

0.00,000.00

Total expenses having in mind part 23.

0.00,000.00

Total expenses having in mind part 24.
BUDGET MEMORANDUM C.

Estimated permanent endowment needed for a Library School at the University of Chicago with provision for one hundred resident students during the academic year and three hundred students during the Summer Quarter.

1. Administration - 50% increase 24,300.00
2. Instruction - 75% increase 93,525.00
3. Supplies and miscellaneous - 50% increase 7,500.00
4. Total items 1, 2 and 3 130,325.00
5. Income from tuition 45,000.00
6. Total deficit 85,325.00

7. Housing -
   a) Downtown - 6,000 sq.ft. endowment needed, for building, equipment and maintenance *$289,440.00
   b) At the University - 15,000 sq.ft.
      i) Endowment needed, for building equipment and maintenance **$456,000.00
      c) Total for housing $745,440.

8. Endowment to cover item 6 at 5% 1,706,500.

9. Total endowment for all purposes - items 7 and 8 2,451,940.

*This is the estimated cost on a tax free basis for one floor in the proposed downtown University of Chicago building.
**This is the estimated cost of this amount of space in the proposed east wing of Harper.
BUDGET REMARKS

Housing Department

School of the University of Chicago, with provision for one

Housing, maintenance, and the academic year, and three

hundred students during the summer quarter.

- Administrative - 30,000
- Information - 10,000
- Supplies and miscellaneous - 80,000
- Total income I, II, and III - 190,000
- Total expenses - 200,000
- Net balance - 10,000

- Department - 10,000
- Equipment - 15,000
- Office space - 50,000
- Equipment - 20,000
- Total for painting - 100,000
- Repairs - 50,000
- Equipment - 10,000
- Total equipment not in service - 100,000
- Total equipment not in service - 100,000

Note: The estimated cost of a new home for one floor in

the University of Chicago, including all necessary equipment and

suitable in the expenses of this section of the budget.
BUDGET MEMORANDUM 2.

(Showing distribution of administration and instruction costs in Memorandum 3.)

1. Administration

a) Director (½ of $8000) .................. $ 6,000.00
b) Vice-Director (½ of $6000) .............. 3,000.00
c) Secretary and Assistant to Director ...... 2,500.00
d) Assistant Secretary and workroom attendant. 2,000.00
e) Stenographers (two) .................. 2,700.00

Total for Administration ........ $16,200.00

2. Instruction (specialized)

a) Director and Head of Department of Li-
   brary Science (½ of $8000) ................ $ 2,000.00
b) Vice-Director (½ of $6000) .............. 3,000.00
c) Professor of Library Science .................. 5,000.00
d) Associate Professor .................. 4,500.00
e) Assistant Professors (two) .......... 7,000.00
f) Special lecturers and visiting instruc-
   tors for the summer quarter ................ 5,000.00
g) Research assistants and Fellows .......... 2,500.00
h) Assistant (revisor) .................. 2,000.00

Total for Specialized Instruction... $32,000.00

3. Instruction (non-specialized)

a) This instruction should be provided thru
   departmental offerings in the College of
   Arts and Literature and in the various
   professional Schools of the University.
   Assuming that 50% of the instruction would
   be of this type and that classes would
   average fifteen students, (this is some-
   what above the present average in the
   Graduate School of Arts and Literature
   and in the School of Social Service Ad-
   ministration) it would be necessary to
   provide thirty classes at an approximate
   cost of .................. $24,300.00
### 1. Administration

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Finance</td>
<td>$000.00</td>
</tr>
<tr>
<td>Director of Accounts</td>
<td>$000.00</td>
</tr>
<tr>
<td>Assistant Director of Finance</td>
<td>$000.00</td>
</tr>
<tr>
<td>Assistant Secretary and Controller</td>
<td>$000.00</td>
</tr>
<tr>
<td>Executive Deputy (two)</td>
<td>$000.00</td>
</tr>
<tr>
<td><strong>Total for Administration</strong></td>
<td>$000.00</td>
</tr>
</tbody>
</table>

### 2. Institution (specialized)

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director and Head of Department of LI</td>
<td>$000.00</td>
</tr>
<tr>
<td>Vice-Director of Finance</td>
<td>$000.00</td>
</tr>
<tr>
<td>Professor of Finance</td>
<td>$000.00</td>
</tr>
<tr>
<td>Assistant Professor of Finance</td>
<td>$000.00</td>
</tr>
<tr>
<td>Professor of Accounting and Auditing</td>
<td>$000.00</td>
</tr>
<tr>
<td>Secretary and Assistant</td>
<td>$000.00</td>
</tr>
<tr>
<td>Executive (two)</td>
<td>$000.00</td>
</tr>
<tr>
<td><strong>Total for Institutional</strong></td>
<td>$000.00</td>
</tr>
</tbody>
</table>

### 3. Institution (non-specialized)

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>This institution should be the home of government students in the College of Arts and Sciences, and the various departments of the university. The purpose of the institution is to provide a place where students may develop their intellectual and aesthetic capabilities under the guidance of experienced faculty, and in the School of Science, Research and Extension. The institution is ready to be expanded as necessary to handle new students.</td>
<td>$000.00</td>
</tr>
</tbody>
</table>
March 19, 1925.

My dear Miss Bogle:

Hersewith I had you a carbon copy of the complete document which has gone on to Dr. Keppel. Of course, the covering letter is really a personal letter from the President to Mr. Keppel so should be used with discretion. I sent a copy of it to Mr. Wilam also. The budget items also are not for general circulation.

Hastily,
March 19, 1925

My dear Miss Perkins:

Heavenly! I hasten to convey a copy of the complete announcement which has just come on to Dr. Keppler. Of course, the conservatory letter is also a copy of the letter from Mr. Keppler to Dr. Keppler, and I am sending a copy with this letter. I want a copy of it to go to Mr. Minot and the budget from me to you for General Information.

Health.
March 19, 1925.

My dear Mr. Milam:

Hereewith I am sending you a carbon copy of the Library School proposal which goes to Dr. Keppel in the same mail. It has been the product of a lot of close work ending with the approval of Mr. Swift, secured only last night. I hope it may help you to make some real progress.

Hastily,
May 19, 1938

My dear Mr. Wimpee:

I am pleased you are coming back to the library in the same suit.

I have been doing quite a lot of office work lately and I hope I may

spare a little time to see you. I am glad to hear of your success.

Health.
American Library Association
BOARD OF EDUCATION FOR LIBRARIANSHIP

Digest of recommendations regarding degrees to be conferred on completion of library curricula, adopted unanimously November 1924 by the Association of American Universities on the recommendation of its committee on Academic and Professional Higher Degrees

Dr. A. O. Leuschner, Chairman of this committee, approved the Digest in a conference with the Board in Berkeley, California, March 3, 1925

The Association of American Universities recommends

(a) four years of academic work, with a major in any humanistic or scientific subject, leading to the degree of Bachelor of Arts or Bachelor of Science as a prerequisite for admission to a professional library curriculum

(b) two years of professional study leading to the degree of Master of Arts or Master of Science; the first year to include professional courses in library science or an equivalent experience for which a certificate should be granted; the second year to be organized and conducted on a strictly graduate basis, for which a master's degree should be granted

It provisionally approves the degree of Bachelor of Arts or Bachelor of Science (with or without the qualifying phrase "in library science") for four years of undergraduate work including a major (approximately one year) in library science provided this major is organized and conducted on a par with academic or professional advanced work usually constituting a major

It disapproves the degrees of Bachelor of Library Science and Master of Library Science

It states that the master's degree does not stand primarily for research, but is appropriate for scholarly work on a graduate basis even without a thesis, although a thesis may often be desirable simply as evidence of ability to write accurately and constructively

It questions the advisability of planning at present beyond the master's degree, and suggests that students seeking higher degrees may attain them in scholarly fields

It recommends that the requirement of advanced degrees for the members of the faculties of library schools should be postponed no longer than necessary
American Library Association
BOARD OF EDUCATION FOR LIBRARIANSHIP

(CONFIDENTIAL - Not to be Printed)
(For discussion only)

PROVISIONAL MINIMUM STANDARDS
FOR
JUNIOR UNDERGRADUATE LIBRARY SCHOOL
SENIOR UNDERGRADUATE LIBRARY SCHOOL
PROFESSIONAL LIBRARY SCHOOL
GRADUATE SCHOOL OF LIBRARIANSHIP

CHICAGO
1925
PROVISIONAL MINIMUM STANDARDS

PREFATORY STATEMENT

Library schools are classed in three groups: Undergraduate, Professional and Graduate.

Undergraduate schools (Junior and Senior) differ chiefly in requirements for admission. They should prepare students to be administrators of small libraries and professional assistants in medium-sized and large libraries.

Professional schools require a college degree for admission. They should give to students a training for service in higher professional positions and a sound foundation for further study.

Graduate schools should prepare for positions calling for the highest administrative and scholarly qualities.

The curricula for the different types of schools are provisional, as an investigation of the needs of the library service will be conducted during the coming year.

The Board of Education for Librarianship will recommend to the Council from time to time any changes in the minimum standards for the different types of library schools which may be desirable to meet the changing needs of the profession.

The Board will adopt from time to time lists of approved colleges, universities and libraries in accordance with the policies of other accrediting agencies.

In determining the standing of a school, consideration will be given to the character of the curriculum, the efficiency of instruction, the standards observed in granting certificates and degrees, the success of the institution in equipping students with technical knowledge and social understanding to meet the requirements of the profession.
ORGANIZATION
A junior undergraduate library curriculum or school shall be connected or affiliated with an approved library, college or university.

ADMINISTRATION
The executive officer shall have sufficient authority, delegated from the governing body, to administer the school in accordance with the general policies of the institution.
Secretarial assistance shall be available for keeping adequate personnel and other records.

INSTRUCTIONAL STAFF
Number:
For a school of thirty to fifty students, four full-time teachers. For a school of less than thirty, three full-time teachers. (The executive officer may be included in this number if full time is given to the school.) The majority of these teachers in academic institutions shall have professorial rank, one at least being a full professor, and in other institutions shall rank with heads of departments. In addition there shall be an adequate number of part-time teachers, and the necessary assistants to cover the revision of student work and other duties.

Qualifications:
1. Academic preparation
   Degree representing four years of work in an approved college or university, or an equivalent acceptable to the Board of Education for Librarianship.
2. Professional preparation
   Completion of one year of work in an approved library school, or an equivalent acceptable to the Board of Education for Librarianship.
3. Experience
   All of the teachers shall have practical knowledge of their subjects, and show evidence of efficiency in teaching.

FINANCIAL STATUS
The financial provision for the school shall be such as to guarantee a faculty adequately salaried and sufficient in number to allow for research, and to ensure an environment which shall meet the approval of the Board of Education for Librarianship.

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1Effective after September 1927
2Teaching schedules should not exceed 15 class hours per week per instructor, the laboratory hours for cataloging and classification to count as class hours. A part-time teacher is one who teaches at least 9 class hours per semester.
3It is desirable that the staff shall have had varied preparation including library experience.
LIBRARY FACILITIES, QUARTERS AND EQUIPMENT
Library facilities, quarters and equipment shall meet the approval of
the Board of Education for Librarianship
The school shall be situated where various types of libraries are readily
accessible for practical work and observation, thus making possible the
proper correlation of theory and practice

REQUIREMENTS FOR ADMISSION¹
One year of work acceptable for admission to the sophomore class of an
approved college or university, evidenced by a transcript of the
college record
At least two months of satisfactory general experience in an approved
library, or its equivalent
Aptitude and personal qualifications for library work and demonstrated
ability to pursue profitably the curriculum

LENGTH OF CURRICULUM
One academic year

CERTIFICATE
Certificate for the satisfactory completion of the curriculum

¹The school should reserve the right to refuse to admit an applicant who meets
the first two requirements but who fails in the third; and the right to
admit an applicant who does not meet the first requirement but who
satisfies the faculty that he can carry the work without a lowering of
the standards of instruction
SENIOR UNDERGRADUATE LIBRARY SCHOOL

ORGANIZATION
A senior undergraduate library curriculum or school shall be connected with an approved degree-conferring institution.

ADMINISTRATION
The executive officer shall have sufficient authority, delegated from the governing body, to administer the school in accordance with the general policies of the institution.
Secretarial assistance shall be available for keeping adequate personnel and other records.

INSTRUCTIONAL STAFF

Number:
For a school of thirty to fifty students, four full-time teachers. For a school of less than thirty, three full-time teachers. (The executive officer may be included in this number if full time is given to the school.) The majority of these teachers shall have professorial rank, one at least being a full professor. In addition there shall be an adequate number of part-time teachers, and the necessary assistants to cover the revision of student work and other duties.

Qualifications:
1. Academic preparation
   Degree representing four years of work in an approved college or university, or an equivalent acceptable to the Board of Education for Librarianship.

2. Professorial preparation
   Completion of one year of work in an approved library school, or an equivalent acceptable to the Board of Education for Librarianship.

3. Experience
   All of the teachers shall have practical knowledge of their subjects, and show evidence of efficiency in teaching.

FINANCIAL STATUS
The financial provision for the school shall be such as to guarantee a faculty adequately salaried and sufficient in number to allow for research, and to ensure an environment which shall meet the approval of the Board of Education for Librarianship.

1 Effective after September 1927
2 Teaching schedules should not exceed 12 class hours per week per instructor, the laboratory hours for cataloging and classification to count as class hours. A part-time teacher is one who teaches at least 9 class hours per semester.
3 It is desirable that the staff shall have had varied preparation including library experience.
LIBRARY FACILITIES, QUARTERS AND EQUIPMENT

Library facilities, quarters and equipment shall meet the approval of the Board of Education for Librarianship. The school shall be situated where various types of libraries are readily accessible for practical work and observation, thus making possible the proper correlation of theory and practice.

REQUIREMENTS FOR ADMISSION¹

Three years of work acceptable for admission to the senior class of an approved college or university, evidenced by a transcript of the college record.

At least two months of satisfactory general experience in an approved library, or its equivalent.

Aptitude and personal qualifications for library work and demonstrated ability to pursue profitably the curriculum.

DEGREE

B. A. or B. S. (with or without the qualifying phrase "in library science") for the satisfactory completion of a one-year professional curriculum.

¹The school should reserve the right to refuse to admit an applicant who meets the first two requirements but who fails in the third; and the right to admit an applicant who does not meet the first requirement but who satisfies the faculty that he can carry the work without a lowering of the standards of instruction.
SUGGESTED CURRICULUM

15 semester hours of work (three of which may be field work) to be selected each semester; on approval of the faculty full-time students may be admitted to additional courses as auditors.

<table>
<thead>
<tr>
<th>Required courses:</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book selection and allied topics</td>
<td>2-3</td>
</tr>
<tr>
<td>Children's literature (for the general worker)</td>
<td>1</td>
</tr>
<tr>
<td>Reference and bibliography</td>
<td>3</td>
</tr>
<tr>
<td>Cataloging, classification, subject headings, etc.</td>
<td>3</td>
</tr>
<tr>
<td>History and administration of libraries</td>
<td>2-3</td>
</tr>
<tr>
<td>Field work, observation and visits (105 clock hours minimum)</td>
<td>1</td>
</tr>
<tr>
<td>Library work as a profession</td>
<td>1</td>
</tr>
<tr>
<td>Public speaking (if not presented on entrance)</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective courses:</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cataloging, classification, etc.</td>
<td>2</td>
</tr>
<tr>
<td>Field work, observation and visits</td>
<td>1</td>
</tr>
<tr>
<td>Children's literature</td>
<td></td>
</tr>
<tr>
<td>Library work with children</td>
<td>2</td>
</tr>
<tr>
<td>Story telling</td>
<td>1</td>
</tr>
<tr>
<td>Medium-sized public libraries</td>
<td>2</td>
</tr>
<tr>
<td>Small public libraries</td>
<td>2</td>
</tr>
<tr>
<td>School libraries</td>
<td>2</td>
</tr>
<tr>
<td>Special libraries (including hospital, medical, etc)</td>
<td>19-21</td>
</tr>
</tbody>
</table>

SPECIMEN PROGRAM SELECTED FROM THE SUGGESTED CURRICULUM

<table>
<thead>
<tr>
<th>Required courses:</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book selection and allied topics</td>
<td>3</td>
</tr>
<tr>
<td>Reference and bibliography</td>
<td>3</td>
</tr>
<tr>
<td>History and administration of libraries</td>
<td>2</td>
</tr>
<tr>
<td>Field work (general)</td>
<td>1</td>
</tr>
<tr>
<td>Library work as a profession</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective courses:</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cataloging, classification, etc.</td>
<td>2</td>
</tr>
<tr>
<td>Field work (children's rooms and story telling)</td>
<td>1</td>
</tr>
<tr>
<td>Children's literature</td>
<td></td>
</tr>
<tr>
<td>Library work with children</td>
<td>2</td>
</tr>
<tr>
<td>Story telling</td>
<td>1</td>
</tr>
<tr>
<td>School libraries</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

\[1\] May be substituted for required course on approval of the faculty
\[2\] May be substituted for Public Speaking by students specializing in Children's or School Work
ORGANIZATION

A professional library curriculum or school shall be connected with an approved degree-conferring institution.

ADMINISTRATION

The executive officer shall have sufficient authority, delegated from the governing body, to administer the school in accordance with the general policies of the institution.

Secretarial assistance shall be available for keeping adequate personnel and other records.

INSTRUCTIONAL STAFF

Number:

For a school of thirty to fifty students, four full-time teachers.
For a school of less than thirty, three full-time teachers. (The executive officer may be included in this number if full time is given to the school.) The majority of these teachers shall have professorial rank, one at least being a full professor. In addition there shall be an adequate number of part-time teachers, and the necessary assistance to cover the revision of student work and other duties. The development of varied curricula should involve the addition of further full-time teachers.

Qualifications:

1. Academic preparation

Degree representing four years of work in an approved college or university, or an equivalent acceptable to the Board of Education for Librarianship.

2. Professional preparation

The majority of the teachers shall have completed two years of work in an approved library school, or an equivalent acceptable to the Board of Education for Librarianship. Graduate study and training in research equivalent to that required for the doctor's degree are urgently recommended.

3. Experience

All of the teachers shall have practical knowledge of their subjects and show evidence of efficiency in teaching.

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1 Effective after September 1927
2 Teaching schedules should not exceed 12 class hours per week per instructor, the laboratory hours for cataloging and classification to count as class hours. A part-time teacher is one who teaches at least 9 class hours per semester.
3 It is desirable that the staff shall have had varied preparation including library experience.
4 Compliance with this recommendation should not present difficulties if the plan for a graduate school of librarianship (see p. X) is made effective.
ADMINISTRATION

The school is a member of the 

St. John's School Association, and all the fac-

ilities of the Association are available to the

school. The school also participates in vari-

ous athletic and cultural activities organized by

the Association.

For the benefit of all the students, the school

provides a library with a wide range of books

on various subjects. The library is open to all

students during school hours.

The school also has a well-equipped science lab

where students can conduct experiments and

conduct research. The lab is equipped with all

necessary equipment and tools.

The school has a music room where students can

learn to play various musical instruments. The

music room is equipped with pianos, guitars,

and other musical instruments.

The school also has a gymnasium where students

can participate in various sports and physical

activities. The gymnasium is equipped with

basketball courts, a running track, and other

facilities.

The school also has a computer lab where stu-

dents can learn to use various computer soft-

ware and programming languages. The lab is

equipped with desktop computers and a projec-

tor.
FINANCIAL STATUS
The financial provision for the school shall be such as to guarantee a faculty adequately salaried and sufficient in number to allow for research, and to ensure an environment which shall meet the approval of the Board of Education for Librarianship.

LIBRARY FACILITIES, QUARTERS AND EQUIPMENT
Library facilities, quarters and equipment shall meet the approval of the Board of Education for Librarianship.
The school shall be situated where various types of libraries are readily accessible for practical work and observation, thus making possible the proper correlation of theory and practice.

REQUIREMENTS FOR ADMISSION
Graduation from an approved college or university, evidenced by a transcript of the college record.
At least two months of satisfactory general experience in an approved library, or its equivalent.
Aptitude and personal qualifications for library work and demonstrated ability to pursue profitably the curriculum.

CERTIFICATE
Certificate for the satisfactory completion of the professional curriculum of the first year.

DEGREE
M.A. or M.S. (with the qualifying phrase "in library science") for the satisfactory completion of a second year of professional study strictly graduate in character.

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1The school should reserve the right to refuse to admit an applicant who meets the first two requirements but who fails in the third; and the right to admit an applicant who does not meet the first requirement but who satisfies the faculty that he can carry the work without a lowering of standards.
PROFESSIONAL LIBRARY SCHOOL

SUGGESTED CURRICULUM FOR FIRST YEAR
12 to 15 semester hours of work (three of which may be field work) to be selected each semester; on approval of the faculty full-time students may be admitted to additional courses as auditors

<table>
<thead>
<tr>
<th>Required courses:</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Students presenting satisfactory equivalents may substitute a corresponding number of hours from the elective group)</td>
<td></td>
</tr>
<tr>
<td>Book selection and allied topics</td>
<td>2-3</td>
</tr>
<tr>
<td>Children's literature (for the general worker)</td>
<td>1</td>
</tr>
<tr>
<td>Reference and bibliography</td>
<td>3</td>
</tr>
<tr>
<td>Cataloging, classification, subject headings, etc.</td>
<td>3</td>
</tr>
<tr>
<td>History and administration of libraries</td>
<td>2</td>
</tr>
<tr>
<td>Field work, observation and visits (108 clock hours minimum)</td>
<td>1</td>
</tr>
<tr>
<td>Library work as a profession</td>
<td>1</td>
</tr>
<tr>
<td>Public speaking (if not presented on entrance)</td>
<td>1</td>
</tr>
</tbody>
</table>

| Elective courses:                                                                 |                |
| Cataloging, classification, etc.¹                                               | 2              |
| Cataloging for the university and scholarly library                             | 2              |
| Field work, observation and visits                                               | 1              |
| Advanced work in courses already named                                           | 3              |
| Children's literature                                                            | 3              |
| Library work with children                                                       | 2              |
| Story telling²                                                                   | 1              |
| Medium-sized public libraries                                                    | 2              |
| Small public libraries                                                           | 2              |
| School libraries                                                                 | 2              |
| Special libraries (including hospital, medical, etc.)                            | 2              |
| College and university libraries                                                | 2              |

<table>
<thead>
<tr>
<th>Specimen program selected from the suggested curriculum</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Required courses:</td>
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<td>Book selection and allied topics</td>
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<tr>
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<td>Library work as a profession</td>
<td>1</td>
</tr>
<tr>
<td>Public speaking</td>
<td>1</td>
</tr>
</tbody>
</table>

| Elective courses:                                                                 |                |
| Cataloging for university and scholarly libraries                               | 2              |
| Field observation (catalog departments)                                          | 1              |
| College and university libraries                                                | 2              |

1 May be substituted for required course on approval of the faculty
2 May be substituted for Public Speaking by students specializing in Children's or School Work
**SUGGESTED CURRICULUM FOR FIRST YEAR**

1. Introduction to the study of child psychology (6 credit hours)
   - Developmental Psychology
   - Child Development
   - Child Behavior and Personality

2. Introduction to the study of child development (6 credit hours)
   - Child Developmental Milestones
   - Cognitive and Motor Development
   - Social and Emotional Development

3. Introduction to the study of child education (6 credit hours)
   - Early Childhood Education
   - Special Education
   - Inclusive Education

4. Introduction to the study of child welfare (6 credit hours)
   - Child Welfare Services
   - Family and Child Law
   - Child Advocacy

**SECOND YEAR**

1. Child Psychology (6 credit hours)
   - Personality Development
   - Intelligence and Cognitive Development
   - Social and Emotional Development

2. Child Development (6 credit hours)
   - Physical Development
   - Social and Emotional Development
   - Intellectual Development

3. Child Education (6 credit hours)
   - Early Childhood Education
   - Special Education
   - Inclusive Education

4. Child Welfare (6 credit hours)
   - Child Welfare Services
   - Family and Child Law
   - Child Advocacy

**THIRD YEAR**

1. Advanced Child Psychology (6 credit hours)
   - Adolescence
   - Personality and Social Development
   - Intelligence and Cognitive Development

2. Advanced Child Development (6 credit hours)
   - Physical Development
   - Social and Emotional Development
   - Intellectual Development

3. Advanced Child Education (6 credit hours)
   - Early Childhood Education
   - Special Education
   - Inclusive Education

4. Advanced Child Welfare (6 credit hours)
   - Child Welfare Services
   - Family and Child Law
   - Child Advocacy

**FOURTH YEAR**

1. Practicum in Child Psychology (6 credit hours)
   - Fieldwork in Child Psychology
   - Internship in Child Psychology
   - Research Methods in Child Psychology

2. Practicum in Child Development (6 credit hours)
   - Fieldwork in Child Development
   - Internship in Child Development
   - Research Methods in Child Development

3. Practicum in Child Education (6 credit hours)
   - Fieldwork in Early Childhood Education
   - Internship in Early Childhood Education
   - Research Methods in Early Childhood Education

4. Practicum in Child Welfare (6 credit hours)
   - Fieldwork in Child Welfare
   - Internship in Child Welfare
   - Research Methods in Child Welfare

**ADDITIONAL COURSES**

1. Introduction to Child Development (3 credit hours)
2. Introduction to Child Education (3 credit hours)
3. Introduction to Child Welfare (3 credit hours)
ORGANIZATION

A graduate school of librarianship should be an integral part of a university which is a member of the Association of American Universities.

ADMINISTRATIVE AND INSTRUCTIONAL STAFF

The standards observed in the other graduate schools of the university shall apply as to educational qualifications, professional experience, efficiency in teaching, numerical strength, titles of positions and rights and privileges. It is highly desirable that the dean be relieved from any other responsibilities.

FINANCIAL STATUS

The financial provision for the school shall be such as to guarantee a faculty adequately salaried and sufficient in number to allow for research; to ensure an appropriate environment for graduate study and otherwise to meet developments in the library profession.

LIBRARY FACILITIES

Library facilities requisite for research.

REQUIREMENT FOR ADMISSION

Graduation from an approved college or university and in addition the completion of an approved one-year professional curriculum or its equivalent.

DEGREES

M. A. or M. S. for the satisfactory completion of one year of professional study strictly graduate in character.

Ph. D. to be conferred under the university regulations governing the granting of this degree.

PROGRAM OF STUDY

A student will choose a program of study, subject to faculty approval, along the line of his special interest from courses offered in preparation for administrative and executive positions in libraries of various types, for expert bibliographic work and for teaching in library schools.

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1. The faculty shall be on salary for at least one year in advance of the opening of the school, inasmuch as travel, research and study are needed for the organization of such courses as may be under contemplation.

2. A school should reserve the right to refuse to admit an applicant who meets this requirement, but who has not had successful library experience or who has not demonstrated his ability to carry the work profitably; and the right to admit an applicant who does not fully meet the requirement but who satisfies the faculty that he can carry the work without a lowering of standards.

3. It is desirable that such a curriculum be offered at the university.

4. See recommendations of the Association of American Universities.

5. It is desirable that courses be so offered that the degree may be obtained also by attendance at summer sessions only.