Roommates start their personal libraries.
The bookcase is furnished by the college.

Vitalizing
A COLLEGE LIBRARY

By

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To

WILLIAM WARNER BISHOP

Preface

FOR SEVEN YEARS STEPHENS COLLEGE HAS BEEN ENgaged in a library program planned to increase the value of the library to the College and to its students. College-wide work on this objective has resulted in the development of plans and procedures which have attracted the interest of many schools and colleges. Visitors have come to the campus to observe library developments; staff members have frequently been invited to report on certain aspects of their work; and the staff has received numerous letters of inquiry about the program.

In order to place before interested librarians and other educators the philosophy, practices and implications of the Stephens College library program, the present volume has been written.

The changes that have occurred at Stephens College as results of the library program cannot be credited to any one person, nor even to the library staff. The writer wishes to acknowledge the united efforts of the entire college staff—particularly teachers and librarians who together comprise the instructional staff—in increasing the value of the library. If the names of those who have

participated in the developments here on these pages were listed they would number more than two hundred and fifty. The writer wishes, however, to acknowledge special indebtedness to members of the library staff, whose initiative, industry and loyalty have contributed to improvements during the past seven years; to W. P. Shofstall, Dean of Administration, who has been a severe, a constructive, and a friendly critic; to W. W. Charters, Director of the Bureau of Educational Research at Ohio State University and Director of Research at Stephens College, for both his guidance and assistance; and to James M. Wood, President, for his vision, his stimulating counsel, his cooperation, and his support.

Throughout the planning and development of the library program at Stephens College, William Warner Bishop, Librarian at the University of Michigan, has been the counselor, guide and teacher of the writer.

The Carnegie Corporation of New York has made possible the library developments here described, by grants necessary for initiating several experimental aspects of the program. The writer is grateful to Frederick P. Keppel, President of the Carnegie Corporation of New York, for his interest and counsel in library developments at Stephens College.

For criticizing this manuscript, the writer wishes to thank Charles H. Brown, Librarian at Iowa State College; Guy R. Lyle, Librarian at the North Carolina College for Women; and Roy Ivan Johnson, Director of the Skills and Techniques Division at Stephens College. He appreciates both the editorial and secretarial work done by Mrs. Robert H. Haigh. B. L. J.

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Introduction

RANDALL AND GOODRICH IN THEIR USEFUL BOOK, *Principles of college library administration,* state: "It is chiefly to the college president that the college librarian must look for advice and for assistance in carrying out the work of the library. . . . So far as the librarian is concerned, the ideal organization of the college hierarchy seems to be this: the librarian reports directly to the president, who, in turn, reports to the board." I assume it is because Dean Johnson believes in this policy that he has asked me to write a few paragraphs of introduction for his book. Dean Johnson is too well known in college and university library circles to need any personal introduction. I suspect, therefore, that the invitation he has extended to me is designed to give an outside college executive an opportunity to commit himself to the principles and type of library program developed at Stephens College, and thus to set a good example for other college administrators.

The appropriation from the Carnegie Corporation for the organization and development of the library program at Stephens College represents a good invest-

ment, not only for the college immediately concerned, but as a demonstration of what may be done in other colleges with comparatively small additions to their present funds. The principles on which Dean Johnson has based his program are quite as valid for four-year colleges as for junior colleges. The attempt to coordinate and to unify the efforts of teachers with the services made available by trained librarians is based on a sound principle of education which is recognized and understood more clearly now than a few decades ago. A college library is no longer a mere collection of books to be prized and guarded as relics of earlier generations, nor even an enterprise within a college of importance only to those who happen to develop a special interest in its opportunities. The processes which constitute the library in a modern college are inextricably involved in the processes of both teaching and learning. Any college teacher or administrator who does not see the importance of this fact falls short of understanding one of the most important advances in modern education.

The Stephens College program also encourages its students to read for the pleasure of reading and surrounds them at every turn with worth-while books. Such an environment cannot fail to influence "the marginal regions of a student's mind" and to result, without much conscious effort on the part of the student, in improved standards of judgment and taste.

In suggesting above that improvements may be made without important additions to funds, I do not mean to imply that the present financial resources of colleges are

adequate. There is scarcely a college in the country that has sufficient funds to carry out the program it has in hand. If college libraries are underdeveloped, the same statement may be made regarding most other departments in the vast majority of colleges. The chief obstacles to progress which college librarians face are not lack of understanding or of sympathy on the part of college administrators but lack of financial resources and the embarrassment and frustration so commonly experienced by administrators in their efforts to find adequate support. The problem cannot be solved except as a larger share of our national income is made available through public and private agencies.

DONALD J. COWLING

Northfield, Minnesota
March 27, 1939

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Inception of the Program

PRESIDENT JAMES MADISON WOOD OF STEPHENS COLLEGE[1] tells of attending an educational conference in California, at one session of which was discussed "The place of the library in schools and colleges."

"At this particular meeting," says President Wood, "the discussion seemed particularly futile. Vague generalities and pointless routine were the order of the day. Finally, when it became apparent that nothing of significance was coming out of the discussions, I left the meeting. At the door I met a dean from the University of California, and we paused outside of the conference room to comment on the truly pathetic meeting which we had just left. In a moment one of the conference speakers, a librarian, approached and we turned the fire of our remarks upon her. She listened for a few minutes to our complaints. She then inquired our identity and, upon learning it, launched into a speech which might well have been delivered at the conference:

" 'I agree with you,' she began. 'This conference is

[1] Stephens College, Columbia, Missouri, is a junior college for women with an enrolment of 1,530 for the 1938-39 school year.

most pathetic. Bad as it is, however, it does not even approach the pitiful conditions which exist in the libraries of the schools and colleges here represented. And the fault is yours, you educators, you deans, you college presidents. You place super-annuated teachers in charge of your libraries; or perhaps in hiring a librarian you use the same criteria for selection that you would in employing a bookkeeper or a stenographer. Then, if by chance you do find a capable librarian, you tie his hands: you expect him to operate a library without funds; you assign him no responsibility; you place him in such a position that he can be nothing more or less than a routine clerical worker. Then you come to conferences such as this and wonder why the library is failing to make a vital contribution to your college.'

"With this, the librarian whose conference talk I had criticized, turned on her heel and strode off."

Some months later President Wood visited in the home of the late Edward Bok and asked him this question: "What would you do to teach several hundred girls to enjoy the best in art, in music, in literature?"

To this query the noted editor replied: "I should like to tell you the story of a friend of mine whose daughter asked him to buy her a picture—a popular and rather sentimental print—to hang in her room. The father bought the print and had it hung as his daughter directed.

"A fortnight later, however, the father went to an art store and bought a painting of real artistic merit. This he brought home and gave to his daughter with the

request that she hang it beside the print which he had bought her earlier. It was with some reluctance that the girl agreed to her father's proposal, for she did not like the painting.

"After only a few weeks the daughter came to her father carrying the first print. She handed it to him with this comment: 'Father, I don't want this any more. It seems so cheap compared with the other picture you bought for me.'

"That," concluded Mr. Bok, "is how I should like to see you lead your girls to enjoy literature and the arts."

Because of the nature of the educational program which he had been developing during his 15 years at Stephens College, the California incident and the visit with Edward Bok made definite impressions upon President Wood.

Dr. W. W. Charters had recently completed for the college an investigation of the activities of women on the basis of which an entirely new curriculum was being constructed—a curriculum specifically designed to prepare girls to meet the problems of life.[2] The entire college staff was focusing its attention upon methods of defining the needs of girls and of preparing them to meet such needs. Traditional practices were abandoned and new courses planned in terms of life problems were developed. At all points in the program attention was cen-

[2]The seven areas of activity which Dr. Charters found were engaged in by all women and which, therefore, comprise the center of the new curriculum are: communications (both oral and written), appreciation of the beautiful, social adjustment, physical health, mental health, consumers' problems, and philosophy of living.

tered upon the individual student. Required courses were eliminated, and individualized courses of study were fashioned in terms of the needs of each student. With a background of experience and of interest which was motivating the sweeping educational changes taking place at Stephens College, President Wood gave much thought to the implications of the California conference and of Edward Bok's story.

Finally he came to a decision: We shall employ a librarian and place upon him such responsibilities that it will be impossible for him to be a mere clerical worker. We shall tell him that we want to place our library at the very center of our educational program, that we want no institutionalized library plan but that we want our library administered in terms of meeting the needs of individual students. We shall tell him Edward Bok's story and suggest that students be given opportunity to live with the best in literature and the arts.

During the succeeding months the objectives of the proposed library program were formulated as follows: first, to make the library contribute as effectively as possible to the instructional program of the college; second, to teach students how to use books effectively; and, third, to lead students to love books and to read for pleasure.

If such objectives were to be achieved, it would involve changing many traditional patterns of library service, it would require the expansion of library facilities, and it would necessitate the use of varied experimental plans and procedures. Such plans, particularly during their experimental stages, would be costly. Accordingly, President Wood discussed his plans and objectives with

Dr. Frederick P. Keppel of the Carnegie Corporation of New York. Dr. Keppel was interested and, since these proposals would involve experiments the results of which might have significance for other colleges, the Carnegie Corporation agreed to help in financing the plan.

The next problem was that of personnel. Since the library program was basically to be concerned with teaching and learning, with adapting the library to instructional needs, and with improving student work and achievement, it was early decided that the librarian would have a dual position; he would be both librarian and dean of instruction. As librarian he would know the library, its resources and its possibilities. As dean of instruction he would know the instructional program. He would thus be in a unique position both to adapt the library to instruction and to aid teachers and students more effectively to use the library. The man for the position must not have preconceived convictions of how the library should be administered. Rather, he should approach the problem with an open mind and be eager to adapt the library to the individual needs of students and teachers.

Because the man finally selected for the new position of librarian and dean of instruction had been trained in the field of teaching and not in library science, he spent the first year of his appointment at the University of Michigan, where he studied basic courses in library science and worked on plans for the Stephens College library program.

Preceding his period of study at the University of

Michigan, the new librarian spent a month at Stephens College, where he became acquainted with the college, its philosophy and its program, its teachers and its students. He found a junior college for women with an enrolment (in 1931-32) of 600 and a faculty of more than 60. He found an educational program specifically fashioned to meet the needs of women and discovered that the faculty was pioneering in building and refining new courses,[3] the necessity for which had been defined by extensive study of the activities, problems and needs of women. He found a library which contained more than 9,000 books and 75 current periodicals, all adequately housed and well-organized in a single central library having seats for more than one fourth of the student body.

During his year of study the new librarian not only took courses in library science but he also visited various colleges to observe their practices; he consulted with

[3] Among courses being developed or planned at that time were the following:

Communications, a course planned to teach students effectively to engage in the varied types of communications (for example, conversation and group discussion, letter writing and the preparation of reports) in which research studies indicate that women ordinarily participate.

Humanities, a survey course designed to lead students to appreciate art, literature and music.

Social problems, a course planned to make the students conscious of the major problems of our social organization and thus prepare them to face the responsibilities of citizenship in a democracy.

Consumers' problems, a course designed to aid students in getting the most for their money.

Marriage and the family, a course designed to prepare students for marriage through a study of normal and successful family life.

leading educators and librarians regarding the objectives of the new program and methods of attaining them; and he made frequent visits to Stephens College for the purpose of consulting teachers and students regarding the new library program.

At the close of the year tentative but detailed plans had been made for attaining each of the objectives of the new program. Prepared with the counsel of Dr. W. W. Bishop and his colleagues at the University of Michigan, with the advice of librarians and other educators in all sections of the country, and with the cooperation of faculty members and students at Stephens College, these plans have served as an indispensably useful but flexible guide during the past six years.

The philosophy of Stephens College demands that the entire attention of the administration and the faculty be centered upon defining and meeting the needs of the individual student. In such a college it is quite natural that plans should evolve for a library program conceived in terms of aiding each student to expand her interests and to meet her individual problems. The chapters which follow tell the story of such a program as it has developed at Stephens College during the years from 1932 to 1938.

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The Library and Instruction

ONE OF THE FIRST CONCERNS OF THE ADMINISTRATION in projecting the new library program at Stephens College was to make the library contribute as effectively as possible to the instructional program of the college. This objective can not be attained by a librarian, by a library staff—nor, indeed, can it even be approached by a librarian who is also dean of instruction. If substantial progress were to be made on this objective, the staff early realized that major responsibility must be placed upon teachers. Accordingly, in the fall of 1932 and repeatedly thereafter, the librarian extended the following invitation to the faculty:

"We talk a good deal about the importance and the methods of individualizing instruction. Just as the principles of individualized instruction are accepted at Stephens College, so also are the principles of individualized library administration. We on the library staff accept no single pattern of library administration, for we wish to adapt the library and its organization entirely to your needs and to those of your students. Accordingly, we are asking you to do the following: first,

examine the objectives of each course which you teach; second, survey the methods which you use in attempting to attain those ends; third, determine in the light of your aims and of your methods what the library can do to help you better attain your objectives; and, fourth, report to us what we can do to aid. We shall do our best to adapt the library to your needs, whatever they may be."

The response of teachers to this invitation was from the first encouraging, for instructors representing all fields of instruction came for conferences. From his discussions with teachers the new librarian learned:

First, that most instructors wanted additional books or magazines added to the library in their particular fields

Second, that all too many instructors did not know what the library had in their fields of interest

Third, that giving teachers the opportunity of working with their students in the presence of appropriate books would increase the contribution of the library to many courses

Since modest funds were available for the purchase of books and periodicals, librarians and teachers initiated cooperative investigations to determine what new library materials were most needed. In making these studies the staff constantly referred to course outlines[1] and studied, in the light of course content, subject bibliographies and general lists such as Shaw's *List of books for college libraries*. On the basis of these investigations teachers

[1]Instructors at Stephens College annually prepare outlines of their courses under the following headings: I, Objectives; II, Content; III, Methods; and IV, Recommendations for improvement. These course outlines have been bound and placed in the library for permanent reference each year for the past 12 years.

and librarians prepared lists of most-needed materials, which have been purchased as funds became available. Since courses change and new materials constantly appear, instructors and librarians have year by year continued such investigations.

Studies of library requirements for their respective fields do much to acquaint instructors with the resources of the library which are most significant to them. The problem of introducing teachers to library materials is, however, one to which continuing attention has been given. The cataloging librarian monthly sends to faculty members mimeographed lists of all books added to the library. That instructors appreciate and use such lists is indicated by the complaints they made to the library staff when experimentally the lists were omitted for several months. Librarians send teachers special notices concerning the arrival of books which they have requested or in which they may be particularly interested, also notices of periodical articles which may interest them.

Lists of books on special topics or units of work are frequently prepared for or by instructors. In some cases, as for the psychology department, the staff has made a list of all books in the library in a given field. The psychology department has kept its list up to date and has made good use of it; hence, it was well worth the work. In general, however, the preparation of such complete lists of available books has not been found a practical method of acquainting instructors with library resources.

Having teachers come to the library is one method of

acquainting them with its resources. Each fall for two weeks preceding the opening of school the faculty holds a series of conferences in preparation for the work of the year. For the past five years these conferences have been held in the general library and books purchased during the summer have been exhibited. Holding faculty conferences in the general library is, of course, particularly advantageous in acquainting new teachers with the organization and resources of the library.

During a recent summer the library staff made a study to determine what books were not circulated during the preceding school year. The following fall, at the time of faculty conferences, these non-borrowed books were shelved on separate stacks and called to the attention of instructors, a considerable number of whom examined the books. The librarian went one step further in publicity regarding these books. He listed the books and then had teachers in various fields go with him to the special stacks and indicate their opinions as to why each individual title had not been used. The chief value of this study did not, of course, lie in its findings relative to faculty opinion regarding why books were not used but in acquainting teachers with books which had been used but little.

Helping teachers learn to know the library is, in the final analysis, largely a matter of leading them to see the value of such knowledge for their work. In his frequent conferences with instructors, the librarian directs attention to various plans and to the advantages of effectively using the library in teaching. Such conferences, continued efforts to acquaint teachers with library mate-

rials and the subsequent establishment of division libraries adjacent to offices and classrooms have resulted in teachers' knowing better the resources of the library in their respective fields.

Possibly the most encouraging development from conferences with teachers regarding methods of increasing the value of the library to their instruction has been the repeated request of instructors for an opportunity to work with their students in the presence of appropriate books. This desire on the part of teachers was the beginning of a movement which is resulting actually in the merging of the teaching staff and the library staff into a single instructional staff. Certainly instructors who work with students together with books (whether in their own classrooms or in one of the college libraries) are actually librarians, for what is a librarian but one who interprets books to men and women!

CLASSROOM LIBRARIES

Early in his conferences with instructors, the librarian learned that a number of teachers were interested in experimenting with classroom libraries. Accordingly, during the 1932-33 school year, 219 books were placed in the classrooms of five different teachers. By 1937-38, however, classroom libraries had expanded more than twelvefold: the library staff sent 2,813 books[2] to 14 different classrooms used by 30 different teachers. In addition to the use which instructors and students make of books *in* the classroom, from time to time classroom

[2]These figures include only books which were placed in classrooms for one month or longer.

library books circulate for use in student rooms. During the 1937-38 school year, for example, students borrowed from classroom libraries a total of 4,522 books, an average of four books for every student in school.

The use of the classroom library in the modern language department is typical of that in other fields. Since instructors in foreign languages at Stephens College emphasize reading ability as an objective, their students do a considerable amount of reading. In the fall of 1932 two French instructors told the librarian that they would like to have in their classroom a group of books for student reading. The librarian readily agreed and sent to one of the French classrooms 77 books selected by the instructors. These books, placed on open shelves in the classroom, were available for student use or borrowing at any time a class was not using the room. To borrow a book a student simply removes the book card from the book of her choice, signs her name and places the card in a box provided for that purpose. Instructors, or student assistants selected by them, keep the book cards and replace them in the books as they are returned.[3]

The value of the classroom library as an aid to teaching French soon became apparent. In 1933-34 the French classroom library quadrupled in size and the succeeding year it doubled. By 1935-36 classroom libraries were being used not only by instructors in French

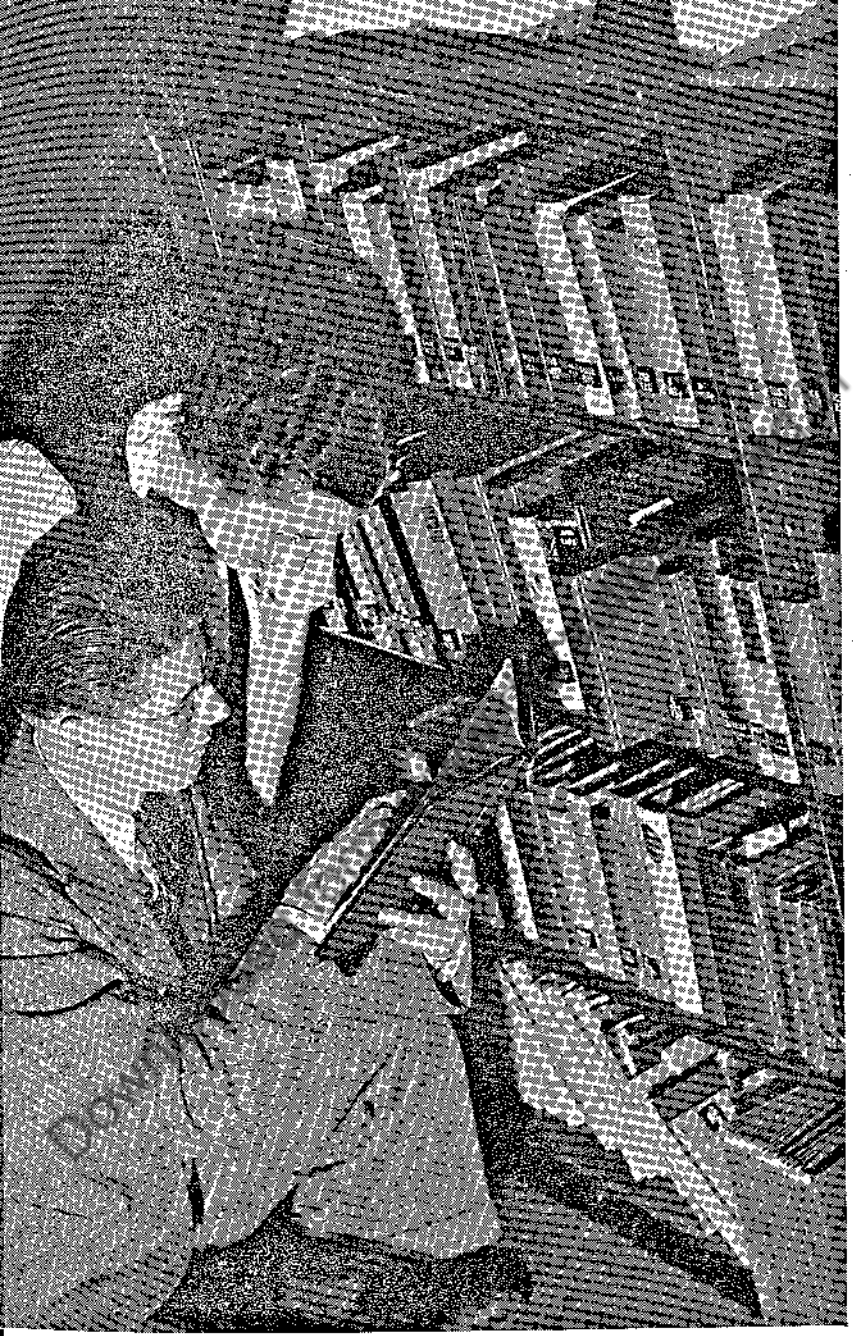
[3]In order that the administration of classroom libraries may not be burdensome for instructors, no records of the circulation of books from classrooms are compiled during the year. At the close of school, each June, circulation reports from classroom libraries are compiled by the library staff on the basis of the signatures on book cards in classroom library books.

but also by those in Spanish and German. Because it was at times difficult (when classes taught by teachers other than their own were using the classroom) for students to get the books they wanted, all of the books used in modern language classrooms were, in 1936-37, placed in a room immediately adjacent to the language classrooms. In 1937-38 the modern language library included more than 1,400 books and several foreign magazines and newspapers.

Before using classroom libraries, language instructors ordinarily made reading assignments by giving their students lists of acceptable books which were in the college library, a block away. Quite frequently individual students got books which were suited neither to their ability nor to their interests. With the advent of classroom libraries, however, has come a real change. Students usually select books for reading before or after their class periods, when their instructor is at hand to advise them. The instructor (as well as girls among themselves) can discuss the contents of various books in order that the individual student may select for reading titles which interest her.

The development of the French classroom library into a book collection which serves teachers using several different classrooms has been paralleled in the dramatics department, where a collection of several hundred books has been placed in an attractively furnished room adjacent to the offices, classrooms and laboratories of the dramatics staff.

Several English instructors use an interesting modification of the classroom library. Before making reading



Teacher and student at work in a classroom library.

assignments these instructors notify the library. A collection of as many as two or three hundred books of the type desired (selected by the instructor with the aid of a librarian) is then sent to the classroom. These books remain in the classroom for one or two days, and a part of each class period is devoted to the selection of books for reading by students. Teachers report that this plan not only results in more intelligent selection of books for students but that having books available when assignments are made encourages students who ordinarily postpone their work to begin on it immediately. Before their classes meet, instructors using this plan usually set aside books for certain types of students (those not much interested in reading and those with particular reading interests, for example).

Teachers in several fields use a somewhat similar plan when making assignments in books which they wish placed on the reserve shelf in one of the college libraries. The instructor brings the books to the classroom and discusses them with the students, who are given a chance to examine them at the time their assignments are made.

Although a physician's conference room is not ordinarily considered a classroom, the college physicians are carrying out an experiment with books as an aid to instruction. Often patients leave a doctor's office wishing they might study the causes, symptoms and cure of their particular ailments. The student health service at Stephens College encourages such study, for the health staff regards instruction as one of its most important functions. Accordingly, during the 1937-38 school year the staff selected a group of 35 authoritative, yet inter-

estingly written books on the health problems which most often concern college girls. These books one of the college physicians placed on the shelves in his consultation room.

Jane, who has developed blotches on her face and neck, becomes self-conscious and fancies that her classmates shun her. She goes to the college infirmary and explains her problem, which the physician diagnoses as acne. He explains the causes of acne, offers her treatment and makes suggestions regarding diet. Then, just as she is about to leave his consultation room, the doctor takes a book (Pusey, *The care of the skin and hair*) from the shelf by his desk and hands it to Jane suggesting, "Here's a book that may interest you. Chapter IX has the best discussion on acne that I know. Take it along and read it if you care to."

The book is in her hand and Jane is concerned with the problem. She therefore takes the book and reads, not only Chapter IX but also several other sections. In a few days she returns to the infirmary and has her doctor explain two or three points which the book has not made clear to her.

This plan of having books in the infirmary has been used only briefly, but so effective has it proved that the health staff proposes to extend the plan through the purchase of additional appropriate health books.

The use of classroom libraries has, of course, created a number of problems. With the complete freedom associated with such libraries some loss of books is inevitable. At the close of the 1937-38 school year 61 books were missing from classroom libraries. Experi-

ence indicates that more than 20 of these books will reappear during the coming school year. A loss of 40 books is not, it would seem, too high a price to pay for the values of having more than 2,800 books in classrooms for the convenient use of some 30 teachers and their students.

Although the loss of books from classroom libraries has not been alarming, teachers and librarians are working on a plan further to reduce such loss. Study of the problem indicates that most losses occur when students return books while the instructor is not in the room. A student will lay the book down without replacing the book card in its pocket. Soon another girl may enter the classroom, see the book, decide to take it and do so without leaving a record. To meet this particular problem a box with a slot through which books may be returned has been placed in the modern language library. This plan has proved so effective that it is being extended to other classroom libraries.

A second problem is that associated with the necessary duplication of books. Not all books placed in classroom libraries need to be duplicated. The college does, however, purchase additional copies of classroom library books whenever necessary. No book is sent to a classroom library without duplicating it unless study indicates that the use of that book is almost certainly confined to the classroom for which it has been requested.

A third problem is that of planning classroom libraries in such a way that their operation will not be a burden to instructors. Accordingly, their administration has been made as simple as possible. Instructors wishing

such libraries list the books they want. If any books can not be supplied, the librarian informs the instructor and consults him regarding the advisability of ordering duplicate copies. To each classroom having a library is sent a box in which students may place the cards of books they borrow. No records or reports are required of teachers; they are simply asked to see that book cards are replaced in books as they are returned and to get in touch with any student who fails to return a book within a reasonable period of time. In general, teachers using classroom libraries have little difficulty in caring for them. Several instructors do, however, find it quite convenient to have student assistants care for the files of book cards.

Evaluating classroom libraries must be done largely in terms of opinion—faculty opinion and student opinion. That faculty members believe classroom libraries are useful is indicated by their constantly increasing use of them. As one means of evaluation, 179 students in classes using classroom libraries were asked anonymously to indicate their opinions of these libraries as

TABLE 1

STUDENT OPINION REGARDING CLASSROOM LIBRARIES

Opinion	*Number (179)**
More helpful than usual general library plan	160
Equally as helpful as usual general library plan	14
Less helpful than usual general library plan	3
No answer	2

*The number in parentheses indicates the number of students filling out this inquiry form.

compared with the usual central library plan. Students agreed almost unanimously (see Table 1) that the classroom library is more helpful than the single centralized library.

These same students listed the advantages of classroom libraries. Those most often mentioned relate to convenience of location and to the opportunity of working with their instructors in the presence of books:

Books are easy to find
Can obtain help from instructor
Books used in course are at hand
Can have access to books during class

Student suggestions for improving classroom libraries are largely confined to placing more books in classrooms, though several suggest that a time limit be placed upon books borrowed from classroom libraries.

Libraries in classrooms at Stephens College are limited to no single pattern, for the particular type of library provided for an instructor is determined by his individual needs and those of his students. Books may be in a classroom for a single class period or for an entire school year; a classroom library may be used by the students of only one teacher or (as in the case of the modern language and dramatics libraries) by those of several instructors; a classroom library may be in a classroom of the usual type or it may be in a physician's consultation room.

As classroom libraries have evolved during the past five years at Stephens College they have become an important means of making it possible for teachers and students together to work with books.

DIVISION LIBRARIES

The social studies faculty in 1933 wished to experiment with a division library adjacent to their respective offices and classrooms. Accordingly, in the fall of that year the administration set aside a classroom for this purpose.[4] Preparatory to its opening, division faculty members visited the stacks of the general library and indicated the titles of books which they wished in the new library. Following this, the library staff studied the use of each book requested to determine which titles needed to be duplicated in order that they might be available in both the general and the social studies libraries.[5] During its first year the social studies library included approximately 1,200 books and 16 periodicals. It had a seating capacity of 25 and was in charge of a librarian who had a master's degree in sociology and who also had had several years of experience in social service work.[6]

At the time of its establishment the location of the social studies library adjacent to the classrooms and offices of the division was assumed to be its major value. This location increases manyfold the opportunities which instructors have for working with students in the pres-

[4] Paustian, P. W. and Martin, Dorothy. "The librarian as a cooperating instructor." *Peabody Journal of Education* 12:242-45. March, 1935.

[5] As a result of this study 40 books were duplicated at a cost of less than $100. In addition, duplicate copies of a number of titles were already available.

[6] During the 1935-36 school year two instructors each devoted part time to the social studies library. Because of the problem of divided responsibility this plan did not work out well and, beginning in 1937-38, the library has been under the direction of a librarian trained both in the social studies and in library science.

ence of books. During hours of study in their division library students frequently encounter problems and items of interest which they take across the hall to discuss with their professors. From time to time during class hours instructors send to the division library for books which will throw light upon a problem that has arisen during class discussion. Likewise, during class periods teachers often ask students to leave the classroom and go to the division library to consult books regarding points which have just been raised. At times entire classes spend the major part of a period working with their instructor in the division library.

The location of the library near classrooms and offices also encourages instructors to become acquainted with library materials in their respective fields. Teachers often spend free periods in the division library reading, examining books or working with their students.

Although the advantages of location which were assumed previous to opening the social studies library have more than been confirmed during the past five years, a second and equally important group of values has been those derived from the services of the division librarian. As has been explained,[7] the dual position of librarian and dean of instruction was established to aid the integration of the library with the instructional program. The librarian must know what is in the library; the dean of instruction must be familiar with classroom teaching. Having one man hold both of these positions makes it possible for him to offer teachers a type of assistance which might otherwise be quite difficult. In a

[7] See p.5.

college with more than a thousand students and a teaching staff of more than one hundred, it is impossible for one person intimately to be acquainted with the instruction offered by every teacher. For this reason it became quite clear early in the development of the Stephens College library program that library-instructional relations of the type comprehended in the objectives of the program would be facilitated by giving additional members of the library staff responsibilities which would lead to a better acquaintance with teaching in the various instructional divisions.[8]

The training and interests of the social studies librarian, together with her location adjacent to the offices and classrooms of the division, soon led her to become acquainted with division instruction. During the second semester of the 1933-34 school year she so arranged her schedule that every week she visited at least one section of each course offered in the division. The following year and each succeeding year the librarian taught one section of the social problems course, the survey course taught by every teacher in the division. The librarian also attends and participates in regular division faculty meetings. Her contacts with classroom instruction through visiting classes, through teaching, and through

[8]In 1930 Stephens College discarded departments in favor of divisions. Courses in the college were grouped in the following four divisions: social studies, humanities, natural science, and skills and techniques. Because life and experience outside of the classroom are believed to have significant value for students the college has also established an extra-class division, the director of which is coordinate in rank with directors of the other four divisions. Beginning in 1938, a sixth division, consumer education, has been added to the curriculum.

conferences with teachers stimulate her constantly to direct the attention of instructors to significant materials of recent publication.

Equally as important as her cooperation with teachers is the social studies librarian's work with students. Because she knows instruction as a teacher and as an observer of teaching, she is aware of the problems students are facing. With her knowledge of library resources she is, therefore, uniquely prepared to stimulate and guide the student patrons of her library.

In order to avoid confusion, the administration of the social studies library is as much as possible like that of the general library. Rules for the borrowing of books and the use of reserve books are identical with those of the general library.

The staff has found several problems associated with the development of a division library. One of these is the danger that separating from the central collection those titles most used in social studies courses will cause students in such courses (1) to limit their work to those selected titles, (2) to fail to become aware of how to use a larger library, and (3) to develop a narrow and restricted concept of the social studies. This problem has been recognized from the beginning and has been worked on constantly by both teachers and librarians. The division librarian spends hours in the general library working on bibliographies and studying the resources of the general collection in terms of the problems faced by students and teachers in her division. Both librarian and instructors make it clear to students working on problems or projects that they have not completed their task

until they have exhausted the resources of both the division and the central libraries. Since bound copies of all magazines are shelved in the general library, the division staff stresses the importance of going there for the use of the *Readers' Guide* and of bound magazines. That the awareness of teachers and librarians to the necessity of making students conscious of the resources of all libraries has achieved results can be indicated only by the work of students. Subjective as these judgments may be, social studies instructors indicate that students know and use the central as well as the division library.

Another problem in establishing a division library relates to the cataloging of books. All cataloging of books for division libraries is done in the general library, and a complete set of cards (author, title and subject) is placed in the Union Catalog located in that library. The social studies library has both an author catalog and a partial subject catalog made by the division librarian in accordance with the needs of her colleagues and their students.

A third problem has been that of providing adequate space for the number of students wishing to use the social studies library. During the 1935-36 school year the library was moved to a room with a seating capacity of more than 30. Even in the larger room the space available, at many times, proves inadequate for the number of students wishing to use the library. Fortunately the hours at which the library is most used are those when one or more of the adjacent classrooms are free. Accordingly, when the library is overcrowded, students use neighboring classrooms for their reading.

Evaluation of the social studies library may be made both on the basis of use and on that of student opinion.

Since the opening of the division library there has been a sharp increase in the use of social studies books. In 1931-32, the year preceding the opening of the library program, 691 sociology books (that is, the 300's in the Dewey Decimal Classification) were borrowed from the college library. In 1937-38 (with a student body only twice as large) 4,915 sociology books were circulated from the college libraries.[9] In other words, whereas in 1931-32 the average Stephens College student borrowed one sociology book, in 1937-38 the average student borrowed four books in this field.

Since student opinion is an important source of information regarding the values, the strengths and the weaknesses of plans being developed solely for their benefit,

TABLE 2

STUDENT OPINION REGARDING DIVISION LIBRARIES

Opinion	*Number (470)**
More helpful than usual general library plan	427
Equally as helpful as usual general library plan	31
Less helpful than usual general library plan	8
No answer	4

*The number in parentheses indicates the number of students filling out this inquiry form.

[9]It is realized, of course, that the 300's in the Dewey Decimal Classification comprise only a part of the social studies books. It is likewise realized that not all books in this group are social studies books. Since, however, the 300's are representative of typical increases in the use of social studies books, and since comparable circulation data were available for this group previous to the opening of the library program, these comparisons have been used.

470 students were invited to report on an anonymous inquiry form their judgment of division libraries. It will be observed (see Table 2) that more than 90 per cent of the students state that the division library is more helpful than the usual central library plan, and less than two per cent indicate that the division library is less helpful.

Among the advantages of the division library reported by students are:

Conveniently located
Books easy to find
Librarian particularly helpful

Certainly it is significant that students mention the helpfulness of the librarian. This suggests that the values of visiting classes and participating in teaching actually carry over into the library work of the division librarian.

The extensive use made of the social studies library and student and faculty opinion regarding its value unite in indicating that this library is making a real contribution to the instructional program of the division. The location of the library makes it possible for teachers and students together to work with books; and the activities of the librarian have definitely made her an important member of the instructional staff.

During the spring of 1934, after studying the objectives and methods of their courses and after observing the use of the social studies library, the faculty of the natural science division requested the establishment of a library adjacent to the offices, classrooms and laboratories of their division. This library opened in the fall of 1934 under conditions similar to those of the social studies

library. The development of the science library will not be recounted here, for in all essentials it parallels that of the social studies library.[10] It is, however, significant to point out the increased circulation of science books since the inception of our library program (see Table 3). It will be noted that the combined circulation of psychology, natural science and applied science books (100's, 500's and 600's in the Dewey Decimal Classification) increased from a total of 828 (an average of 1.3 books per student) in 1931-32 to a total of 4,469 (an average of almost 4 books per student) in 1937-38.

TABLE 3

CIRCULATION OF SCIENCE BOOKS BEFORE AND AFTER THE ESTABLISHMENT OF THE SCIENCE LIBRARY

Types of Books	*1937-38*			*1931-32 All Libraries*	*Increase*	*Per Cent of Increase*
	Science Library	*Other Libraries*	*All Libraries*			
Psychology	1081	1088	2169	346	1823	526.878
Science	471	219	690	174	516	296.551
Applied Science	531	1079	1610	308	1302	423.376
Total	2083	2386	4469	828	3641	439.734

Both the social studies and the science division libraries are used extensively; student and faculty opinion favor them; and in general, all signs indicate that the division library is playing an important role in making the library more effectively contribute to the instructional program.

[10] Froelich, Helen. "Function of a Science division library." *Junior College Journal* 7:349-52. April, 1937.

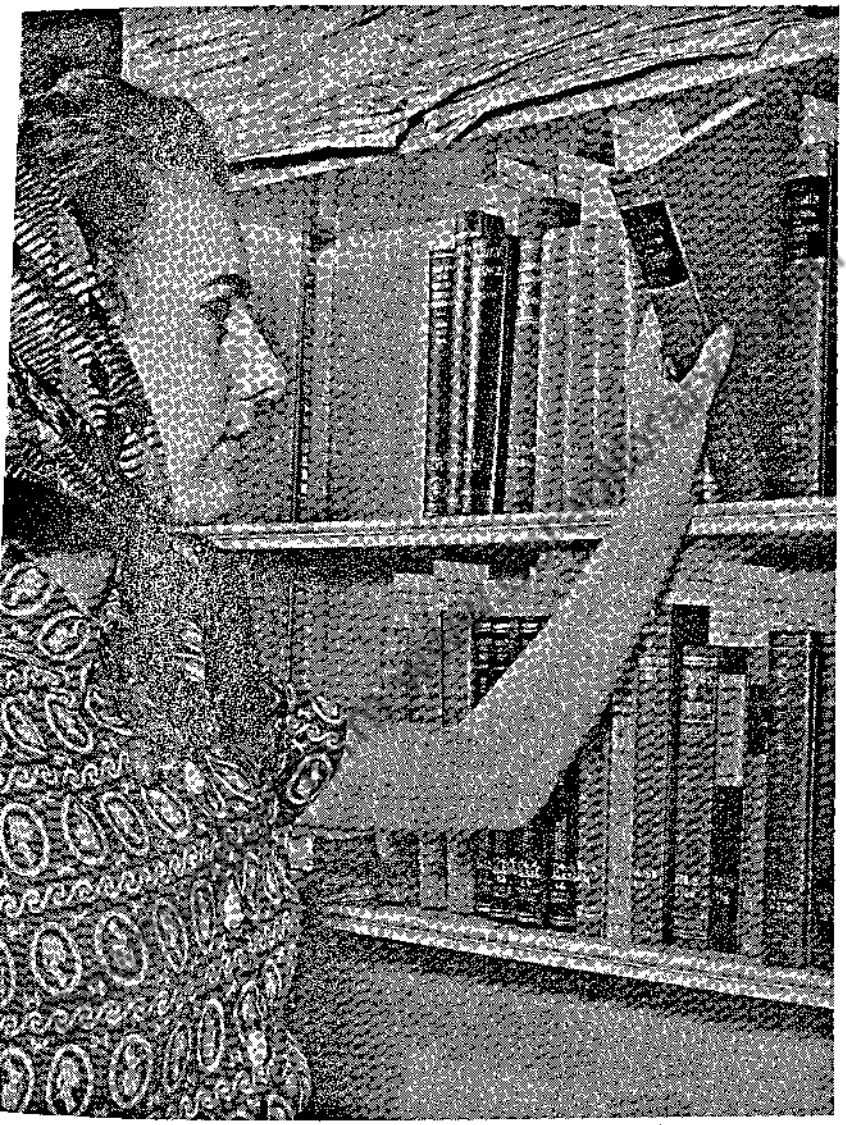
During the 1937-38 school year Stephens College established a consumer education division. The program of the division includes the offering of courses in consumers' problems, consultation services, research and publication. To facilitate work in consumer education the staff has established a special library adjacent to the offices and conference rooms of the division. This library, the administration of which is similar to that of other division libraries, is yet too new for evaluation.

THE GENERAL LIBRARY AND INSTRUCTION

The general library has a seating capacity of 175 and includes 15,000 books, 2,000 volumes of bound magazines, and 100 current periodicals.

One might expect that with the advent of classroom and division libraries (not to mention dormitory and personal libraries) the use of the general library would decline sharply. Such, however, has not been the case. During the five years preceding the opening of the Stephens College library program each student borrowed from the central library (then the only library on the campus) an annual average of 9.27 books per year. During the 1937-38 school year, despite the addition of other libraries, the average student borrowed 25.34 books from the general library.

The increased use of the general library has, of course, primarily been due to changes instructors have made in their teaching. When instructors in the humanities division examined their courses to determine how they could better use the library in attaining their objectives, they carefully considered the possibility of having a di-



"Looking it up" in the Consumers Library.

vision library. This possibility they soon gave up, however, for the following reasons:

First, so extensive are the materials (including pictures, slides, music and phonograph records, as well as books and periodicals) needed in humanities courses that there was available on the campus no room which would adequately house them outside of the general library.

Second, since the courses in music, art and literature are given in three different buildings, it was impossible so to locate a division library that it would be convenient to offices and classrooms of the division.

In the skills and techniques division,[11] teachers also decided not to have a division library. The communications[12] instructors felt that no single division library would serve their needs, for in their writing and speaking, communications students need materials in all fields —in art and in science, in sociology and in music. Other courses in the skills and techniques division, like those in the humanities division, were so scattered over the campus that it was impossible to have a single library so located that it would be close to division offices and classrooms.

Although instructors in the humanities and skills divisions did not ask for division libraries, they did hold

[11] Courses in this division include the beginning courses in language, music and art in which the attainment of skills is the predominant objective, courses in communications (oral and written) and courses in vocations.

[12] The communications course is a course in oral and written communication which stresses activities actually useful in life: conversation, group discussion, letter writing, as well as oral reports and papers of the type that students write in other courses.

early conferences with the librarian regarding means of increasing the contribution of the library to their teaching, particularly regarding how they might work with their students together with appropriate books. One development from such conferences was the decision of a number of instructors to use classroom libraries.[13]

Other teachers decided to hold office hours in the library. Such office hours have the value of permitting convenient reference to library materials during individual conferences with students. They also encourage the teacher to keep in touch with the materials his students are using as well as to know what is available for his classes. Several instructors spend all of their office hours in the library; others use the library for student conferences only when students are working on projects involving special library work. Instructors in humanities survey, for example, announce library office hours at the time term papers are assigned, in order to stimulate and to guide those of their students who are seeking material for what is perhaps their first college paper.

Communications instructors not only hold office hours in the central library, but upon occasion they and their students spend class periods working in the library. Teachers who meet their classes in the library usually do so at times when students are beginning work on problems which require considerable individual research and use of library materials.[14]

[13] See p.12 ff.

[14] During their early months in college many students need guidance and help in the use of books and of libraries. The staff aims to provide needed assistance, progressively, however, placing more responsibility on students.

Before deciding to use library periods for their classes, two communications teachers tried out the plan experimentally in two sections of their courses. These instructors found that the papers prepared by students in the experimental sections gave evidence of more thorough study and better organization than did those in the control sections.

Library class study periods are used extensively, but by no means exclusively, by communications instructors. A history class decides to prepare a bibliography of materials available on the Renaissance. The class spends several periods in the library working together on the problem. Students in the course on marriage and the family select the particular individual problems which they wish to study. The instructor and his students spend several class periods together in the college libraries, not only in the social studies library but also in the science library, where they use psychology and hygiene books, and in the general library, where they consult bound periodicals and books of general reference. Similar use of the library is made by other classes such as those in child study, foods, clothing, and psychology.

Literature teachers use both regular library office hours and regular library class periods. Particularly is this true of the course in world literature. During the opening months of the library program the instructor in what was then a traditional course in this subject one day remarked to the librarian, "Suppose instead of talking about literature we could bring a literature class to the library and say, 'You want to know literature.

Here it is. Read it!' Wouldn't it be interesting to know what would happen?"

Here was an instructor who had thought through the objectives of her teaching and who had an idea for using the library more effectively to attain them. Accordingly, the librarian replied, "Why not try it?"

This teacher did try it, and has been using the plan ever since. In her own words:

The class of thirty that came wonderingly over to the library on that occasion has grown to classes totalling three hundred and thirty. Twice a week each section of these classes meets in the library. Those students who are in the midst of books simply go on with their reading. Some students use reference materials for criticisms or lives of authors; other students who are ready for new books come to the stacks to discuss choices with the instructor; then, choice made and book checked out, the student makes herself as comfortable as our reading room chairs permit, and begins reading. After stack consultations are completed, the instructor moves about the reading room to keep in touch with individual progress and to give any desired aid.

At other scheduled hours the students meet the instructor for individual conferences in her office in the library stacks. There the reading diary kept by the student is discussed, and books related to those the student has read, or other books she may consider reading, are examined.

We have succeeded in our design to find out what a literature class does if given a library for its text book and its headquarters. It reads. The amounts read and discussed with the instructor vary for individuals from 6,000 to 21,000 pages. But more significant than quantity is the campus increase in awareness of literary resources through the spread

of reading indulged in and discussed by these girls. A spread of some seven hundred titles by some three hundred authors is read, and 98 per cent of the girls report anonymously that they participate in informal student discussions of books read.[15]

Other literature instructors have observed the plan used in world literature and have adopted modifications of it which suit the needs of their particular students.

Although the general library is located adjacent to no classrooms or laboratories, and although its size is so limited that it can provide permanent office space for but few, instructors do use the central library in working with their students in the presence of books—during occasional or regular office hours and during class library periods. Accordingly, with the use of classroom libraries and of the general library, instructors in the humanities and skills divisions have ample opportunity to work together with students and books.

In addition to placing books conveniently at hand for instructional purposes, the division library plan, as has been pointed out, makes it possible for the division librarian both to know instruction in the division and also actually to participate in teaching. Because of the values which this knowledge and participation demonstrated in the teaching program of the social studies and the science divisions, librarians in the general library similarly follow instruction and participate in teaching in the humanities and skills and techniques divisions. A librar-

[15] From a typed statement made by Zay Rusk Sullens; see also her "Individualized procedure in the sophomore survey." *English Journal (College Ed.)* 24:746-56. November, 1935.

ian regularly visits the humanities survey course, and attends and participates in the meetings of the humanities staff. Another librarian teaches a literature course and visits other classes in that field. A third teaches communications, takes part in communications staff meetings and regularly visits the classes of other instructors. Because students in all divisions use this library, librarians in the general library also from time to time visit classes in the social studies and science divisions.

ESSENTIAL UNITY OF LIBRARY WORK AND INSTRUCTION

The value of a program which recognizes the essential unity of library work and instruction is daily demonstrated in the division and central libraries. In any school or college no one has a better opportunity to know classroom instruction than the librarian. The librarian can observe the results of teaching, for he sees students as they are working on assignments. He is with them when they confront problems and when they discover interests, when they work with enthusiasm and when they plod with dogged determination. More or less incidentally in any college, the librarian can, and often does, amass a body of significant information about the results of teaching, particularly in terms of the learning problems of students. Ordinarily, however, the college makes little if any use of information regarding instruction which comes to the library. The failure to use such knowledge is, in general, caused by three situations:

First, the college administration fails to recognize the help, guidance and stimulation which a librarian might be able to give the teaching staff as a result of his unique opportunities to know their students and their work. Accordingly, the administration makes no provision for getting to teachers such helpful information as the librarian may have. The librarian, on his part, if he is conscious of the problem at all, hesitates to raise questions with instructors about their work. He fears that he will be stepping out of his province and that his well-intentioned comments will be resented by teachers.

Second, the librarian is often unaware of the potential value to teachers and to the administration of the observations which he and his staff make regarding student work. His training has been in library administration; his ideal is so to administer the college book collection that teachers and students may conveniently get the materials they need when they need them. He has thought not at all on the problem of how he might aid teachers to improve the content of their courses or their methods of teaching.

Third, teachers regard the librarian as a specialist in library administration and as a student of books, in general, or possibly in some special field of interest. They are unaware of his potential value to them, except in locating or buying materials which they need in their courses. With this attitude toward the librarian's position, teachers would seldom if ever ask the librarian's judgment on a teaching problem—and certainly they would be likely to resent any advice he might be bold enough to offer regarding their instruction.

With neither the college administration, the librarian, nor the instructors aware of the instructional leadership

which the college should expect from its librarian, the library staff goes on its way improving the library catalog, answering reference questions and arranging book displays, but failing adequately to help instructors improve their teaching, and students their learning.

At Stephens College the administration, the library staff and the teachers recognize the essential unity of library work and teaching. By establishing the dual position of librarian and dean of instruction, by employing in this position a man whose training, experience and interest had been primarily in the field of teaching, and by stressing the instructional implications of his position, the college administration set the stage for work on a program which would make the library contribute as effectively as possible to student learning. Several of the developments resulting from this program have been discussed: the establishment of classroom and division libraries, the use of libraries for instructors' office hours and as meeting places for classes during class periods, the visiting of classes,[16] and actual classroom instruction by librarians. Little mention has been made, however, of the utilization by teachers and librarians of the instructional information which comes to libraries.

Librarians in both the central and division libraries

[16] The attitude of faculty members toward class visiting by librarians is indicated by the special invitations which they give librarians to visit specific class periods in order to observe how a particular experimental assignment or method works. Following such a class period the instructor and the librarian ordinarily discuss together its strengths and its shortcomings. Such discussion is strictly on the basis of two faculty members jointly interested in improving teaching and trying objectively to judge the merits of a particular new device.

have a routine practice of notifying teachers when more than two or three students have the same difficulty in working on a library assignment. The problem may be one of inadequate material in the library, of inability to find the material assigned, of not knowing the purpose of the assignment, or of not knowing how to go about working on it. Whatever the difficulty, the librarian informs the instructor, not in the spirit of negative criticism but rather with the attitude, "Here is an apparent learning difficulty. As colleagues on the instructional staff—you as a teacher and I as a librarian—we are eager to eliminate such difficulties. If the problem is the result of failure in the library, we shall aim to remedy the situation at once. If it is due to the failure of students to understand the assignment or how to approach it, you will want to know so that you may give additional direction."

Frequently teachers know the difficulties of their students and have already cared for them. At times, in order to teach students how to approach a problem, a teacher makes an assignment with the knowledge that his students will have to use the trial and error method, will have difficulty and will become discouraged. At other times, however, an instructor has been unaware of the particular problem pointed out by the librarian and discusses it with his students at the next meeting of his classes.

Librarians not only tell teachers of the problems of their students; they also report student achievements, interests and enthusiasms. At times, when an instructor's library assignment is particularly noteworthy, and ap-

pears to have value for the faculty as a whole, the library staff writes a description of it and its results for the mimeographed faculty bulletin which the administration sends to instructors two or three times each week.

A third value which librarians find in their knowledge of classroom instruction is its use as a basis for notifying teachers of library materials which may be helpful to them in specific units of their courses. Any school or college librarian does all that he can to acquaint teachers with such resources. Because of their particular interest in and acquaintance with classroom instruction, librarians at Stephens College have an unusual opportunity to help teachers keep aware of what the library can do to help them throughout their respective courses.

Not only are librarians by virtue of their acquaintance with teaching able to offer unusual service to instructors; they are also able to give particularly effective guidance and aid to students. Because the librarian knows (as a result of visiting classes or possibly of teaching the course, as well as through conferences with teachers and observing the library work of their students) the aims, content and method of the course on which a student is working, he is able to anticipate her needs and intelligently to answer her questions.

Recognition of the essential unity of teaching and library work has resulted in the molding of the teaching staff and the library staff into a single instructional staff. The eight librarians have become instructors; they guide the learning of students not only during their hours in the library but also in the classroom; they visit classes and take an active part in faculty and division meetings;

they work with their colleagues on the teaching staff in developing new methods for aiding students attain their individual objectives. Instructors have become librarians in the sense that the essential function of the librarian is to interpret books to library users; teachers work with the students in the presence of appropriate books in the classroom, in the general library, and in the division libraries. The united efforts of this single instructional staff is bringing about not only a vastly more extensive use of library materials but also a more effective use of such materials in attaining individual student objectives.

3

Instruction in the Use of Books

THE PURPOSE OF INSTRUCTION AT STEPHENS COLLEGE is, as has been said, to aid students in attaining their individual objectives. Since the faculty regards books as essential aids to such attainment, the library has assumed unusual importance in our instructional program. If students are to gain maximum value from books, however, they must not only use books extensively but they must use them effectively.

The way to learn to use books is, of course, to use them. Consequently, since the library program has resulted in significantly increased use of books,[1] it is likely that this single fact has increased student facility in using books. The tendency for instructors to work more with students in the presence of appropriate books has made it possible for them[2] to guide individual students in the effective use of books.

Although the above developments in our library program have contributed to teaching students how to use books, the staff felt the necessity for working more directly on this objective. The first step was to deter-

[1] See p.99 ff.

[2] See Chapter 2.

mine the problems students have in using books. In defining these problems the librarian not only observed students in the act of using books, but he also interviewed them regarding their difficulties in getting the most out of books, and conferred with teachers regarding the problems of their students. To supplement these observations and conferences, more than three hundred tests were given on reading and on the use of books.

From these studies it became quite clear that in the use of books at Stephens College students needed three types of instruction:

First, a knowledge of such *mechanical features* of books as the title page and the preface, the index and the table of contents, bibliographies and footnotes. The need for study of the make-up of books was indicated not only by statements by teachers and students, but also by the results of studies which indicated that approximately three fourths of the entering students were not fully aware of how to use an index and a table of contents.

Second, the ability to *use basic library tools*—the card catalog, the *Readers' Guide,* dictionaries, encyclopedias and other equally important reference tools. The need for instruction in such library tools was clearly indicated when investigation revealed that two thirds of the entering students had never used the *Readers' Guide.*

Third, the ability to *interpret the printed page*—in other words, to read with understanding and with reasonable speed. Reading tests given to students at the time of entrance indicated that their reading ability ranged from a seventh grade level to that of superior adults. An inquiry made of students early in the library pro-

gram revealed that three fourths of them felt a need for instruction in reading and how to study.

After defining the problems in which students needed instruction, the next step was to plan how to give this instruction. In projecting these plans the staff kept in mind two basic considerations:

First, all students must have instruction in the use of books.

Second, instruction in the use of books must not be presented as an end in itself but rather as a means of helping the student solve problems she is facing in her regular class work at the time she is meeting these difficulties.

INSTRUCTION IN THE USE OF THE LIBRARY AND THE MECHANICAL FEATURES OF BOOKS

In order to make certain that all students are given introductory, basic instruction in the use of books early in their college course, it is included in the communications course, the one course (other than physical education) which all students take. Because the faculty believed that it was important to make instruction in the use of books an integral and functional part of regular class work, teachers give this instruction with the active help, however, of the library staff. Although the guidance in the use of books which is given students in the communications course is but a part of that which they receive, it will be emphasized here because it is the one type received by all.

During the first week of school, communications instructors give their students copies of *The Knowledge Locator*, a library handbook which includes not only a

floor plan of the general library and descriptions of division and dormitory libraries, but also directions for using the card catalog, the *Readers' Guide,* encyclopedias, dictionaries and other reference aids. This handbook is unusual in at least two respects:

First, an instructor in communications, not a librarian, wrote it. This is, of course, in accord with the plan of placing upon instructors responsibility for teaching the use of books.

Second, this handbook is written in the form of an open letter from Aunt Suse to her niece, Melissa, who is entering Stephens College. The very informal style is illustrated by the following quotations:

Dear Melissa,

Despite all precautions taken by the Administration and faculty, many new students (and old ones too) never really get acquainted with the Stephens College General Library and, in consequence, go through two years of direst agony, wondering where and why. Now, I have no intention, Melissa, of letting you do any such thing. That's the reason I am taking the time and energy to write you what will probably be the longest letter you've ever had, not even barring those that young idealist wrote to you last summer.[8]

After your wanderings through the labyrinth of the card catalogue, you have won your entrance into the stacks. Since you will be able to go there yourself and get books without petitioning a librarian, it behooves you, Melissa, to know your way about. Now, do you have the three cards on which you copied the items from

[8]Bailey, Jean. *The Knowledge Locator.* Columbia Mo., Stephens College, 1938. p.3.

> the card catalogue? Very well. Clutch them tightly, and walk bravely to the stack room situated to the right of the card catalogue. (Watch for the guiding placard.) In the stacks, which are really nothing more than large steel book shelves, row on row, are arranged the books, classified under general heads of subject matter, according to a decimal system called Dewey. You'll have to halt awhile, because I must elucidate concerning this system. (Find a chair somewhere; they're often around.) Arrest your wandering attention and harken.[4]

After the students have studied *The Knowledge Locator,* they go with their instructor to the general library, where a librarian shows them, in groups of 12, about the library, explaining its arrangement and giving them the opportunity of seeing and using the books and other aids they have read about in *The Knowledge Locator.*

To provide practice in using the card catalog, periodical indexes, encyclopedias and dictionaries, communications instructors have prepared 25 groups of exercises which they call "treasure hunts."[5] Each group has more than a dozen questions relating to some special subject (the "theater," for example), the answering of which will require the use of selected library tools needed by students in beginning their college work. Since there are 25 groups of exercises, each student in a given section of communications has a different set of exercises. This makes it possible to avoid congestion in the use of ref-

[4] *Ibid,* p.7.
[5] Wiksell, Wesley and Filkin, Mary Eleanor. *The Wiksell-Filkin library treasure hunt.* Columbia, Mo., Stephens College, 1938.

erence books (25 students needing the same volume of an encyclopedia, for example) and likewise reduces the temptation which some few students might have to depend on their classmates for working out answers to their questions.

Studying *The Knowledge Locator,* visiting the library and working out "treasure hunts" at best provides only an introduction to library instruction. Fundamental instruction in learning how to use books is that which requires their use in solving problems which are a regular part of class work. Accordingly, a most important part of teaching the use of books develops from students' work on their first college papers. During her first semester in college each student in communications writes a term paper on some subject in which she is interested. This paper, which is based upon extensive reading and study, requires the preparation of a bibliography and the organization and effective presentation of the results of student investigation. In preparation for work on these papers, teachers and students together discuss methods of locating appropriate materials. Such discussion, of course, involves consideration of the card catalog, periodical indexes, encyclopedias, bibliographies and other library aids to which the student has been introduced and which she is now ready to use. Class periods spent in the library[6] and devoted to work on communications papers give the teacher an opportunity to observe the individual problems of his students and to counsel with them in working out their difficulties.

[6]See Chapter 2.

The preparation of a research paper not only gives students experience in using various library tools, but it also necessitates their understanding the functions of various mechanical features of a book—the title page, the preface, the table of contents and the index. Such understanding is necessary, for example, in locating materials in individual books, in preparing bibliographies and in using footnote citations.

Up to this point, reference has been made only to library instruction in communications classes. Additional instruction is also provided in other fields: in literature and in music, in science and in the social studies. Because communications instructors give basic library instruction at the very opening of the school year, teachers in other fields are able to assume (with some individual exceptions, to be sure) student acquaintance with the most used tools for general reference. Instructors do, however, give their students more extensive experience with general reference aids as well as introducing them to such special reference works as Grove's *Dictionary of music and musicians, The encyclopaedia of the social sciences,* and *The Oxford companion to English literature.* Since instructors work with students in the presence of books and can, therefore, observe student difficulties and needs, teaching the use of books becomes truly practical.

Because *The Knowledge Locator* describes division libraries only briefly, instructors in first-year science and social studies courses call students' attention to the special facilities of the division libraries. Teachers use direction sheets describing the division libraries, take their

students to these libraries and work with them there. In a college having a decentralized library this special instruction is important not only from the viewpoint of teaching the use of special reference tools but also from that of making clear to the student when to go to the general library and when to go to the division libraries.

Although teachers give basic instruction in the use of books, the eight members of the library staff can not shirk responsibility for teaching in this field. Librarians daily work with students who are facing problems and aid them in thinking through their difficulties. This guidance is, of course, entirely individual; its effectiveness depends upon an understanding of the student's problems and the ability to give assistance without assuming responsibility which the student should rightfully take.

As a result of observing student problems, particularly at the opening of school, the library staff prepared a series of posters giving directions for using the card catalog, for using the *Readers' Guide,* and for finding a book in the stacks.

In addition to teaching the use of books during their hours in the library, librarians also do such teaching in connection with their other instructional responsibilities. For example, as instructors in communications and in social problems, librarians not only teach their students how to use libraries and the mechanical features of books but they also aid other instructors prepare for offering such instruction. As teachers become conscious of the problems their students have in using books they are entirely willing to help them meet these problems. Most

teachers have, however, had neither the training nor the experience for giving adequate instruction in the use of the library. Here the librarian, with his special training in the field, steps into the picture—not to assume the teacher's responsibility by teaching his students but rather to aid the instructor meet his responsibility by helping him plan his instruction.

To a large degree the responsibility which teachers assume for instruction in the use of books at Stephens College is the result of the recognition by both teachers and librarians of the essential unity of library work and teaching. Working with their students in the presence of books, and working together with librarians as teachers, instructors become aware of both the library problems of their students and the possibility of meeting these problems through relatively simple but carefully made plans. As cooperating instructors, librarians play a most important role both in making and executing such plans.

Among the difficulties not yet mentioned but which have been encountered in teaching students how to use the library and the mechanical features of books are the following:

1. The problem of congestion at the reference section when a class of 900 new students descends upon the library intent upon learning how to use specific reference tools. The instructors in communications are meeting this problem by "staggering" their term paper assignments: one instructor makes his assignments during the opening two weeks of school, another makes his two weeks later, and so forth.

2. The problem of *individualizing instruction in how to use the library,* and thus recognizing that some students know how to use a library when they enter college, while others have never even seen a library catalog. Individual treasure hunts and work with individual students, when sections meet in the library to begin work on term papers, make it possible for the instructor to observe those students who may need direction and those who are capable of working independently from the very first.

Evidence of the success of activities for teaching students how to use the library and to recognize the mechanical features of books is based largely upon subjective opinion: librarians report that students "know their way about" in the library much better than was formerly the case; and teachers make similar observations as they note the results of independent investigation made by second-year students. The only data which approach objectivity are scores on an objective but informal test on library use which was given students before the opening of the library program as well as several times during its progress. Results indicate that student scores have improved more than 20 per cent since the beginning of the library program.

INSTRUCTION IN SILENT READING

The problems of teaching silent reading were approached similarly to the other problems of instruction in the use of books (namely, teaching the use of the library and the mechanical features of books). Responsibility for such instruction was placed upon teachers as a

part of their regular class work. In order to help teachers, a faculty committee surveyed the literature on teaching silent reading and distributed summary suggestions to teachers in order that they might try those which fit their needs. Following faculty discussion of these proposals each instructor reported the specific plans he proposed to use. These plans were used as the basis for follow-up conferences during the school year and later teachers prepared summary statements of what they had done.

In general, this plan was not particularly successful. Teachers were willing to cooperate—and they did their best—but there was no one on the staff who was an expert in the techniques of teaching silent reading (as were librarians, for example, in teaching the use of library tools) and who could, therefore, give teachers the help and leadership which they needed.

During several years the librarian offered (to groups of students wishing it) special remedial instruction in silent reading. The results were encouraging, for during an eight-week period of study significant increases were made in reading test scores.

From the instruction given several groups of students during the past five years at least one significant conclusion can be drawn. Students asking for reading instruction included not only those with low reading ability but also a considerable number whose reading test scores ranked them in the upper quartile of the student body. Since reading tests were given both before and after instruction, it was possible to measure student gain. Invariably the results indicated that students with high scores improved their reading ability more than

did students with low reading scores. The obvious conclusion from these studies is that all students (not merely those with low reading ability) should have the opportunity of instruction in silent reading.

Because the administration recognized the importance of the problem, and because it also was aware of a need for expert guidance, there was added to the staff in 1937 a psychologist whose major duty was to organize a program of instruction in silent reading. This program was inaugurated through the skills and techniques division of the college curriculum. In order that the best possible guidance might be provided, the college invited Dr. W. S. Gray of the University of Chicago to serve as consultant. During the 1937-38 school year Dr. Gray made several visits to the college and aided in developing plans for a comprehensive program of reading instruction.

Since studies at Stephens College, as well as elsewhere, indicate that all students (those with high as well as those with low ability) profit from instruction in silent reading, the plans which the staff are developing include provision for reading instruction for all students as a part of regular class work in the content fields.

During the 1937-38 school year work was confined largely to the experimental efforts of a faculty committee which included instructors in psychology, social studies, literature, humanities, science and communications. This committee worked, with Dr. Gray's help, on developing and using in their classes techniques designed to improve ability in silent reading. Since the year's work was simply exploratory for the purpose of developing techniques no results are available.

During the second year, committee members will use in their classes the techniques developed during the first year. Control groups will be used and actual experimental conditions set up. The committee will report its results to the entire faculty and will invite all teachers of content fields to use in their classes devices and techniques which have experimentally proved effective. Teachers using such procedures will have the advantage not only of the expert advice of Dr. Gray, but also of the expert help of the central faculty committee which for two years will have been working on the problem.

In any program of this sort, no matter how effectively it may be organized and carried out, there are some students who need special attention. For them individual and group remedial instruction in silent reading will be provided.

To date the program is not sufficiently advanced for the college to point to any unusually significant results attained in teaching silent reading. With expert advice available and with plans now under way for a college-wide program, such results may be expected, however.

SUMMARY

The essential unity of library work and instruction at Stephens College is well illustrated in teaching students how to use books effectively. Since the aim of the faculty is to lead students to achieve in terms of their individual objectives and since books are essential aids to such achievement, instructors accept teaching the use of books as an important part of their instructional responsibility. At all times, however, librarians cooperate

in such instruction (1) by giving instruction in their own classes, (2) by aiding teachers to make plans for instruction in the effective use of books and (3) by working individually with students in the college libraries.

4

Pleasure Reading

AS THE STAFF CONSIDERED METHODS OF ENCOURAGING pleasure reading it early decided to experiment with various means of making books a natural part of the student environment—of making it possible for students actually to live with books. As the first step in this direction, libraries for pleasure reading were established in residence halls.

DORMITORY LIBRARIES

Preparatory to opening dormitory libraries the librarian announced at an all-college convocation that books for pleasure reading were to be placed in each residence hall. He emphasized the fact that these new libraries were for the enjoyment of students and invited every student to suggest books. During the two weeks following this announcement the staff placed on tables in the library a variety of reading lists and book catalogs (including, for example, the Reading with a Purpose series, the *A.L.A. catalog*, Dickinson's *One thousand best books*, and the same author's *Best books of our time*). Students were invited to consult these lists and also to confer with

librarians and faculty members regarding books dealing with subjects of their interests.

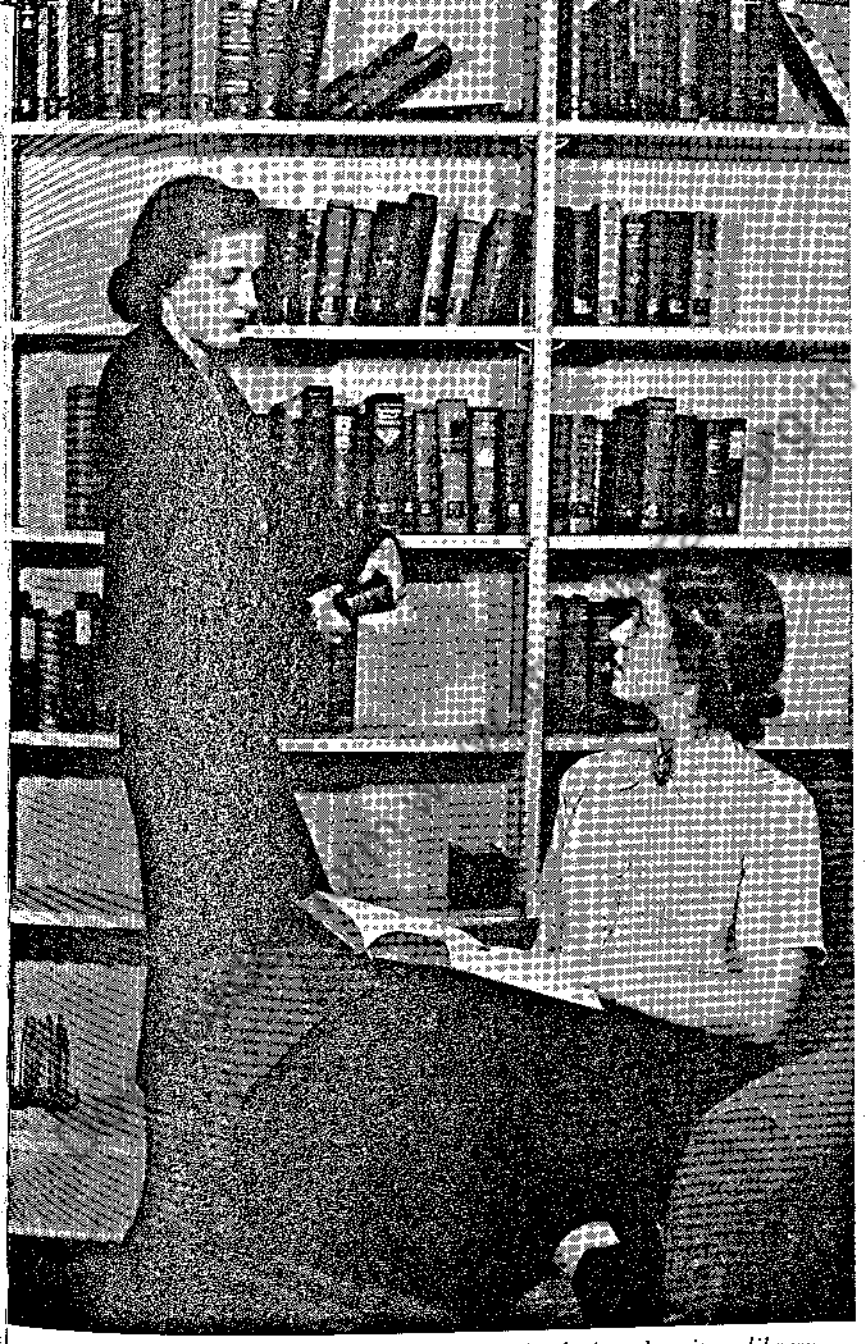
At a convocation following this two-week period the student library committee gave each student a sheet of paper on which to suggest books of two types for dormitory libraries: first, books which she had enjoyed and would like to recommend to others; and, second, books which she would like to have in her dormitory in order that she might read them. Students were likewise asked to suggest periodicals they would like to have placed in their dormitories. The library staff was pleased with the students' response and found that their suggestions helped a great deal: first, a large number of the 1,500 titles suggested by students were purchased for dormitory libraries; and, second, using student suggestions made students realize that dormitory libraries actually belonged to them.

This procedure of asking all students to suggest books for their dormitory libraries has been repeated frequently since the establishment of these libraries. Throughout each year students are also encouraged to request books which they wish to read. Such requests may be given to any librarian or may be written in notebooks provided for that purpose in dormitory libraries.

Since the residence halls at Stephens College had been built at a time when no thought was given to the possibility of having dormitory libraries, no special library room or even bookcases had been provided. Accordingly, there were two possible locations for a library in each residence hall: either in the parlors with their cozy corners, upholstered furniture, tables and lamps; or in

a student room vacated for that purpose on the second or third floor. The fact that all students use, or at least pass through, the parlors each day weighed heavily in favor of the parlor location. On the other hand, a number of students pointed out that during evening hours college girls often study in costumes which are hardly appropriate for a visit to a library located in the dormitory parlor but which would be quite suitable for appearance in a library located on the second or third floor. Because it seemed impossible without experience to decide which location was preferable, the staff decided to try both. Consequently, in three dormitories, libraries were placed in the parlors; and in three other halls, vacated student rooms on the second floors were used for the book collections. At the close of two years of experimentation the staff found that the parlor location was superior, both from the viewpoint of student opinion and from that of the extent to which the books were used. Accordingly, since then all dormitory libraries have been housed in residence hall parlors.

During the first year of the dormitory library plan, books were locked up when a student librarian was not on duty. Although dormitory libraries were open about 35 hours a week, and although these hours were set at times students were most likely to wish to read, there were frequent occasions when girls wanted books and could not get them. Therefore, two dormitories experimented with the plan of making books available 24 hours a day, regardless of whether or not a librarian was present. In order to borrow a book from the dormitory library in either of these halls a student simply removed



At home with books in a dormitory library.

the book card from the book of her choice, signed her name on it, and placed it in a small box provided for that purpose. This plan of having books available 24 hours a day was successful: students appreciated the convenience of the plan and the loss of books was small, indeed. Accordingly, the plan was extended to all dormitory libraries. During the four years from 1934 to 1938 an annual average of 4,950 books circulated (not including the use of books *in* the parlors) from dormitory libraries with an average annual loss of 34 books. This loss of books is negligible when considered in terms of the advantages of having books freely available at all hours.

In the fall of each year the student library committee presents dormitory libraries to students at house meetings held in their respective halls. At these presentations committee members explain the purpose (reading for fun!) of such libraries and their administration. Each student is invited to use her dormitory library, and is particularly urged to suggest improvements.

Every six weeks the books in each dormitory are moved to a neighboring residence hall. Since each collection of books numbers 250, every dormitory has during the year 1,500 different books in its parlors. This transfer of books has an important economic advantage. If having libraries in dormitories required from 800 to 1,000 or more books for each residence hall, the cost would be prohibitive for most colleges. If, however, having a collection of two or three hundred books for each dormitory proved adequate as a result of the frequent transfer of books, the development of dormitory libraries should be possible in many colleges where at

first thought the costs might appear too great. The experience at Stephens College has indicated that the frequent transfer of books not only provides a greater variety of books for each hall, but that it also stimulates reading, particularly after each transfer of books.

No fines are charged in dormitory libraries, nor is any specific period of time set as a limit for which books may be kept. The practice of moving books from dormitory to dormitory every six weeks does, however, make it necessary to check up on books which are in circulation.

In charge of each dormitory library are one or two student librarians whose duties are to keep circulation records, to aid students select books, and to keep books and magazines in order. Student librarians are paid for their work and each of them works about 10 hours a week, these hours being selected at times when records indicate students are most likely to borrow books. In two residence halls, during the 1937-38 school year, the staff tried the plan of having volunteer librarians who worked without pay. There was no difficulty in getting volunteers and the plan worked effectively. In the future other halls will select volunteer librarians and this will, of course, reduce the cost of dormitory library administration.

Since the establishment of dormitory libraries, the average annual number of books borrowed per student[1] has ranged from a high of 7.19 in 1934-35 to a low of 3.62 in 1937-38 (see Table 4). The decreased use of

[1]This, of course, includes only books borrowed and taken to a student room. It takes no account of the use of books *in* the parlors, where students frequently browse and read.

TABLE 4

CIRCULATION OF BOOKS FROM DORMITORY LIBRARIES 1932-37

Year	*Circulation*	*Circulation per Student*
1932-33*	1959	4.04
1933-34	4159	6.82
1934-35	5311	7.19
1935-36	5781	6.61
1936-37†	4489	4.91
1937-38	4228	3.62

*Dormitory libraries first opened during the second semester of the 1932-33 school year.
†Personal libraries were introduced in 1936-37.

dormitory library books during the years from 1936 to 1938 is concurrent with the inauguration of the personal library plan. It is, of course, reasonable that the provision for pleasure reading through personal libraries should reduce the need for such provision through dormitory libraries.

As would be expected in libraries for pleasure reading, fiction and literature other than fiction are by far the most popular types of books (see Table 5) in dormitory libraries. Although all types of books are included in dormitory libraries, more than three fourths of the books circulated during the 1937-38 school year were from the literature sections of the catalog.

The most popular titles[2] in dormitory libraries for the years from 1934 to 1938 are as follows:

[2]The 10 most popular titles are listed in the order of their popularity. Since several titles circulated the same number of times, more than 10 titles appear in each list.

1934-35

Moats, *No nice girl swears*
Allen, *Anthony Adverse*
Galsworthy, *One more river*
——*Flowering wilderness*
Aldrich, *A white bird flying*
Shakespeare, *Complete works*
Brontë, *Jane Eyre*
Fisher, *The bent twig*
Buck, *The good earth*
Lewis, *Ann Vickers*

1935-36

Moats, *No nice girl swears*
Douglas, *Green light*
Bottome, *Private worlds*
Aldrich, *Miss Bishop*
Becker, *Under twenty*
Allen, *Anthony Adverse*
Bailey, *Enchanted ground*
Stong, *Stranger's return*
Teasdale, *Love Songs*
Ditzen, *The world outside*
Lewis, *Work of art*
Suckow, *The folks*

1936-37

Hall, *College on horseback*
Benefield, *Valiant is the word for Carrie*
Lewis, *Dodsworth*
Hilton, *Lost horizon*
Queen, *Siamese twin mystery*
Wharton, *Ethan Frome*
Cronin, *The stars look down*
Crothers, *When ladies meet*
Day, *God and my father*
Douglas, *Green light*
Hopton, *Bed manners*
Lindbergh, *North to the Orient*
Phillips, *Skin deep*
Wilder, *Heaven's my destination*

1937-38

Moats, *No nice girl swears*
Phillips, *Skin deep*
Parker, *Not so deep as a well*
Undset, *Kristin Lavransdatter*
Cronin, *The stars look down*
Post, *Etiquette*
Mitchell, *Gone with the wind*
Buck, *The good earth*
Palmer, *Facts and frauds in woman's hygiene*
Galsworthy, *End of the chapter*

Examination of these most circulated dormitory library books reveals a predominance of fiction: 29 books are fiction and 28 of these are contemporary fiction.

TABLE 5

TYPES OF BOOKS CIRCULATED FROM DORMITORY LIBRARIES 1937-38

Type	*Circulation*	*Percentage*
Fiction	2220	52.5
Literature other than fiction	1104	26.1
Biography	229	5.4
Social science	173	4.1
Applied science	156	3.7
Travel	79	1.9
Philosophy	75	1.8
Fine arts	59	1.4
Religion	51	1.2
History	39	0.9
Science	17	0.4
Miscellaneous	26	0.6
Total	4228	100.0

Among the 11 nonfiction titles two are etiquette books and two concern consumers' problems, particularly as they relate to girls and women.

Dormitory libraries at Stephens College have been specifically planned for pleasure reading. In order to determine the use to which the books in these libraries are actually put, however, students borrowing books were asked over a period of weeks to indicate their use of each title borrowed. Replies revealed that 73 per cent of the books were read for pleasure and 20 per cent of them were used for English courses. These data indicate that dormitory library books are predominantly used for the purpose for which they are intended.

Dormitory libraries at Stephens College include not only books but also newspapers and magazines. Each

residence hall receives the *New York Times,* a Kansas City or a St. Louis daily, and a local daily newspaper. During the 1937-38 school year each dormitory had from 7 to 10 (depending on the size of the dormitory) of the following periodicals:

American	McCall's
Atlantic Monthly	National Geographic
Fortune	New Yorker
Forum	Reader's Digest
Good Housekeeping	Scribner's
Harper's	Time
Harper's Bazaar	Vogue
Ladies' Home Journal	Woman's Home Companion
Life	

Newspapers and magazines are placed in the parlors of residence halls, where they are available for reading at all times.

There are a number of problems associated with the administration of dormitory libraries. When students were asked on anonymous inquiry forms to give their criticisms of these libraries, the single criticism made by as many as six per cent of the students was: "Books are kept too long." Since no fines are charged and no arbitrary time is set for the return of dormitory library books, there has been a problem of getting books back when students are through with them. The most effective means of encouraging the early return of books has been personal notes or reminders from dormitory librarians: "If you have finished reading *The stars look down,* won't you return it so that some other girl may have the opportunity of reading it?"

Making dormitory library books available at all times, regardless of whether or not a librarian is on duty, of course raises a number of problems relating to the loss of books. The permanent loss of books has not been a serious problem in dormitory libraries.[8] The temporary disappearance of books has, however, caused difficulty from time to time. This difficulty is, in the main, due to two causes. The first of these is student carelessness. A girl takes a book from the shelves of her dormitory library and sits down in the parlors to read. She becomes interested in the book and when she goes to her room takes it, forgetting, however, to leave the book card with her signature. Or perhaps the student remembers the book card but has no pencil and takes the book anyway. Statements at house meetings and posters in dormitory libraries are used to remind students to sign for the dormitory library books they borrow. Use of a pencil with a string attached to a bookcase has been helpful in providing a constantly available means for signing out dormitory library books. A second cause of the temporary disappearance of books relates to the procedure of returning them. Students are asked to return books only when a librarian is working, but often this is not convenient and girls will simply leave their books on bookcases or adjacent tables. Other students, while browsing, are likely to pick up these titles and borrow them before the librarian has officially checked them in. These books remain charged out to the girls who returned them, and accordingly they become temporarily lost. To reduce this difficulty the plan of having a box with a slot

[8] See p.57.

for the return of books has been tried in one library. The plan has been so successful that it is being extended to other libraries.

Both the results of student opinion polls and statistics of use are significant in evaluating dormitory libraries. In order to determine student opinion 356 girls were asked to list the advantages and the disadvantages of dormitory libraries; only 119 references were made to needed improvements.[4] The advantages of these libraries to which students refer are: "Makes it easy to get books," mentioned 152 times; "Permits keeping books longer," mentioned 93 times; and "Encourages spare time reading," mentioned 62 times.

Statistics of use indicate that dormitory library books are used extensively and that they are mainly used for pleasure reading, the purpose for which they are intended.[5] With the introduction of personal libraries during the years from 1936 to 1938 the use of dormitory libraries has decreased. With each girl borrowing an average of four dormitory library books during the year and with a considerable but unknown amount of reading of books and periodicals *in* dormitory libraries (without circulation) the use of libraries in residence halls is still extensive; its function has not yet been taken over by personal libraries.

PERSONAL LIBRARIES

If students were actually to live with books it seemed

[4] Improvements suggested were (a) limiting the length of time for which books may be kept and (b) adding more books to dormitory libraries.

[5] See p.61.

quite clear to the staff that girls should have books not only in the parlors of their residence halls, but especially in individual student rooms. This concept, of course, developed naturally from Edward Bok's story[6] and from the basic aim of the college to lead each student to develop in terms of her individual needs and interests. In the homes which students will establish, books can play important roles—not only books borrowed from a library for a week or two, but books which are owned by the family and are a permanent part of their environment. Obviously it would be impossible for the college to give each student a collection of books for her very own. Such a plan would be too costly. The next best possibility seemed to be to loan collections of books to students for the entire school year. This would make it possible for students intimately to live with books of their own selection and thus to become conscious of the worth of books.

Preparatory to the introduction of libraries for individual student rooms, the idea was discussed with the student library committee and with other representative student groups. They gave the plan their enthusiastic approval. Accordingly, in the spring and summer of 1936, the library committee invited students to suggest on an inquiry form books for these new libraries:

List below ten books which you would most like to have in your room for your personal use. It is suggested that this list consist of books which you would best like to own permanently—have in your home:

[6]See p.2.

Note: 1. Do not include text or reference books designed for class use. These can be obtained from the general or division libraries.

2. Do not include books for casual pleasure reading (i.e. books that you would read in a few days and not refer to again). These books can be obtained from the general or dormitory libraries.

3. If you do not know the author and title of a book you wish, describe the type of book you have in mind.

On the basis of student suggestions and with the addition of a considerable number of titles proposed by librarians and faculty members, the college, during the summer of 1936, bought 400 books for personal libraries. Twenty students (10 juniors, or first-year students; and 10 seniors, or second-year students) who had obviously spent much time in selecting appropriate books in accordance with their needs and interests were given in September, 1936, the exact books for which they had made requests. Theirs were the first personal libraries.

The plan for getting personal libraries has been kept as simple as possible. A student wishing a book collection for her room goes to the librarian in charge. The librarian visits with her about books she has previously read, her reading interests, her hobbies, her problems, her college course and any other personal preferences which may prove helpful in selecting books for her individual library. Students wishing specific titles ask for them. Students who have not done enough reading to know what they want use varied book lists and

browse among the books in the college libraries. Librarians, counselors and instructors also help such students select books.

When they are not in circulation, books which have been purchased for personal libraries are placed on special book shelves adjacent to the desk of the librarian in charge. At the opening of the year it is possible for students to select their books from these shelves and get them immediately. During the opening years of the plan, it has been necessary, however, to order the books which most students want.

Each student at Stephens College has a faculty adviser whose function is to aid the student attain her individual objectives, such objectives being defined in terms of the student's needs, interests and abilities. If the adviser is to work intelligently with his students he must have regular reports on their progress. Accordingly, each six weeks teachers, residence hall counselors and sponsors of extra-class activities send to the adviser reports on the attainments of his advisees. The student then discusses her progress with her adviser and writes a letter home in which she describes her achievements for the past six weeks, notes her shortcomings, and describes her plans for the succeeding six weeks.

Since personal libraries are planned entirely in terms of individual student interests and needs, it is important that the adviser know the books selected by his students. Therefore, as soon as a student gets a personal library the librarian sends to her adviser a list of the books she has borrowed. Advisers use these lists as bases for student conferences. Upon occasion advisers suggest ad-

ditional books for personal libraries, and at times refer to the librarian students who will be helped in attaining their individual objectives by having personal libraries.

If a student does not have ample shelf space in her room, the library loans her a small bookcase for her personal library. Since several designs are available, the student may select one which harmonizes with the furnishings of her room.

Although students selecting books for personal libraries are urged to choose only those titles which they would like to own permanently, no girl is told that she must keep for the entire year the books she chooses. The possibility of exchanging one or more personal library books, which are not being used, for other titles is mentioned to students at the time they get their libraries.

At the close of the first year of personal libraries a number of students asked if they might buy some of the books in their libraries. Since, however, all of these books were cataloged and stamped with the library mark of ownership, it was impossible to sell them. In 1937-38, however, personal library books were neither cataloged nor stamped. The only ownership identification in each book was the college bookplate. This arrangement made it possible to sell students personal library books which they wished to own. At the close of the year 26 students bought 47 books from their personal libraries. Over the college bookplate these girls pasted a personal bookplate designed for that purpose.

During the 1936-37 school year, the first year of the plan, 175 girls borrowed 1,121 books for personal libraries. In 1937-38, however, the number of students

having personal libraries had increased to 333, and the number of books in these libraries was 2,507.[7]

Included in personal libraries are books of all types. Most popular, however, are the following, which comprise almost three fourths of the volumes in personal libraries:

Literature other than fiction....35 per cent
Fiction .....15 per cent
Biography .....12 per cent
Fine arts .....11 per cent[8]

Among the more than 2,500 books in personal libraries are 790 titles by 550 different authors. The titles most frequently included in these libraries are the following:

Author	*Title*	*Copies*
Vogue	*Vogue's book of etiquette*	44
Mantle	*Treasury of the theatre*	43
Van Doren	*Anthology of world poetry*	41
Cordell	*Pulitzer prize plays*	35
Post	*Etiquette*	29
Van Loon	*The Arts*	29
Shakespeare	*Works*	28
Eldridge	*Co-ediquette*	26
Galsworthy	*Forsyte saga*	26
O'Neill	*Nine plays*	26
Story	*Individuality in clothes*	23
Undset	*Kristin Lavransdatter*	21
Tolstoi	*Anna Karenina*	19
Clark	*Great short stories of the world*	19

[7] In January, 1939, 619 students had 4,473 books in personal libraries.

[8] Carpenter, Virginia M. "The personal library experiment at Stephens College." Unpublished master's thesis. University of Missouri. 1938.

Author	*Title*	*Copies*
Burrell	*Bedside book of famous American stories*	18
Carnegie	*How to win friends and influence people*	18
Untermeyer	*Modern American poetry*	18
Parker	*Not so deep as a well*	18
Smart Set	*Smart Set anthology*	17
Zweig	*Marie Antoinette*	17
——	*Mary, Queen of Scotland*	17
Maugham	*Of human bondage*	16
Newman	*Stories of the great operas*	16
Sandburg	*Selected poems*	16
Heiser	*An American doctor's odyssey*	15
Nijinski	*Nijinski*	15
	Oxford book of modern verse	15
Patmore	*Color schemes for the modern homes*	15
Merejkowski	*Romance of Leonardo da Vinci*	14
Stevenson	*Home book of modern verse*	14
	Catalogue of selected color reproductions, v.2	13
Durant	*The story of philosophy*	13
Link	*Return to religion*	13
Boehn	*Modes and manners* (3 sets of 4 books each)	12
	Catalogue of selected color reproductions, v.1	12
Santayana	*The last puritan*	12
Walpole	*Famous stories of five centuries*	12
Browning	*Sonnets from the Portuguese*	12[9]

It will be noted that etiquette books and collections of poems, plays and short stories are particularly popular. The five authors whose works are most often repre-

[9]Carpenter, Virginia M., *op. cit.*, p.19-20.

sented are Galsworthy, Van Loon, Zweig, Shakespeare and Tolstoi.

Although both dormitory and personal libraries are planned for pleasure reading, their purposes are sufficiently different to lend interest to a comparison of the titles most often used in each type of library. Ranking high in popularity in both dormitory[10] and personal libraries are etiquette books, novels of Galsworthy, the plays of Shakespeare, the short stories of Dorothy Parker and Sigrid Undset's trilogy, *Kristin Lavransdatter*. These similarities serve, however, merely to accentuate the differences in the types of books most used in dormitory and in personal libraries. In general, books which circulate most from dormitory libraries are contemporary fiction. On the other hand, anthologies, biographies and classics of fiction are most often found in personal libraries. These differences reflect the more permanent character of books selected for personal libraries.

Personal libraries have been an entirely new venture with no experience on which to build. Accordingly, from time to time there have arisen problems which it has been impossible to foresee.

One of the first problems encountered was that of leading students to select appropriate books which would have value for them as individuals. Although at the time of inviting students to suggest books for personal libraries emphasis was placed on the permanent worth of such titles, it has been a common practice for girls to request books collections composed entirely of popular

[10] See p.60, 69-70.

fiction. Usually the librarian finds in interviewing a student who asks for recent novels that the girl simply wishes to read these books and that following their completion she will have no further use for them. The librarian points out that such books need not be placed in personal libraries and aids the student to get the novels of her choice from the general or dormitory libraries. If the librarian had not followed some such plan, it is probable that a hundred or more students would have had *Gone with the wind* in their libraries.[11]

Since personal libraries are planned to meet the individual needs of students, books of fiction (even light fiction) are not, of course, banned. A sizable group of students asking for personal libraries have never enjoyed reading. They feel the need of learning to like books, and to help them they want personal libraries. Contemporary fiction is included in the libraries of many such students.

Since through informal contact with the student the librarian develops an understanding of the girl, her interests and her needs, the personal interview has been found indispensable in aiding the student to select books which will have greatest value for her. For selecting specific titles the librarian has available annotated and classified book lists. Particularly helpful is the annotated catalog prepared at Stephens College on the basis of student statements regarding the use they have made of and the value they have found in specific titles they have had in their personal libraries.

[11] Actually only two copies of this title were bought for personal libraries.

A second problem relates to the length of time it takes to get a book after a girl asks for it. During the first year of personal libraries it was a common occurrence for students to wait five or six weeks for their books.

Each year as the personal library collection increases in size more books are available for immediate borrowing at the opening of the school year. In September, 1937, for example, the 1,121 books purchased during the preceding year were, of course, available for borrowing without waiting.[12] To reduce the length of time for getting new books ordered for personal libraries, the staff (1) placed books in personal libraries without cataloging them, and (2) gave rush attention to personal library books. This reduced by considerably more than half the time of waiting for new books.

To provide personal libraries for every student in school during the first year or two of the plan would have been a physical impossibility—and yet to refuse libraries to any girls asking for them would have destroyed the spirit of the plan. Accordingly, the staff gave no extended publicity to the new plan. Announcement of personal libraries was made in *Stephens Life,* the college paper, and all students who applied for libraries were provided with them (175 students in 1936-37, and 333 in 1937-38). With the gradual growth of the plan it has been possible to develop personal libraries on a more sound basis than would have been possible with a more rapid growth.

When the staff decided to permit students to buy per-

[12] Every one of the 1,121 books bought in 1936-37 was borrowed for personal library use in 1937-38

sonal library books at the close of the 1937-38 school year, it was expected that a considerable number would take advantage of the opportunity. When only 26 girls bought books, the librarian in charge of personal libraries inquired into the situation. She found that many more students wanted to buy books[13] but that at the close of the year, when purchase was permitted, allowances were being taxed to provide for graduation gifts, transportation home, and other inevitable last-minute expenses. In order to encourage girls to buy books which appeal to them as permanent companions, in the future the purchases of books will be allowed as soon as the student knows what titles she actually wishes to purchase.

As one means of evaluating personal libraries and of making plans for their improvement, the librarian at the close of this year distributed to personal library borrowers inquiry forms on which they were asked to report (1) the use and effectiveness of their personal libraries as a whole and (2) the use and value of each title in their libraries. Three fourths of the students having personal libraries returned usable replies. To supplement the information provided on inquiry forms, the librarian in charge interviewed 227 girls (approximately two thirds of the students having libraries) during the last month of school.

An important factor in evaluating personal libraries is a consideration of the extent to which the books are used. Ninety-seven per cent of the students having personal

[13] One hundred thirty students reported that sometime in the future they planned to buy titles they have had in their personal libraries.

libraries reported using them, and 79 per cent reported "considerable" or "frequent" use of their books.

On the inquiry regarding the use of individual titles in their libraries, students reported using 83 per cent of their books, with 39 per cent used "frequently" or "regularly."

Although personal libraries are planned for the use of the individual students borrowing them, girls state that their friends from time to time borrow their books. In order to get some idea of the extent of such use, students were asked to indicate the number of girls to whom they had loaned specific titles. Reports stated that 726 books had been borrowed 1,726 times. Since these particular data are based upon reports concerning only half of the personal libraries, it seems conservative to estimate that from 3,000 to 3,500 books "circulated from" personal libraries during the year.

Extent of use, in and of itself, has comparatively little significance. In order to inquire into the worth of such libraries students were asked to indicate the value of these libraries. Although contributing to course work was not planned as a major function of personal libraries, 59 per cent of the students reported, "My personal library has helped me to do better work in certain classes." (See Table 6.[14]) Other values reported by more than half of the students were: "Has made me conscious of the value of having books around me." "Has encouraged me to read." "Has increased my interests in fields in which I was previously interested." It is significant to note that although only 26 girls (6 per

[14] Carpenter, Virginia M., *op. cit.* p.50-51.

cent of the students having personal libraries) bought books at the close of the year, 39 per cent of the students report that their personal libraries have helped them to decide upon books they wish to own permanently.

TABLE 6

VALUES OF PERSONAL LIBRARIES REPORTED BY STUDENTS HAVING SUCH LIBRARIES DURING THE 1937-38 SCHOOL YEAR

Value	*Per Cent Reporting*
Has helped me do better work in certain classes	59
Has made me conscious of the value of having books around me	55
Has encouraged me to read	55
Has increased my interest in fields in which I was previously interested	51
Has definitely increased my leisure time enjoyment	39
Has helped me to decide upon books I wish to own permanently	39
Has contributed to the development of my philosophy of living	28
Has helped broaden my interests in fields in which I was not previously interested	27
Has helped to improve my skill in using books in general	26

To determine the courses in which personal library books have been most helpful, students were asked to name the courses in connection with which they have used these books. Literature classes were mentioned 96 times; English composition (including the basic course in communications), 53 times; art, 24 times; and dramatics, 23 times.[15] Although personal libraries are

[15] *Ibid.*, p.47-49.

not planned for curricular use, it is encouraging to find a correlation between the permanent reading interests of students and their class work.

Fifty-five per cent of the students report that their personal libraries encouraged them to read. That this reading is not limited to books in personal libraries is indicated by reports that the reading of 438 personal library books had led students to read other books on the same subject, and the reading of 274 books had led students to read other books by the same author.

During her interviews with students the librarian learned of another value of personal libraries. She discovered that in several residence halls personal libraries provided a basis for informal discussion and likewise gave rise to several poetry reading groups.

As one further means of evaluating personal libraries, and particularly as an aid to determining the value of specific titles, students were asked: "What value has this book had for you?" The following representative replies provide an insight into the use students make of their personal library books.[16]

Bible designed to be read as living literature: "I learned to approach the Bible in a different way."

Cordell, ed., *Pulitzer prize plays:* "This book has shown me what a playwright can do with a subject vital to the people of his time."

Drinkwater, *Twentieth century poetry:* "It's been fun to read, and I've found a number of poems for my scrap book."

[16] *Ibid.*, p.53-55.

Galsworthy, *Forsyte saga:* "I did not like it very well, but because I lack some types of literary appreciation I read plays and short stories by the same author and found them marvelous."

Gibran, *The prophet:* "I refer to this book more than any other. It always has something that appeals to my mood."

Mansfield, *Journal:* "It has changed my own style of entering my things in my journal. Has made me realize I might be able to use some of my entries in my diary as plots for stories."

Mawson, *Roget's thesaurus:* "This has helped me immensely on vocabulary work. I have found occasion to use it for almost every class, particularly English."

Sheean, *Personal history:* "I enjoyed seeing how a man's philosophy determined his life."

The evaluation of personal libraries has, on the whole, been subjective. Comments of students make it quite clear, however,[17] that students use their books and attain significant values from them:

Having good books with me for a year has taught me the difference between popular and good.

My personal library has enabled me to have the use of desirable, expensive and excellent books which I could not otherwise have afforded.

Few can resist looking through and reading a book that has been constantly in front of them for weeks.

It is hard to do nothing when several good books are in the room.

[17] *Ibid.*, p.55-57.

OTHER ACTIVITIES RELATED TO PLEASURE READING

Although through the use of dormitory and personal libraries the college places major emphasis on making it possible for students actually to live with books, other methods of stimulating pleasure reading are by no means neglected.

Essential in any college-wide reading program is a book-conscious faculty. A faculty reading room with a variety of books and magazines, faculty book review and poetry reading groups, and monthly lists of new library books aids members of the instructional staff to keep up with books of interest. Individualized instruction, cordial teacher-student relations, and the frequency with which teachers and students work together in the presence of books makes particularly potent the influence of the teachers at Stephens College in guiding and encouraging pleasure reading. This is true not only in the literature courses with their individual reading programs but also in courses in science and art, history and sociology.

An instructor in communications uses a classroom library as a means of encouraging reading, separate and apart from the work of her courses. In this classroom library is a varied collection of books (poetry, drama, fiction, biography, travel, art, science, music, and so forth) to which the instructor directs the attention of her students. No assignments are made in these books and no credit is given for reading them—interest is the sole reason for reading.

A science professor teaching a course designed for

students not planning to continue in science, but interested in science from the viewpoint of its significance and relation to life, builds his course around the library. His students have no textbook, but do extensive and intensive reading in a variety of books. During the closing months of the course students purchase (in lieu of textbooks) science books which they have read and wish to own permanently. The book most often bought by students in this course during the 1937-38 school year was *Madame Curie,* selected by 19 students. Other books purchased by students included such varied titles as Carlson and Johnson, *The machinery of the body;* Croneis and Krumbein, *Down to earth;* Peattie, *An almanac for moderns;* and Wells, Huxley, and Wells, *The science of life.*

The discussion of interesting books, not only in the classroom, not only with literature professors, but informally with one's schoolmates, can play an important role in stimulating an interest in books and reading. Reference has already been made to discussion groups and poetry reading groups which have developed from the personal library plan. Sunday evening fireside hours in the parlors of various residence halls provide opportunity for discussion of favorite books. Usually a faculty member leads the discussion at fireside hours, though frequently the group is both organized and led by the students themselves.

Book Club holds regular book review and discussion meetings at the home of its sponsor. The Club is interested not only in the discussion of books but in every activity which promotes an interest in books and read-

ing. For five years Book Club has been building a library of autographed books. This library, which is housed in the general library, includes 71 volumes autographed by such twentieth century authors as Bojer, Drinkwater, Shaw, O'Neill, Millay and Walpole.

Another activity of Book Club is that of sponsoring campus visits by authors and literary critics. Visiting writers are not invited to the campus merely to make one or two public addresses. A talk to the entire student body is, to be sure, a part of the program of most guest authors. More important, however, are the meetings with small numbers of students such as classes, clubs, or informal student groups before a fireplace in a residence hall. In such groups the individual student has an opportunity to become acquainted with the author and to ask him questions. In order to make extensive contacts of this type possible, authors are invited to remain on the campus for several days. Among literary figures who have visited Stephens College during recent years are William Rose Benét, Rolla Walter Brown, Maurice Hindus, Everett Dean Martin, J. Middleton Murry and Carl Sandburg.

Although faculty members and student groups, such as Book Club, take leading roles in stimulating an interest in books and reading, the library staff is likewise conscious of its opportunities in making students aware of the pleasure of reading. Book exhibits, displays of book jackets, posters and reading lists are used in all libraries. From time to time cartoons made by the library staff call attention to current periodical articles of unusual interest. Blurbs from book jackets are pasted on the

flyleaves of books added to the library—this is done not only to stimulate an interest in books but also to aid students in selecting the books they want.

The use of book exhibits and posters, of book blurbs and of reading lists is helpful in leading students to be conscious of the resources of books and of the pleasures of reading. Much more important than such mechanical devices, however, are librarians who know and love books, who are eager and able to communicate their enthusiasm to students and who make their libraries both pleasant and attractive. These are the ideals toward which librarians at Stephens College strive. That they succeed at least in some measure is suggested by the extensive use of materials in all libraries—not only for studying course materials but also for pleasure reading.

SUMMARY

The results of the emphasis placed on pleasure reading at Stephens College have not completely been measured. Since the introduction of our library program students have done an increasing amount of pleasure reading.[18] Dormitory libraries are used extensively, and students report encouraging values from their use of personal libraries in their individual rooms. The ultimate evaluation of the college's recognition of the importance of pleasure reading can come only after the student graduates: What does she read? What kind of books does she have in her home? Does reading continue to become an increasing joy? Are books vital in her living?

[18] See p.102, 104-05.

5

Broad Concept of Library Materials

A LIBRARY PROGRAM WHICH RECEIVED IMPETUS FROM the story Edward Bok told President Wood[1] and one which is conceived in terms of meeting individual student needs can not be restricted by tradition. Not only must the college libraries be administered solely in terms of student objectives but if such objectives will better be served, the concept of library materials must be extended to include materials additional to the printed matter usually associated with libraries.

PICTURES

Mr. Bok's story, based as it was on pictures, made it natural to explore the field of art. Even at the opening of the library program the college had a collection of some eighteen hundred mounted reproductions and photographs representing painting, etching, sculpture and architecture of various periods of history. These pictures were, and have continued to be, used by classes in language, history, art and the social studies. During the expanded library program the college has added

[1]See p.2.

materially to this collection, both by purchase and by clipping from periodicals and other sources, pictures of good quality which are adapted to the needs of the curriculum.

As the staff studied student needs, particularly in the light of Mr. Bok's story, it raised the question: "What can we do to make it possible for students actually to live with good pictures?" Plans had early been made for decentralizing the book collection to the end that books were placed where students live and work. Could not similar plans be worked out in the field of art?

One of the first steps in this direction was to use pictures from the library collection for exhibits in various parts of the campus, particularly in classrooms and in corridors through which students pass frequently. These exhibits, which were changed regularly, were given publicity through the college paper and through announcements at all-college convocations.

Featured as an exhibit has been "The Picture-of-the-Month," placed in a lighted exhibit case opposite the main entrance to the general library. Selected with care and exhibited effectively, "The Picture-of-the-Month" brings to the attention of students outstanding reproductions and, at times, original paintings by contemporary artists.

Important as are picture exhibits, however, they usually make only a casual impression on the passing student, and certainly exhibits do not make pictures a constant part of the student's environment. If students were actually to live with pictures, it became quite clear that they must have pictures in their individual rooms.

The obvious means of arranging this was for the library to buy pictures, have them framed and loan them to students.

To buy original paintings of real artistic merit would, of course, be too expensive. Accordingly, the art faculty made a study of available reproductions, noting the subjects available, their quality and their cost. It was found that a good selection of accurate reproductions could be obtained. The cost of pictures of the type and size wanted, mounted, shellacked and framed, would range from $4 to $30. Since a sum of money was available for experimenting with the plan, the college invited one of the larger importers of prints to send an exhibit to the campus.

The proposed plan of loaning pictures to girls was discussed with representative students who received the suggestion with enthusiasm. Accordingly, the plan was announced at a college convocation and students were invited to attend the exhibit of more than one thousand prints which the importer had loaned the college. Student groups cooperated with art instructors in selecting from the exhibit prints to be purchased.

During the summer and fall of 1934 the library bought a group of 221 framed pictures for loan to student rooms. Included in this collection were reproductions of oil paintings, water colors and etchings representing both moderns and classics. Also included were a number of artistic photographs taken by a faculty member on a world tour.

To introduce the plan the pictures were exhibited in the library, where they remained for three weeks before

they were made available for loan. It was then announced that pictures might be borrowed for one month. At the close of the month, however, some students had become so attached to their pictures that they petitioned for permission to keep them for the entire school year. This petition was granted, as it was found that a considerable number of students had planned the arrangement and decoration of their rooms around their particular pictures.

The administration of the loan collection is simple, indeed. Pictures are hung on the leaves of a display rack in the general library. A student wishing a picture selects the one of her choice, takes it to the circulation desk and signs it out just as though she were borrowing a book. The librarian provides the girl with wire and hooks for hanging the picture. The student may then, without charge, keep the picture for the entire school year or such part of the year as she chooses.

So popular have pictures been that each year new reproductions are added to the collection. In May, 1938, the collection numbered 372 pictures, purchased at an average cost of $8, including mounting, shellacking and framing. In size the pictures are varied, but they average about 20 by 24 inches.

An indication of the variety of pictures included in the loan collection may be gained from the following representative list:

Bruegel, *Winter*
Caravaggio, *Lute player*
Cézanne, *Village street*
Corot, *Environs d'Rome*
Daumier, *Third class carriage*
Degas, *Dancing lesson*
De Hooch, *Lady at window*

A picture for her room—from the library art collection.

Durer, *Nuremburg woman going to a dance*
El Greco, *Portrait of a young girl*
Gauguin, *Tahiti*
Giorgione, *Concert*
Halls, *Jester*
Homer, *Sloop, Bermuda*
Kung Chi, *Three rabbits*
Leonardo da Vinci, *Mona Lisa*
Manet, *The fifer*
Marc, *Red deer*
Marin, *Sail boat*
Michelangelo, *Creation of man*
Monet, *Summer*
Paustian, *Japanese peasants in rice fields* (photograph)
——*Taj Mahal* (photograph)
Pissarro, *Street in Rouen*
Rembrandt, *Man with golden helmet*
Renoir, *Portrait of a young girl*
Rivera, *Off to market*
Ruisdael, *River scene*
Russian Icon 15th century, *Nativity*
Signac, *Toulon*
Van Gogh, *Portrait of a young man*
Vermeer, *Letter reader*
Von Beckerath, *Brahms at piano*
Watteau, *Concert*
Wood, *American gothic*

The staff has attempted no formal evaluation of the plan of loaning pictures. Student comment and the fact that pictures are borrowed gives some indication, however, that pictures fill a need felt by students. From time to time campus visitors become interested in the loan collection of pictures and ask to see student rooms. One visitor describes his visit to such rooms as follows:

This ingenious idea of loaning paintings to students as well as books impressed me considerably, and I asked if I might see some of the student rooms in which they were hung. With Mr. Johnson I suppose I visited about a score, talking with each student whom we found at home. These visits

were illuminating. I discovered, in the first place, that most of the students had looked up the lives of the painters so that they might understand something about the men who had brought so much color and inspiration to their walls. I also discovered that the pictures had become part of the furniture of the student's mind as well as of the room. Many of them spoke of the influence their pictures had both upon their active thinking and upon their reveries. I thought that of great importance and finished my tour of the rooms with much enthusiasm for this new and clever extension of library services.[2]

MUSIC

In its plans for extending library service the staff has not limited its thinking to printed matter and pictures. Music is definitely regarded as a part of library materials. The library has a collection of several hundred music scores (for piano, voice, orchestra and ensemble) and more than twelve hundred phonograph records. Music and records are loaned to students and teachers for class or individual use. A soundproof listening room and a phonograph adjacent to the general library offer students opportunity to listen for pleasure to the music of different ages. The college provides additional listening rooms in various classroom buildings.

Although the library includes music, no extension of service in this field has yet made it possible for students actually to live with music, as is the case with books and with pictures. The administration is, however, studying this problem. Among plans being considered for bring-

[2]Cowley, W. H. "A pioneering college library." *Journal of Higher Education* 7:85. February, 1936.

ing music to student rooms is provision for loaning portable phonographs. Another possibility is wiring each residence hall for radio, with a loud speaker in every room. If this latter plan is adopted, several programs (some radio and some recorded music) will be available for student choice.

VISUAL EDUCATION

When considering the improvement and extension of library service, the administration has not ignored the motion picture. In 1935, through the cooperation of the skills and techniques division, the staff established a visual education service.

"Films are used on our campus for three purposes: for direct instruction; as a basis for discussion; for the teaching of motion picture appreciation."[3]

Following the purchase of projection equipment, the staff member in charge studied course outlines, conferred with teachers, and visited classes in order that he might know course content and methods of teaching. He then collected the catalogs of film producers and noted films which apparently fit into one or more parts of the college curriculum. These films he cataloged, noting for each film distributors from whom it can be obtained, rental costs, content and courses into which it might fit.

Following their study of the catalog of films available in their respective fields, instructors ask for an opportunity to preview films which interest them. The in-

[3]Lawton, Sherman P. "The administration of a visual education program in a small college." *Educational Screen* 17:181-82. June, 1938.

structor's judgment of the film is then recorded on its card in the film catalog. If a teacher decides to use a film, he again reports his judgment of it, this time, however, on the basis of his experience with it in the classroom. During the 1937-38 school year instructors rated 60 per cent of the films they used as "very good" or "excellent," and only 8 per cent as "poor."

The value which teachers attach to the use of motion pictures in the classroom is indicated not only by their reported opinions on the value of films but also by the increasing use they make of motion pictures in their teaching. During the 1937-38 school year 2,665 reels were shown—an average of approximately two reels for every class hour of the school year.

SUMMARY

The establishment by one of the college sororities of a toy library for children using the community house represents an extension of library service to a field not comprehended in the Stephens College library program. During the 1937-38 school year the sorority bought a considerable quantity of toys and placed them in the community house, where underprivileged children of the city borrow them and take them home, just as they borrow books from a library. This plan does not, of course, represent an extension of library service to college students. It does, however, suggest the acceptance by students of the implications of the expanded concept of library materials and their ability to apply these implications to a life problem.

With the continuing development of new and im-

proved methods of reproduction (pictures, phonograph record, microfilm and the radio) the range of materials with which the college library can serve student needs is being expanded rapidly. Stephens College will continue to explore and experiment with the extension and improvement of service through the use of such materials.

6

Administration and Records

COOPERATIVE LIBRARY ADMINISTRATION

IT WAS RECOGNIZED EARLY IN PLANNING THE STEphens College library program that the library staff working independently could achieve little indeed toward attaining these objectives:

"To make the library contribute as effectively as possible to the instructional program.

"To teach students how to use books effectively.

"To lead students to love books and to read for pleasure."

If real progress were to be made, it must be done through the cooperative work of librarians, teachers and students.

Merging the library and teaching staff into a unified instructional staff[1] with librarians teaching and with instructors doing library work is, of course, evidence of the active participation of teachers in the library program. Out of this participation have developed frequent suggestions for improving the library and its administration. Such proposals are constantly invited and encour-

[1] See Chapter 2.

aged; at times the library staff even follows faculty suggestions of which it does not completely approve, simply because by doing so it is encouraging the constructive thinking of the faculty on library problems.

A faculty library committee, selected by the faculty to advise with the library staff, has served as an important aid to stimulating faculty interest and cooperation. This committee, in addition to its general advisory function, has assumed charge of the faculty library—a collection of books and magazines located in the faculty reading room and selected for both the professional and pleasure reading of instructors. The committee has also, upon several occasions, systematically canvassed the faculty to get their opinion regarding the functioning of the library and the extent and value of student-faculty use of the resources of the library.

Each fall at the faculty conferences, which precede the opening of school, one or more phases of the library program are discussed. Usually such consideration develops from the report of some special faculty committee which has been studying, for example, the practices of faculty members in making the library more effectively contribute to their teaching. The preparation and discussion of such reports lead to faculty consideration of and work on library problems.

The library staff encourages not only faculty but also student participation in library administration. Most important in such participation is the student library committee, the purposes of which are (1) to advise the library staff regarding student viewpoint on problems of library administration; (2) to carry out investigations

which involve systematically asking students for reports or information; and (3) to participate in carrying out library policies.

Each fall members of the student library committee return to college four days before the opening of school to plan their work for the year. At the meetings held before college opens, the committee discusses its objectives, specific problems (for example, the introduction of personal libraries, improving the value of dormitory libraries or studying the student use of library materials on selected days) for special emphasis during the year. It likewise calendars its activities for working on these problems.

At its regular meetings with the college librarian, the student library committee discusses library problems. At times these problems are suggested by the students themselves; at other times the librarian brings issues to the committee for student judgment. Representative of the changes in college libraries which have followed committee discussion are the following: the library staff opened the central and division libraries for use on Sunday afternoons and evenings; a lighting engineer studied the lighting of the college libraries with the result that new indirect lights were placed in all libraries; and the library adopted an open-shelf reserve book plan.

The student library committee conducts or cooperates in investigations of various types. For example, the committee aided in planning the inquiry form used in asking student opinion regarding dormitory libraries, and took complete charge of distributing the blanks and of collecting them after they had been filled out. Sim-

A constant reminder to the staff as well as to readers.

ilarly, the committee cooperated in studies of student reading and in those of the use of library materials on selected days.

At all times student suggestions for library improvement are invited. At the beginning of the year, as new students are taken through the college libraries, the librarian points out that the only excuse for the existence of these libraries is to serve them; accordingly, he suggests, the library staff urges students to make suggestions for library improvements. At times, and with varying success, suggestion notebooks for recording proposals for improvements have been placed on the circulation desks of various libraries. Also, the library staff frequently gathers systematically student opinion on and suggestions for such developments as classroom, dormitory, division and personal libraries.

Through the systematic gathering of faculty and student opinion on library problems, through the use of faculty and student committees, through a continuing desire to receive and use suggestions, and through the merging of the teaching and library staff into a united instructional staff, the library program ceases to be merely a library staff project and becomes a cooperative all-college undertaking.

CENTRAL ADMINISTRATION

In a library plan, such as that at Stephens College, which decentralizes the book collection to the extent that more than 40 per cent of the total collection is in libraries other than the general library (see Table 7), the problems of library administration become particularly

TABLE 7

BOOKS IN STEPHENS COLLEGE LIBRARIES, MAY 1938

General library	15,037
Classroom libraries	2,813
Social studies library	2,112
Science library	1,543
Dormitory libraries	2,308
Personal libraries	2,507
Total	26,320

significant. Although library books are placed in almost every nook and corner of the Stephens College campus, the administration of these books is very definitely centralized.

All orders for books and periodicals are sent from the general library, to which come the book requests of librarians, instructors and students. In order that upon receipt the book may be sent to the proper library, a notation of its destination is made on the order card.

The cataloging of books is likewise done in the general library, where is located the public catalog, a complete dictionary catalog of all books owned. Since books are frequently changed from library to library, the catalog includes no indication of the library in which books are located. In order that the location of every book owned by the college may be determined at any moment, duplicate book cards are made for books[2] which are in libraries other than the general library. The orig-

[2] Since books in personal libraries are not planned for circulation from student rooms, no duplicate cards are made for books in these libraries.

inal white card is left in the book for charging it out from the smaller library, and a duplicate colored card is filed at the circulation desk of the general library. In order that the location of a book may be determined at a glance, a different colored card is used for charging books to each of the division libraries, and for dormitory, personal and classroom libraries.

Records of circulation and attendance for all libraries[3] are monthly sent to the general library, where they are regularly summarized and compared with reports for the corresponding months of the preceding years.

In order to avoid confusion on the part of students, the division libraries and the general library[4] are open exactly the same hours and have similar regulations for the circulation and use of books and periodicals. Matters of routine and problems of similarity in administration are discussed at regular meetings of the library staff, and staff members frequently work for an hour or two at the desks of libraries other than their own in order to keep intimately acquainted with the resources and routine of all college libraries.

The rapid expansion of library staff activities (including not only library duties but also the performance of the teaching function), the development of new methods for performing old tasks, and the decentralization of both staff and books early made it clear that in the interests of efficient administration each staff member must

[3]Classroom libraries are an exception. In order to make the operation of these libraries as simple as possible for teachers, the library makes no request for circulation reports from them.

[4]Dormitory and classroom libraries are on open shelves and are, therefore, accessible 24 hours a day.

in some detail analyze his position. This analysis, which has been in process for more than three years, has resulted in the compilation of a functional staff manual.

In preparing this manual each librarian over a period of two months jotted down on a slip of paper every duty he performed. To those thus prepared were added slips describing activities engaged in at other times of the year.[5] After listing his duties, each staff member classified them under the following headings: daily, monthly, annually and irregularly. The librarian then assembled the descriptions of all positions, added duties which had been omitted, made uniform the arrangement of the various descriptions, and in some cases described in detail duties which had merely been mentioned. During the closing weeks of school each librarian further refined his own analysis. Each job analysis was then typed with space provided for indicating problems and for recording changes. Through the past three years these descriptions of jobs have formed the basis for regular conferences between the librarian and each staff member. During such conferences the job analysis is carefully revised and suggestions for changing procedures are considered.

The loose-leaf staff manual which has developed from the individual job descriptions is not, of course, completed, for it is constantly being revised and improved.

The cooperative preparation of a staff manual has had several significant values:

[5]For example, since the eight-week period was during March and April, it was necessary to recall as well as possible duties attendant with getting library work under way at the opening of school and to record these duties on slips.

First, it has aided in developing greater uniformity in carrying out library policies, particularly those which relate directly to contact with library users.

Second, as a result of studying their jobs the staff has developed greater efficiency in performing a number of duties.

Third, the job analysis makes it possible to place responsibility where it belongs and to eliminate unnecessary overlapping of staff duties.

Fourth, the staff manual is of inestimable value in training new staff members.

RECORDS OF LIBRARY USE

An important aspect of college library administration is studying the use of library materials and the reading interests and habits of students. During the six years of the college library program, the library staff has conducted both continuing and special investigations of these types.

The usual records of circulation have, of course, been kept consistently. During the years from 1927 to 1932 the average student annually borrowed 9.27 books from

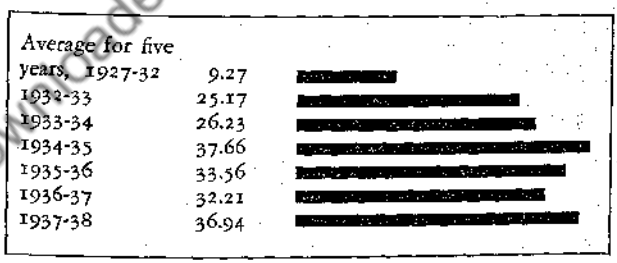


Fig. 1.—Circulation of books per student since the opening of the library program and for the five years preceding its inception

the college library, not including overnight reserve book loans. In 1937-38 this figure had quadrupled, for the average student this year borrowed 36.94 books (see Fig. 1). This increase in circulation appears to be particularly significant because the plan of library administration at Stephens College makes books unusually accessible (for example, in classrooms, in the parlors of dormitories, in individual student rooms, and so forth), and therefore makes the actual borrowing of books less essential to students than in an environment in which formal borrowing is the sole means of accessibility.

In Table 8 will be seen the per student circulation of books from the various college libraries since the inception of the library program.

TABLE 8

CIRCULATION OF BOOKS PER STUDENT FROM VARIOUS LIBRARIES, 1932-38

Library	*Circulation per Student*					
	*1932-33 (485)**	*1933-34 (610)*	*1934-35 (740)*	*1935-36 (874)*	*1936-37 (914)*	*1937-38 (1167)*
General Dormitory (including the infirmary)†	21.13	16.25	21.42	18.16	17.47	23.54
Social Studies	4.04	6.82	7.19	6.61	4.91	3.62
Science		2.21	4.19	3.59	3.16	3.86
Classroom			2.61	2.69	2.63	2.04
All Libraries	25.17	.95 26.23	2.25 37.66	2.51 33.56	4.04 32.21	3.88 36.94

*Numbers in parentheses indicate enrolment.
†Dormitory libraries first opened during the second semester of the 1932-33 school year.

At the close of each school year is prepared a summary tabulation of the books borrowed by every girl in school.[6] This tabulation is arranged alphabetically by students and indicates the number and type (fiction, literature other than fiction, and books other than literature) which every girl borrowed from each of the college libraries. These summary records are at times used by the instructors and advisers of particular students. They are likewise used in preparing a frequency tally of books borrowed by all students. During the 1937-38 school year, for example, this frequency tally indicated that one student had borrowed 166 books and that four students had borrowed no books.

During three of the past seven years special studies have been made of the amount of pleasure reading done by students. During three weeks[7] of the year selected for investigation students were asked to keep records of their pleasure reading. When the reports for 1931-32 (preceding the opening of the library program) are compared with those of 1935-36 (see Table 9) it will be observed that there has been a notable increase, both in the number of students who do pleasure reading and in the amount of time spent in such reading. The increase is particularly significant in the reading of books.

Another special study of student reading (including only the use of library materials) has been made by means of an inquiry form which was given to students

[6] Throughout the year in each library is kept a card for every girl who borrows a book from that library. On this card is recorded the student's name, and the call number, author and title of each book she borrows.

[7] Two weeks in the fall and one week in the winter.

TABLE 9

PLEASURE READING OF STUDENTS DURING THREE WEEKS IN 1931-32 AND THREE WEEKS IN 1935-36

Type of Reading	*1931-32*	*1935-36*
Books		
Per cent reading each week	24.3%	44.0%
Average median amount of time in reading each week	131.8 min.	166.3 min.
Magazines		
Per cent reading each week	36.9%	45.4%
Average median amount of time in reading each week	69.9 min.	83.3 min.
Newspapers		
Per cent reading each week	44.2%	52.1%
Average median amount of time in reading each week	49.2 min.	82.1 min.

on three different days during the opening months of school. On this checking list the student was asked to indicate the use she made of library materials on that day, regardless of whether such use was made in the library or elsewhere. In order that these studies may be comparable as they are made from year to year, the days are selected as follows:

A Tuesday of the opening month of school
A Wednesday of the second month, and
A Thursday of the third month

In 1931-32, when this study was first made, 40 per cent of the students used library materials each day as compared with 67 per cent using materials when the study was repeated in 1935-36 (see Table 10). Not only did a larger number of students use library materials in 1935-36, but those using them used them more ex-

TABLE 10

NUMBER OF ACTIVITIES ENGAGED IN BY STUDENTS ON TYPICAL DAY DURING THE 1931-32 AND THE 1935-36 SCHOOL YEARS

	1931-32	*1935-36*
Per cent of students using library materials once or more	40.29	66.97
Average number of activities engaged in by each student who uses library materials	1.791	3.223
Average number of activities engaged in by each student in school	0.72186	2.15871

tensively (3.223 activities as compared with 1.791). This increased use of materials is even more strikingly revealed when one notes that in 1931-32 the average student daily engaged in 0.72186 activities requiring the use of library materials, whereas in 1935-36 the average had increased to 2.15871 activities per day.

In Table 11 it will be noted that since the opening of the college library program there has been a significant increase in every type of library activity, not only those relating to class work but also those involving pleasure reading.

The staff has made several studies of magazine reading done by the students. In one, students were given checking lists of all magazines received by the college library and were asked to indicate the frequency with which they read each magazine. Those reported most popular in 1935 were: *Good Housekeeping, Harper's Bazaar, Ladies' Home Journal, Reader's Digest, Cos-*

TABLE 11

LIBRARY MATERIALS USED BY STUDENTS ON AVERAGE DAY DURING THE 1931-32 AND THE 1935-36 SCHOOL YEARS

Activity	*Percentage of Students Performing Activity*	
	1931-32	*1935-36*
1. Read magazine article or articles definitely assigned in some course you are taking	3.917	16.514
2. Read magazine article or articles as part of a problem or project connected with class work but not definitely assigned	3.420	12.031
3. Read magazine article or articles which are not required in any course you are taking	5.099	20.265
4. Read newspaper material as part of a problem or project connected with class work but not definitely assigned	0.808	13.174
5. Read newspaper material definitely assigned in some course you are taking	1.243	10.933
6. Read newspapers, the reading of which is not required in any course you are taking	8.208	24.519
7. Read in a library book or books a definite assignment for some course you are taking	22.636	35.004
8. Read library book or books as part of a project or problem connected with class work but not definitely assigned	14.614	22.323
9. Read book or books not required in any course you are taking	3.917	14.272
10. Read newspaper or magazine clippings definitely assigned in some course you are taking	0.559	3.430

TABLE 11 (cont'd)

LIBRARY MATERIALS USED BY STUDENTS ON AVERAGE DAY DURING THE 1931-32 AND THE 1935-36 SCHOOL YEARS

Activity	*Percentage of Students Performing Activity*	
	1931-32	*1935-36*
11. Read newspaper or magazine clippings as part of a problem or project connected with class work but not definitely assigned	0.186	4.254
12. Read newspaper or magazine clippings which are not required in any course you are taking	0.435	4.437
13. Read bulletin or pamphlet definitely assigned in some course you are taking	0.870	1.509
14. Read bulletin or pamphlet as part of a problem or project connected with class work but not definitely assigned	0.248	0.777
15. Read bulletin or pamphlet not required in any course you are taking	0.124	1.143
16. Used card catalogue	2.238	13.723
17. Used *Readers' Guide to Periodical Literature*	0.808	6.907
18. Used materials in art library other than books	1.056	1.875
19. Used music scores	0.372	2.241
20. Used materials from University of Missouri Library	0.310	0.548
21. Used materials from Columbia Public Library	0.062	0.183
22. Used teachers' materials (book, for example) made available in classrooms	0.684	2.836
23. Other use of library materials	0.372	2.973

mopolitan, Woman's Home Companion, American and *Fortune.*

A second study was made of the periodicals which students buy or for which they subscribe. It would, of course, have been possible to ask the students to report on inquiry forms the periodicals which they buy. Since, however, 98 per cent of the students at Stephens College live in dormitories, it was decided to use another method. The maids in each residence hall saved all magazines which students threw away. Each week a member of the library staff visited every dormitory for the purpose

TABLE 12*

MAGAZINES DISCARDED BY STEPHENS COLLEGE STUDENTS DURING THE 1934-35 SCHOOL YEAR

Type of Magazine	*Number of Copies*
Parents' and women's magazines selling at 20c a copy or lower (*McCall's, Ladies' Home Journal,* etc.)	659
Miscellaneous 5c weeklies (*Collier's, Saturday Evening Post,* etc.)	546
Parents' and women's magazines selling at 25c a copy or higher (*Good Housekeeping, Vogue,* etc.)	298
Movie magazines	287
Miscellaneous 10c to 25c monthlies (*Cosmopolitan, American,* etc.)	260
News weeklies	149
Liberal, radical magazines (*New Republic, New Masses,* etc.)	134
Love story magazines	71
Elite (*New Yorker, Esquire,* etc.)	52
Religious magazines	39

*Taken from an unpublished study made by Mrs. Pearl Beauchamp.

of listing the magazines which had been thrown away. It will be noted (see Table 12) that women's magazines and miscellaneous five-cent weeklies far outrank all others in popularity. Undoubtedly the price of magazines as well as their content is an important factor in causing students to purchase them.

During the time that this study was in progress no student knew that records were being made of the magazines thrown away in dormitories. Following the completion of the study its results were, however, presented to students. A good number of them took issue with the results of the study, pointing out two of its limitations:

First, since the college libraries have the better type of magazines, and since we have a good selection of magazines in our dormitory libraries, most of our magazine reading is done in library periodicals, and

Second, this study includes only the magazines which we throw away. We keep many of the better ones.

Despite these limitations the library staff feels that this study sheds light on the reading habits and interests of Stephens College students.

Studies of book circulation and of student reading habits indicate that during the six years of the library program the use of library materials has increased manyfold. This increased use is general and is not limited to any single type of materials, or to any single type of use.

Library Expenditures

Important in the administration of any library is its cost. The Stephens College library program has, how-

ever, been planned, not primarily in terms of cost, but rather in terms of serving effectively the needs of students and faculty members. To this end the college administration has made generous sums of money available for library needs. This money has not, however, been used extravagantly.

TABLE 13

LIBRARY EXPENDITURES FOR THE 1937-38 SCHOOL YEAR

Salaries	$20,455.13
Books and magazines	9,550.78
Binding	1,209.80
Supplies	508.57
Pictures	514.24*
Music	252.76
Travel	51.17
Total	$32,542.45

*Expenditures for pictures during the 1934-35 school year totaled $1,750. Each succeeding year from $400 to $500 has been spent in expanding the loan collection of pictures.

Since 1,167 students were enrolled in Stephens College during the 1937-38 school year, the per student expenditures for the library were $27.89. In the interpretation of Stephens College library expenditures it is, of course, important to recognize that charged against the library budget are many costs which in other schools would be classified under nonlibrary funds. A case in point is the salary of the librarian and dean of instruction. Although only a portion of his time is devoted to library administration as such, his entire salary is included in the library budget.

In order to compare library costs at Stephens College with those of other colleges, college library statistics for 1936-37 were studied.[8] In particular, data regarding four women's colleges with enrolments of nine hundred or more were analyzed (see Table 14). It will be noted that these colleges have from five to nine times as many books as does Stephens College, and that they spend from 45 to 85 per cent more (on a per student basis) for their libraries than does Stephens College. Despite the fact that Stephens College has the smallest book collection, spends least on its library, is a junior college, and has a library plan which decreases the necessity of borrowing books (because books are available for casual use in student rooms, dormitory parlors and classrooms as well as in the division and general libraries), Stephens College students use the library more (at least as indicated by the borrowing of books for use in their rooms) than do those of the women's colleges whose statistics are reported in the *Bulletin of the American Library Association*. It is likewise notable that, when interpreted in terms of money spent per book circulated, the library expenditures at Stephens College are but a fraction of those at the other colleges.

To make additional comparisons of library costs at Stephens College with those at other institutions, the library statistics reported to the American Library Association by colleges and universities were studied further.[9] In Table 15 are reported cost and circulation

[8] "College and university library general and salary statistics" and "Small college general and salary statistics." *Bulletin of the American Library Association* 32:126-30; 131-33. February, 1938.
[9] *Ibid.*

TABLE 14

COMPARISON OF LIBRARY STATISTICS OF WOMEN'S COLLEGES WITH THOSE OF STEPHENS COLLEGE

College†	Books in the Library*	Enrolment*	Home Circulation			Library Expenditures		
			Total*‡	Per Student	Per 100 Volumes§	Total*	Per Student	Per Book Circulated‖
A	176,999	1474	20,578	17.96	11.6	$ 66,053	$44.81	$3.21
B	245,317	2072	41,429	19.99	16.9	108,634	47.60	2.62
C	145,973	975	21,261	21.80	14.6	39,022	40.02	1.84
D	203,416	1198	38,381	32.04	18.9	60,387	50.41	1.57
Stephens	26,320	1167	43,112	36.94	163.8	32,542	27.89	0.75

*Data in these columns for Colleges A, B, C, and D are taken from the *Bulletin of the American Library Association* 32:126-30; 131-33. February, 1938.

†Data for Colleges A, B, C, and D are for 1936-37. Data for Stephens College are for 1937-38.

‡Not including materials used in the library nor the overnight circulation of reserve books.

§Data in this column indicate, for example, that on an average for each one hundred books in the D College library there was a circulation of 18.9 for the 1936-37 school year. On the other hand, for each one hundred books in the Stephens College library there was an average circulation of 163.8 books for the 1937-38 school year.

‖Data in this column indicate, for example, that for each book circulated the A College library spent $3.21 during the 1936-37 school year. On the other hand, for each book circulated during the 1937-38 school year the Stephens College library spent $0.75.

TABLE 15

COMPARISON OF SELECTED MEDIAN LIBRARY STATISTICS OF COLLEGES AND UNIVERSITIES REPORTING TO THE AMERICAN LIBRARY ASSOCIATION WITH THOSE OF STEPHENS COLLEGE

Institution	*Books in the Library*	*Enrolment*	*Home Circulation*			*Library Expenditures*		
			Total	*Per Student*	*Per 100 Volumes*	*Total*	*Per Student*	*Per Book Circulated*
College and University*	286,980	4024†	99,860	24.77	34.8	$100,869	$25.06	$1.01
Small College‡	57,468	614	16,116	26.25	28.0	13,627	22.19	0.85
Stephens	26,320	1167	43,112	36.94	163.8	32,542	27.89	0.75

* Adapted from statistics of libraries in 37 colleges and universities with enrolments of more than 1,000. *Bulletin of the American Library Association* 32:126. February, 1938.
† In computing enrolment, one sixth of the summer session enrolment is added to that for the regular school year.
‡ Adapted from statistics of 50 colleges with enrolments of less than 1,000. *Bulletin of the American Library Association* 32:132. February, 1938.

statistics for Stephens College as compared with median cost and circulation statistics for colleges and universities (institutions with enrolments of 1,000 or more) and for small colleges (with enrolments of less than 1,000). The library costs at Stephens College (on the basis of library expenditures per student enrolled) are somewhat higher than the median for the colleges and universities reporting to the American Library Association. When considered in terms of the instructional functions served by libraries and in terms of the expanded concept of library service accepted at Stephens College it is, however, surprising that library expenditures at Stephens College are not comparatively higher than the median costs at other institutions.

Interpreted in terms of expenditures per book circulated, library expenditures at Stephens College are less than those of the median reported for other institutions.

Randall and Goodrich report a study of expenditures by 20 selected libraries which "are performing with reasonable adequacy the task of furnishing library services to the colleges of which they are a part."[10] The per student library expenditures in these colleges ranged from a low of $13.95 in one college to a high of $71.85 in another college. The average per student expenditure was $32—a cost somewhat higher than that at Stephens College.

Statistics of a general nature gleaned from library reports are, of course, liable to misinterpretation, as con-

[10]Randall, William M. and Goodrich, Francis L. D. *Principles of college library administration.* Chicago, American Library Association and the University of Chicago Pr., 1936. p.213.

ditions in one college differ from those in another. For this reason, too much reliance should not be placed upon the interpretations suggested above regarding the use of materials in colleges whose reports have been studied. Statements of expenditure by college and university libraries do, however, indicate that even with the wide variety of services offered by the libraries at Stephens, library costs are not unduly high.

7

Summary and Implications

THE ADAPTATIONS OF LIBRARY SERVICE TO STUDENT needs at Stephens College have, of course, developed in terms of a particular college serving a specific student body. It would, therefore, be unfortunate indeed if the administration of another college decided uncritically to adopt *in toto* the Stephens College library program. On the other hand, library developments at Stephens College do have a variety of implications for other colleges. For some college, one feature of the program may be significant; for another, a second feature may apply; and possibly a third college may, after study, find that with few changes the total program can be adopted.

In the pages which follow are suggested possible implications of library developments at Stephens College for other colleges interested in increasing the value of their libraries to their students. These implications are presented in broad and general terms; the details of practice at Stephens College have been stated in earlier chapters; the details for other colleges would have to be worked out in terms of the situation at a particular college.

Summary and Implications

1. Books are a constant and natural part of the student's environment. At Stephens College books are not confined to the central library but are distributed to division libraries, to classrooms, to the infirmary, to the parlors of residence halls, and to individual student rooms. No matter in what room or hall she may be, a student on the Stephens College campus is never more than a few steps from a book collection, for all of the 23 college buildings (with the exception of the heating plant and the auditorium) have libraries.

The administration does not, however, distribute books without discrimination. Rather students and faculty members select books appropriate to the needs of the group using a particular room. If a girl is in a chemistry laboratory, the books she is most likely to need are either in the laboratory or directly across the hall in the science division library; if she is in the scene shop, the books on stagecraft are there for her to consult; if she is in the office or classroom of her social problems instructor, books to which reference is made will in all probability be in the adjacent social studies division library. On the other hand, if a student is in her residence hall and wants a good book to read (just for fun!) she may turn to a novel, a biography, or a travel book in her dormitory library—or perhaps she turns to a book on her hobby, a collection of plays, or a poetry anthology in her personal library located in her own room.

The purposes of making books a constant part of the student's environment are:

a. To increase the value of books by making them available to students when they are most needed

b. To make students increasingly aware of the resources of books, both for reference and for pleasure reading

c. To develop in students the "habit" of having books around them

The administration of any college interested in giving books a more important place in the student's surroundings must make certain that teachers and students select books for each special collection (whether it be in a classroom or in a sorority house, in the infirmary or in an individual student room) in terms of the needs of the individual or group which will be using the collection. If titles for special collections are selected thus, and if the college is willing to duplicate a reasonable number of titles (those needed in two or more libraries), any college can find methods of making books a part of the student's environment.

2. *The concept of library materials is expanded to include not only books, periodicals and other printed materials but also pictures, music scores, phonograph records and motion pictures.* Since libraries at Stephens College aim to aid students meet their individual needs and since the libraries are not limited by tradition, it is natural that the staff should consider the use of materials other than books. Loan collections of framed reproductions for use in student rooms, a sizable collection of phonograph records for loan or for use in a soundproof listening room, and extensive provision of motion pictures for class use are among the library facilities and services provided at Stephens College in addition to printed materials.

Colleges interested in extending library service to

fields other than books, periodicals and bulletins can select from the areas of art, music and motion pictures those materials which will best serve the needs of their students. A considerable number of colleges will wish to consider particularly the use of microfilms.

3. Teachers and librarians merge into a single instructional staff. Teachers examine their objectives and their methods to determine how, in their teaching, the library can contribute to more effective student attainment; teachers work with their students in the presence of books in the central library as well as in classroom and division libraries; and teachers instruct students in the effective use of books and of libraries. Librarians not only visit classes and participate in department and faculty conferences, but they also actually teach sections of basic courses. Their interest in and experience with instruction places them in a position to give students particularly effective guidance and aid during their library hours. Because in the college libraries they observe the problems and achievements of students and because they are primarily concerned with learning and teaching (rather than merely with the details of library administration) librarians aid teachers by informing them of the interests and the aversions, the difficulties and the achievements of their students.

If a college administrator were in his own institution interested in recognizing the essential unity of library work and instruction he might raise the question, "What is the situation at Stephens College which has resulted in such recognition—not only by the administration and by the library staff, but more particularly by instructors?"

The answer to this question has at least two essential parts:

First, the college administration has given more than lip service to the recognition of the relationship between library work and instruction. By establishing the dual position of librarian and dean of instruction, and by emphasizing the instructional implications of his position, the college administration gave the original impetus to the recognition at Stephens College of the place of the library in the instructional program.

Second, the librarian announced to the faculty a new policy of individualizing library administration to the needs of each teacher and of each course. To make this possible instructors were invited to report what the library staff could do to aid them better to attain their instructional objectives. Teachers' reports were not only received—they were acted upon. By its deeds the library staff indicated its desire to abandon traditional practices and to plan library service only in terms of student and teacher needs. This attitude on the part of the library staff, plus the interest of librarians in teaching (as evinced by their visiting classes, taking part in faculty meetings, and actually teaching classes) met with the approval of instructors and led them to think of the library in terms of their work.

4. *A college in which teachers and librarians merge into a single instructional staff requires a new type of library-instructional building.* The library program at Stephens College has been limited by a physical plant planned in terms of the usual library-instructional relationships. For example, when it became clear that the

faculty wished to work with students in the presence of books, it was impossible to accommodate all instructors in the central library. It was therefore necessary to take books *to* teachers and students—to classrooms, to offices, and to division libraries. The use, advantages and problems of classroom and division libraries have been discussed. It seems quite clear that with the physical plant available the advantages of these decentralized teaching libraries far outweigh their disadvantages. The faculty has, however, from the first sought a plan which would retain the advantages and eliminate the disadvantages of division and classroom libraries. The chief advantage of such libraries is the opportunity offered teachers to work with their students in the presence of books. This advantage must be retained in any ideal plan.

The chief disadvantages of classroom and division libraries are those associated with a scattering of resources. For example, a student is preparing a paper on "The westward expansion." Most of the materials she needs will be with the American history books in the social studies library. The works of Hamlin Garland, located with the literature books in the general library, are, however, valuable for a paper on the subject. The social studies librarian reminds the student of the resources of the general library and advises her to read this author's books. The libraries are, however, two blocks apart, and there is always the danger that because of the inconvenience the student will neglect some materials which she would use if they were more conveniently at hand.

Any ideal library plan must bridge the gap between libraries and at the same time provide opportunity for

teachers and students to work together with appropriate books. Relatively early in the library program the staff began thinking in terms of a new type building which would serve these ends. By 1935 the basic idea of a combined library-instructional building was being discussed.[1] In 1937 the administration was sufficiently certain of the need for a completely new type of library-instructional building to invite a committee of distinguished educators and librarians[2] to work with the staff and an architect on a building specifically designed to meet the needs of a college which recognizes the essential unity of instruction and library work.

The committee began its work by visiting Stephens College for several days. During this visit committee members observed classes, studied the physical plant of the college, and conferred with students and teachers, librarians and administrators. Following this preliminary visit the committee formulated statements of function which must be served by the building.

It was quite clear to the committee that the new building must house instructional activities in all courses which are primarily book laboratory courses.[3] Teachers

[1] Johnson, B. Lamar. "Books all around them." *School and Society* 41:676-81. May 18, 1935. See p.681.

[2] Dr. Paul Packer, Dean of the School of Education at the University of Iowa; Dr. W. M. Randall, Professor in the Graduate Library School at the University of Chicago; Dr. Joseph L. Wheeler, Librarian at the Enoch Pratt Free Library in Baltimore; and Dr. Charles Rush, Librarian at the Cleveland Public Library.

[3] At Stephens College all courses are laboratory courses. In art, laboratory materials consist of paper, brush, and paints; in music, of the violin or piano and the score; in science, microscopes and slides. For most courses, however, books are the basic laboratory materials.

and students must be given the opportunity of working together with books. When this happens, the classroom actually becomes a book laboratory, a conference room in which emphasis is placed upon learning. This demands a new type of room arrangement and furnishing.

At Stephens College the committee found that libraries are functioning work units—not storehouses for books. Books which are not used become mere dust-covered fillers of space; they detract from an active book collection. In any building planned, provision must be made for the storage of little-used titles.

The development of plans for an entirely new type of building takes much time, and therefore floor plans and details of arrangement are not yet available. Work of the committee has, however, progressed sufficiently to make possible several general descriptive statements:

1. The building will provide space and facilities for instruction in all courses which are primarily book laboratory courses.

2. The building will have no classrooms and no offices. It will, however, have conference rooms for all instructors.

3. Conference rooms will be furnished with comfortable chairs (some upholstered), tables, book shelves and reading lamps.

4. Books will be housed in division reading rooms adjacent to conference rooms of the division.

5. Since conference rooms are adjacent to reading rooms, and since they are equipped for reading or study, they may be used as reading rooms in the evening when they are not being used as conference rooms. This point

is important, for it makes possible the efficient use of space: during the day when conference rooms are in use, division reading rooms will accommodate students; in the evening, when teachers are not using conference rooms and when library use is heaviest, conference rooms may be used for reading.

6. Provision will be made for removing from reading rooms books which are seldom used. These books will not be destroyed but will be stored in basement stacks.

Colleges interested in recognizing the essential unity of library work and instruction need not delay such recognition until a new type building is available. In fact, experience at Stephens College suggests the advisability of postponing building until experimentation indicates just what type of building is needed for the particular college.

COLOPHON

This book is set in Linotype Garamond, printed on Opacitone Eggshell and bound in Bancroft burgundy natural finish cloth. The design is by Harold English, composition and presswork by The Ovid Bell Press at Fulton, Missouri, and the binding by the John F. Cuneo Company, Chicago, Illinois.