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# SPECIAL LIBRARIES

*Official Journal of the Special Libraries Association*

VOLUME 39

November 1948

NUMBER 9

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The Organization and Administration of a Pharmaceutical Library

*Alberta L. Brown*

Employers' Evaluation of Training Desirable for the Special  
Librarian—A Panel Discussion

Recruitment and the Library School

*Hazel Adele Pulling*

Education for Special Librarianship

*Walter A. Southern*

*Published by*

SPECIAL LIBRARIES ASSOCIATION

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# Special Libraries

VOLUME 39 . . . . . Established 1910 . . . . . NUMBER 9

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Library Literature*

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# THE ORGANIZATION AND ADMINISTRATION OF A PHARMACEUTICAL LIBRARY<sup>1</sup>

By ALBERTA L. BROWN

Librarian, The Upjohn Company, Kalamazoo, Michigan

THE special library has made great strides during the past twenty years. Two world wars have helped to accentuate not only the value but the necessity for increased technical service which, in turn, requires trained personnel. Pharmaceutical houses early in 1942 suddenly discovered that instead of serving the peaceful interests of well-being, they had become war industries overnight. Some companies found their libraries well-equipped and organized to meet this unusual demand, others found that their pharmaceutical fences not only needed mending, but building as well.

The university library has been described as the hub of that institution, and the scientific library is equally important to the research worker. This paper will deal specifically with the organization and administration of such a collection of scientific material, especially in its relation to the pharmaceutical industry.

## ORGANIZATION AND ADMINISTRATION

Two problems immediately present themselves to the personnel office or to the Director of Research when a new library is considered. Generally, books, journals and other materials, including pamphlets and patents, have been collecting over the years, and in the process the collection has become scattered and unwieldy. The decision to bring them together in one place under one head means that a suitable place must be found to house them and an equally

suitable person to organize and care for them.

The general functions of a library have been well stated in an article entitled "Organizing a Special Business Library," appearing in *Management Review* for July 1947, p. 368-371. "Any plan for the establishment of a special library must take into account the nature of the organization to be served, and the ways in which it is to be served. In simplest terms, the function of the company library is a dual one: (a) to furnish quickly and accurately to any executive or employe needed information pertinent to company policy, operation or program development; and (b) to act as the central depository of the organization's literature, both published (books, periodicals, pamphlets, patents) and internal (research reports, laboratory notebooks, etc.) In many instances the special library serves also as a lending agency for books of general interest for recreation and self-education, the collection in this field either being maintained by the company or loaned by a neighboring public library."

## SELECTION OF THE LIBRARIAN

The selection of the librarian should not be haphazard; neither, as often happens, should he be the handiest person available on the office force. There is much variation of opinion whether this position should go to a chemist or to a professionally trained librarian. The ideal combination is the person with both types of training. However, few people find it possible to train and become experienced in two different lines of work and the average industrial organization is unwilling to pay a salary essential to

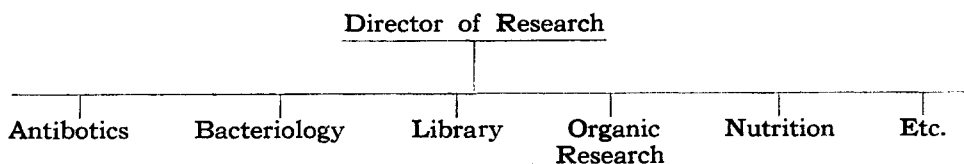
<sup>1</sup> Paper presented before the Science-Technology Group, Pharmaceutical Section, on June 10, 1948, at SLA Convention in Washington, D. C.

double training. The person who has a good scientific background with language training and who does his graduate work in library science should be well equipped. For the chemist without professional training some kind of in-service training in a well organized library is essential. F. R. St. John in "What Kind of Training?" (*SPECIAL LIBRARIES* 32: 51-54, 1941) points out that "In many cases an excellent librarian is thus trained, but one difficulty is that the result is too often a mechanical librarian with little or no appreciation of the philosophy of service." No sound business man would hire an "interested person" to dabble in chemical research, and sound business principles should also apply in the choice of a librarian.

#### PLACE IN THE ORGANIZATION

Salary and place in the organization play an important role in the administration of the library. Henry Gilman in "What the Chemist Expects of the Librarian" (*College and Research Libraries* 8: 329-332, 1947) says, "Competent librarians in active research groups

must have special training and talents, and they should have compensation commensurate with the great importance and dignity of their work. This compensation should be not only in terms of money, but also in terms of rank and prestige. The scientist has not fully appreciated the extent to which good teamwork with a librarian will advance research." Research organizations are inclined to underestimate the contribution made by the library staff, and salary scales within the department are apt to vary to an alarming degree. The librarian needs an intellectual capacity and requirement comparable to that of other personnel in the research department, but he may find himself rated with the office personnel and might even be on a lower salary schedule. In a pharmaceutical library, the librarian, presupposing he has a scientific and language background and is professionally trained, should stand in relation to the director of research as do the other department heads. The following chart gives a brief idea of that relationship:



Placing the library under any one department in research may lead not only to confusion but may very well cause overemphasis in one field and lack of development in others. It may keep the library from any over-all growth especially if the head of the particular department has no knowledge of library techniques nor any interest in its functions.

#### LIBRARY PERSONNEL

The size of the staff depends on how few or how many services are carried on. Personnel should be added as the services to research and management increase and warrant them. The type of help depends largely on the course

of development these services take. To quote further from *Management Review* of July 1947: "The library's services are varied: furnishing factual answers to spot information requests; keeping executives and supervisors informed in their special fields by scanning and routing periodicals, books or news items to the attention of those concerned; making literature searches on any subject; clipping newspapers and periodicals and establishing an information file for ready reference by subject; preparing abstracts of periodical articles, either as a regular program or on special demand; preparing reading lists and bibliographies; reading book

reviews and evaluating new publications for recommendation to purchase in the general business, labor and technical fields; making readily available by means of efficient cataloging and other modern library procedures the company's collection of published and unpublished materials, and controlling them by proper circulation and loan records; borrowing books not in the company's library from other libraries or through membership in the Special Libraries Association." The many responsibilities listed above indicate a wide variety of talents and abilities, ranging from the purely clerical to the professional. If the book collection is large enough to need organization, my experience has been that a trained cataloger is the best answer to the problem. There are many deficiencies in both cataloging and classification, but, so far, no one has produced a system giving comparable results. Many of the services to industry involve some form of indexing to keep the material readily available, and much of this indexing can be done by good clerical help if there is a cataloger to organize a plan and to work out suitable forms for use. In our card catalog, in our index to medical abstracts, in our patent files and in other indexes we have used basic cataloging forms, but in each case we have varied the form to suit the particular situation.

Reference service in the usual sense may or may not need special personnel. At the Upjohn Company we have found it necessary to have a combination reference and circulation desk covered all of the time. This is one place where either professionally-trained personnel or a chemist may be used. Generally, the chemist is more familiar with the tools of his particular profession and is able to do a more thorough job of library research in his field. But on the debit side there is considerable reference work for management and business administration and at this point

the chemist is apt to fall down. It might be added that the average chemist is such a specialist that he is lost outside of his own field. The librarian with a general knowledge through specialized training of the general tools of research can conceivably do a better over-all job than a specialist in one field.

Two personnel problems confront the library which has mushroomed from a staff of one to a staff of many doing various grades of work, some professional and some clerical. Firstly, the grades of work within the library must be evaluated, and secondly, this evaluation must be fitted into the general scheme of the company. At the Upjohn Company the personnel division, in collaboration with the rating committee, has included the library personnel in its studies. Progressing from job definition through job analysis it has arrived at evaluations which are in turn fitted into the ratings used for the company as a whole. The professional library positions rate with others in the technical classes in the research departments, whereas the clerical jobs compare favorably with other office jobs. We started out with two general classifications and after the survey we were divided into five, with the way left open for growth. In arriving at salary ratings the committee considered three things: the salary level of the library profession as a whole (this applies to professional help only), salaries in the Kalamazoo area in general and salaries paid for similar work in other pharmaceutical houses. The clerical grades were also evaluated by a comparison of the skills required in similar jobs within the company.

#### BUDGET

Financial support of the library is approached in various ways. The library staff is well aware of the fact that it never shows a profit on sales sheets, but, on the other hand, many an indirect contribution made by the librarians to the sales and other divisions have



made profits possible. The well-integrated library contributes to the financial returns of the company through its services.

In a company like ours all accounting procedures are handled in a separate department, but before determining a budget it is necessary to keep some record of expenditures as a basis for prospective figures. For a couple of years before arriving at a budget we kept such a record of all expenditures including subscriptions to periodicals, book purchases analyzed by departments and equipment. This latter item required a larger sum during the first years than later. As a basis for budgeting we still keep separate records of book and periodical purchases analyzed by departments. Unusual purchases, such as a long run of periodicals, necessitate a special arrangement with the budget committee as the need arises. On the basis of the above records plus an evaluation of the needs arising from new developments for the coming year we attempt to estimate our budget exclusive of space rent and maintenance, dividing it into four distinct sections:

1. Salaries
2. Books and periodicals
3. Capital expenditures (Equipment valued at more than \$50)
4. Miscellaneous—Office supplies, etc.

#### QUARTERS AND EQUIPMENT

One of the most serious problems facing the library is that of adequate and desirable space. The cardinal failure of management in this regard seems to be due to a number of factors, some of which are unavoidable. Among them are space limitations in general and a lack of understanding of the needs of the library in particular. Then, too, the library is apt to be a late arrival, and often the only available space is something no one else could use or want. This is unavoidable, but as the library becomes an integrated part of the organization, better arrangements should be made. Location with respect to other departments is of prime importance, for

proximity to the greatest number of workers makes for better efficiency all around. The need or excuse to set up individual libraries all over the plant will not arise if this is taken into consideration. Lack of such consideration can create a bad situation, for a book collection has little value if it is not available when needed, and the "classroom library," to borrow a college term, only adds to the library's difficulties and to those of the library user as well. Quiet, pleasant surroundings make it possible for the researcher to do a better job and contribute generally to the efficiency of library personnel.

The various functions of the library determine the space requirements. Work areas for the staff are, of course, a first essential; reading areas for the research staff are advisable. Section 14 of the *Science-Technology Libraries Bibliography* lists the important data regarding space for workers, and need not be repeated here. Frequently, the problem is largely one of arrangement, as the space itself is already allotted, but where new space is being planned, careful attention should be given to such details as shelving, cabinets, housing for special services, etc. Having organized two technical libraries and reorganized two college libraries I have found that if the shelving available is not all old it is very helpful to apply to a library supply house for plans. If possible, it is wise to buy standard movable shelving and either the Library Bureau or Gaylord's is willing to supply blueprints if floor plans are available. This presupposes that you are considering purchasing some of their shelving. They are experts in the field and are, thus, better able to squeeze out better book space.

At the Upjohn Company we are now engaged in an expansion program, and our problem has been to adapt our old space into the expansion. We are very fortunate in having had adequate space in the original library for ten years, to

say nothing of real beauty in all of our appointments. Barring phenomenal growth we will now have accommodations for twenty years, but we will have adequate facilities under any circumstances for ten years. Generally, in industry one does not plan beyond this latter figure.

We are doubling our space for library personnel and we will have special quarters for microfilm readers and for film storage cabinets, for patent cases with index files, for a conference room, for carrells conveniently placed in the stack room and for a periodical room adjacent to the stack room equipped with drawers to hold all unbound issues of the journals until bound. We have found it advisable to keep all abstracting and other similar research media such as *Chemical Abstracts*, *Chemisches Zentralblatt*, and Beilstein's *Organische Chemie*, in one place for convenience in literature searches. We plan to have an abstract room furnished with standing height, sloping top shelves and individual study tables to facilitate abstract searching. The conference room will be equipped with a blackboard, a conference table and some book shelves in order to provide a suitable place for discussions. We have put a non-technical reading room into our plans, which we expect to use for recreational reading and for books and other materials which will help employes to learn more about their jobs. Whether or not the local public library will furnish the purely recreational reading as is often the case in similar situations is questionable. I would prefer to have it remain a purely Upjohn project for reasons of supervision, for ease of administration, and for greater breadth of book selection. In our particular situation the budget for a recreational project would come from a different source, but the problem would not be insurmountable.

#### STATISTICS

Statistics are often useful pegs upon

which to hang a project and may have value at other times, but I have always felt that statistics for their own sake have little use. We actually keep very few figures regularly since our accession record gives us the necessary ones for books, and the budget gives the other side of the picture. We do keep departmental figures on book expenditures as a basis for the budget, but even that is not final, as a sudden expansion will change the picture overnight. At present we are slowly moving our people out to the finished sections of the new production plant. Fifty percent of a group may move, and material must be duplicated at once. We have no other alternative, whatever our statistics show. However, it is often necessary to give management exact facts. Some two years ago we started a special service which caught on and mushroomed from a simple procedure to a job requiring about half the time of a professional librarian and a typist. We had no actual figures, but it was a simple matter to estimate the extent of the work by taking a ruler and doing a little computation on the basis of 100 cards to the inch; the final figure was close enough to fact to use honestly.

#### ACQUISITION OF MATERIAL

The book collection in a pharmaceutical library, though selective, should be inclusive in the subject field, but it needs also to be well-rounded in the general fields of economics, personnel management, business books, trade manuals, etc. To quote again from *Management Review*, July 1947: "A small basic reference collection will be needed which should include: a good general encyclopedia, an unabridged dictionary, foreign language dictionaries as needed, biographical encyclopedias of the Who's Who type, yearbooks and almanacs, directories, cyclopedias of quotations, financial or business services and statistical handbooks." The *Chemical Abstracts* are a first purchase. We also have *Chemisches Zentralblatt*, *In-*

*dex Medicus*, *British Chemical Abstracts*, *Biological Abstracts*, *Public Affairs Information Service* and *Industrial Arts Index*. In addition to the abstracting tools we find it necessary to index many current items in order to keep ahead of the requests. In the field of medical literature we have subscribed to *Excerpta Medica* in full, but it is too new to rate as yet.

A basic tool for the chemist is Beilstein's *Organische Chemie*, and the *Union List of Serials* is basic to us for its many uses, aside from its interlibrary loan value. Other fundamental reference tools are the *United States Pharmacopoeia*, *National Formulary*, handbooks of chemistry and physics and medical dictionaries. Any special fields in which the Company has an interest, such as veterinary medicine or electronics, will require further tools.

#### BOOKS

The book collection itself is kept up to date by the constant perusal of current scientific literature. The men in the Research Department make requests, and I check as many sources as possible for new book notices. We receive the *Technical Book Review Index*, and it is checked monthly. We do find that we seldom purchase technical books from this list, for if a book was useful to us we already secured it before receiving the list, but it has been very useful for the choice of books in other fields as accounting, personnel management, and others.

The Library at the Upjohn Company handles book and periodical orders for all departments, research or otherwise. Book orders are placed once a week unless there is some special rush, in which case they are placed at once. When received, books are cataloged and

processed immediately. If L.C. cards have been ordered but not received, the book is cataloged and temporary cards are filed. Books are seldom held in the catalog department more than a couple of days, for we feel that since the book was bought for our readers, we should get it to them without delay.

#### JOURNALS

Journals received either by subscription or through memberships form the bulk of our collection. Their choice, acquisition and processing requires the full time of one person. The research staff has always been a great help in adding new titles to the list. Memberships generally include some kind of publication and are placed in the name of one person. These publications are considered journals if the membership is paid for by the company.

#### CONCLUSION

Other things which might well be considered are the arrangement of materials, including the cataloging of books, periodicals and serials, and the special services, such as abstracting, patents, trade mark information, services to the business offices, interlibrary loan, and maintenance of a microfilm collection.

For the newcomer in the field there are many general articles which are useful, but there are two which are especially helpful:

Soule — *Library Guide for the Chemist*.  
McGraw, 1938.

*Science-Technology Libraries Bibliography*, sponsored by the Illinois Chapter and edited by Edith Joannes. 1947.

The organization and administration of a pharmaceutical library may range from the simple to the very complex, but, in any case, organization along professional lines always increases the efficiency and usefulness of a library.



# EMPLOYERS' EVALUATION OF TRAINING DESIRABLE FOR THE SPECIAL LIBRARIAN<sup>1</sup>

## A PANEL DISCUSSION

**A** PANEL discussion on the employers' evaluation of training desirable for special librarians was held in the Hotel Statler, Washington, D. C., on June 5, 1948, under the chairmanship of Ruth H. Hooker. Mr. Verner Clapp, Assistant Librarian of Congress, acted as moderator. The panel was composed of one representative from each SLA Group, one representative-at-large and eleven observers.

The fifteen participating members were: Rose Vormelker, Business Group; Lucille L. Keck, Social Science Group; Blanche Davenport, Newspaper Group; Burton Adkinson, Geography and Map Group; Mary Louise Marshall, Biological Sciences Group; Elizabeth Ferguson, Insurance Group; Mortimer Taube, Science-Technology Group; Leila Clark, Museum Group; Marguerite Burnett, Financial Group; Virginia Smucker, Publishing Group; Margaret Uridge, University and College Group; Agnes Gautreaux, Transportation Group; Mabel I. McLaughlin, Hospital and Nursing Librarians Group; Natalie Frank, Advertising Group; and Isabelle Frost, Representative-at-large.

The observers were: Madeline Canova, Ralph Dunbar, Elsa Freeman, Katharine O'Donnell, Rev. James J. Kortendick, David Kessler, Kathleen B. Stebbins, Francis St. John, Ruth Leonard, Irene M. Strieby and Hazel A. Pulling.

Sometime prior to the meeting a letter was sent to each prospective participant as follows:

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<sup>1</sup> A stenotype record was made of this discussion and is available in mimeographed form. Those who participated have been sent copies; others may purchase them from SLA Headquarters Office for \$1.00. This charge is made to cover the cost of paper, postage and reproduction.

"This Conference is called in an attempt to crystallize some of the thought among those special librarians who are employers and who have had to select their employes on a practical basis of how best to accomplish the most with the facilities available. In preparing your discussion some of the following ideas may be helpful:

"Do you think the present training given librarians sufficient?

"How many libraries employ subject specialists without library training? Is this because there are no subject specialists with library training?

"Do you think it would be a valuable experiment if some library schools would endeavor to teach a few students each year to become experts in a given subject with a comprehensive knowledge of its literature?

"Have library school administrators planned their programs after visiting various types of libraries and then included, in the course of study, items to provide such training?

"How many of these administrators have discussed the possibilities of cooperation between the library school and the departments of law, medicine, chemistry, physics, and others, in order to prepare a few students each year who would qualify as subject specialists?

"Do you agree with Dr. Van Evera, head of the Chemistry Department of George Washington University, who challenges the attitude of many faculty members outside of the sciences that 'history itself is a broad field, economics is a broad field, sociology is a broad field, but chemistry, physics and mathematics together constitute nothing more than a single street and two sidewalks which one can survey in its entirety by walking hastily down either one of the sidewalks or the street'?

"Do you feel any kinship with the sentiment expressed in the address of the President of the Special Libraries Association at the Eleventh Annual Convention in 1920, which was printed in *SPECIAL LIBRARIES*: 'May we not catch a new and higher conception of our profession, namely, service with scholarship, service with poise, service which commands recognition, service in which is lodged not alone a knowledge of the sources, but a knowledge of the subjects themselves'?

"Do you agree with an eminent librarian and one of our charter members, who said 'When you leave these generalities and get into the special fields, it is safe to say that library work for the most part deals with the humanities and that the wider and more extensive a man's experience in the humanities, the more successful will be his efforts in library work'?"

"Perhaps none of these suggested ideas seems pertinent to you; perhaps your ideas are radically different. Let's have them. This Conference is small; discussion should be free; conventional ideas should be discarded where they impede, supported where they are found to be good."

Each participant in turn was asked for a five- to ten-minute statement.

As might be expected, frequent mention was made of inherent characteristics particularly desirable in a special librarian such as an alert mind, innate inquisitiveness, high IQ, amiable disposition, attractive personality and so forth. There were several suggestions that aptitude tests or other screening processes be used to detect such qualities. These would limit admission to library schools to the better qualified candidates, largely eliminating misfits, and could prove to be the greatest factor in raising standards of special librarianship. No doubt this is wishful anticipation of an ideal situation and it may be some time before library schools can be so selective, or devise dependable aptitude tests.

Apparently, special librarians recognize the necessity for the study and promotion of the public relations aspect of library work, since its importance was mentioned and stressed by five speakers, each speaker making a distinction between public relations and publicity. Library training should include a type of indoctrination which stimulates the desire and enthusiasm to promote the use of libraries in every conceivable way—to make dependence on the library for information as instinctive as dependence on the corner grocery for a pound of tea. The student should be imbued with the spirit of service that carries conviction. Librari-

ans should be trained to meet every request with amiable equanimity, even though a question may seem foolish, or may have been asked for the hundredth time in one day. They should realize that the treatment given each patron determines how good or how bad the relations of a particular library will be with its public.

A knowledge of sources and their limitations was emphasized by three speakers. Too many library school graduates assume that information not found in indexes does not exist. Students need more training in the use of indexes, directories and other reference tools, not only in what they can be made to yield, but in what they cannot give. If the purpose and the scope of each tool are understood, a composite answer to a difficult question can be found by acquiring a little from each source, and by mixing results with imagination and "horse sense".

Internship and orientation were mentioned also by several participants. Although customarily the term "internship" implies practice under certain controls following completion of formal training, in this discussion the idea was expressed that internship should be given before completion of formal training. It would serve to guide the student into the type of library for which he was best suited, and to the type of work within the library for which he demonstrated the best aptitude. This method would afford the student an opportunity to take additional courses in his subject specialty.

It was interesting to observe that in cases where selection was to be made between a job applicant with library training and one with only subject training, (but not both) one speaker preferred the library-trained applicant, another preferred the subject specialist, while three participants stated their experience indicated library school training was of no great importance. Although there were no other specific

comments on this point, it was implied that the combination of library training and subject training was the ideal. This was highlighted by a remark concerning a library school which has 750 jobs in its files for librarians who are subject specialists and which it cannot fill.

Concerning the learning of techniques or the theory and philosophy of librarianship, there was sharp divergence of opinion. At least one person pleaded for greater philosophic content within the courses, while several others pointed out the importance of knowing and experiencing techniques.

There were also many comments on in-service training as opposed to training acquired in formal courses. Opinions were fairly equally divided between those who thought in-service training was the only practical way to instill knowledge and methods in certain types of libraries, and those who insisted that the prospective employe should be adequately trained when he applied for the job. In newspapers and general publishing, in-service training was deemed essential. In such libraries, a "nose for news" and an awareness of the "deadline", are of paramount importance. Here, abstracting techniques on a high level are required in order to enable librarians to scan columns of type and to spot almost instantly a salient sentence or two in a factual story or colorful phrasing in a "think piece" for possible quotes or paraphrasing.

The need for foreign-language knowledge was pointed up by five of the speakers, two of whom specifically included Latin.

Many scattered comments of importance were made which do not fit into any particular category, such as:

Librarians fail to teach clerical workers adequately to do simple tasks, and consequently, they spend too much time on detail.

Work simplification methods should be applied as vigorously to other phases

of library work as to cataloging.

Librarians should be taught to abstract and to understand the different types of indexing. They should realize that in abstracting, indexing, cataloging and like endeavors, they create records for others to use, while in doing reference work they are using records created by other people.

Librarians should be taught to write reports and should have training in public speaking in order to communicate their thoughts effectively.

The importance of job relations was stressed, also the need for frequent refresher courses to develop new ideas.

A description was given of an experiment in graduate level internship, and of the program of certification advanced by the Medical Library Association. These provide an approach to recognition, and consequent advancement, of the more intensively trained librarians.

A manual for special library work was pointed out as being urgently needed in library schools.

Miss Isabelle Frost's<sup>1</sup> answer to the question "How should you like to have your future employe trained?" was so comprehensive and challenging that it is given in full, as follows:

"I should like to have my future employes first hear about special libraries at a high school vocational counseling session for college preparatory students—not one planned for those already interested in knowing more about different kinds of libraries as discussed by a public, a college and a special librarian—but rather a program designed for students interested in hearing about opportunities in business and industry in their community from a local advertising man, an airline hostess, a manufacturing executive, a merchandise buyer and a business librarian.

"As a member of a panel of five, the business librarian should tell about spe-

<sup>1</sup> Librarian, Lansing Library Service, Division of Safeway Stores, Inc., Oakland, Cal.

cial libraries in general, and his own library in particular and the challenge it affords to bring facts and people together. The many opportunities it offers students interested in business and research should be explained. Among the qualifications outlined should be the following: average grades in required subjects including Latin and typing, initiative and a good memory, ability to analyze problems, varied interests, participation in activities, and a well-rounded personality. Recruiting folders issued by SLA should be distributed at the end of the session with an invitation to visit the company library.

"After graduation, the students should spend four years in a medium-sized co-educational college near their home. They should major in economics, and take courses in agricultural economics, advertising, merchandising and statistics and minor in English, studying business English, public speaking and psychology. A general reading knowledge of French, German and Spanish should also be attained. Two summers between the junior and senior year and after graduation should be spent in part-time work at a public library.

"The entire first month of library school training should be devoted to a library orientation course outlining the purpose, functions, general characteristics and job opportunities—present and potential—in university, public, school and special libraries throughout the country, and particularly in the surrounding area. The lectures should be given by library school staff members according to their particular library experience. Visits to libraries in the area which are unfamiliar to students should be planned.

"The balance of the first semester should be devoted to the basic library courses—the core curriculum—including book selection and order work, cataloging, reference and general administration.

"On the completion of the first sem-

ester the students should be given an aptitude-interest test to determine their ability, knowledge and interest in specific jobs in different types of libraries. This should be followed by conferences between the library school faculty and each student, for the purpose of discussing the results of the aptitude-interest test and additional factors which, together, would determine the subject field of specialization during the second semester.

"As a result of the first semester's program, a portion of the students should elect and be qualified to devote the last half of their time in library school to acquiring knowledge and skill in special library practice and techniques. A planned series of lectures, given by business and research librarians in the area, would cover such subjects as special classifications, subject headings, work simplification as applied to ordering and cataloging, techniques of literature searching and abstracting, information sources in special fields, procedure manuals, administration problems, and library information services for centralized and decentralized organizations. Extensive use should be made of films, visual aids, the conference technique and supervised practice work.

"Upon completion of library school training the students should have had several years of interest in special libraries, some practical experience in a library, general and specialized training, and should show proven fitness for business library work. They should be ready then to accept positions. They should bring to an organization understanding, enthusiasm and confidence and should be equipped with the required techniques and skills to do a job and do it right. Employers can then justifiably divorce clerical from professional library work and provide it with the remuneration which it deserves."

Although the library position for which this student preparation is to

be made is in a business library, many librarians would accept such training, substituting for a major in economics, one in chemistry, art, social science or geography, according to the main in-

terest of his library. It was pointed out that one so trained would probably command a higher-than-normal beginning salary and would, doubtless, advance faster.

## RECRUITMENT AND THE LIBRARY SCHOOL

By HAZEL ADELE PULLING

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**C**ONTRARY to the frequently expressed opinion that the library school of necessity skirts only the periphery of the recruitment problem, the activities of a proselytizing nature that stem directly from this source are many and varied. Fear of the charge of unbecoming soliciting has, in many quarters, long since gone by the board. Many of our library schools are now engaged in, or have far-reaching plans for, active recruitment campaigns, even in places where lip-service is still rendered the dictum set forth by Munthe in 1939 that "there is perhaps a fundamental error in having the library schools do the recruiting for libraries. It should be the other way round"<sup>1</sup>. The library school is sharing, along with the library, the responsibility for the work. Confinement of effort to surreptitious, behind-the-scenes sponsoring of recruitment activities directed from outside the library school has given way to almost complete recognition of the extra-curricular part that the library school can and should play in increasing the annual flow of trained librarians into the mainstream of professional librarianship.

General outlines and some of the details of library school participation in current recruitment programs were provided by thirty-three of the thirty-seven

library schools in the United States and Canada. The information thus obtained formed the basis for part of a panel discussion of the problems of recruitment for librarianship at a meeting of the Illinois Chapter of Special Libraries Association on March 31, 1948. This paper has been prepared with the thought that fuller analysis of the reports may be of interest to larger sections of the profession and may suggest ways and means for elaboration of present plans.

Library schools are engaged in three types of recruitment activity. They act as centers through which information relative to librarianship as a career is disseminated; they engage in direct stimulation of interest in the profession; and they are making their curricular offerings more attractive, more adapted to present-day educational demands, and more available to young people who seek entrance into the profession. Although the list of specific accomplishments under each category is not long, it is extensive enough to indicate a general willingness to act and a groping for methods of further promotion of such work.

As centers of information about librarianship, library schools recruit for the profession in various ways. They have attempted to meet the need for printed, distributive pamphlets, folders, broadsides and posters that carry pertinent facts about the nature of library

<sup>1</sup> Wilhelm Munthe, *American Librarianship From a European Angle*. (Chicago: American Library Association, 1939), p. 137.



work, personal and educational qualifications needed for it, and opportunities for placement and advancement within it. Working as single units, or in collaboration, library schools have, from time to time, furnished materials which they have distributed so widely as to include prospective recruits on a regional basis. For the most part, distribution of materials has been of a local nature, and mailing lists have included only near-graduates of non-professional curricula of colleges and universities, local high schools, Veterans' Administration Centers and individuals who request specific information.

#### RECRUITMENT LITERATURE

Examples of recruitment materials now in use may be cited. A striking blue broadside captioned *Librarianship is Full of Fresh Variety*, was recently issued by the School of Library Science of Atlanta University. This readable announcement lists the opportunities and advantages that await the prospective librarian and suggests the contributions to a peaceful world that may be made by the thoughtful person through a career in librarianship. The School of Library Science of Drexel Institute of Technology has contributed *Why Librarianship Appeals to the College Graduate*. This is an illustrated poster that notes briefly the nature of the various types of library work and then, with practicality and realism, appeals to the career-seeker through lines quoted from position-offering letters. The University of Illinois Library School issued last year a compact, four-page folder called *Career Opportunities in School Librarianship*. It presents this field as an expanding one, one that gives an opportunity for creative work, and one that is personally satisfying. The Library School of the New Jersey College for Women produced in 1947 a pamphlet giving a preview of what life would be like if "you" were a librarian. Its folder, *College Graduates are Needed in Library Service*, is stimulating and

thought-provoking. The Simmons College School of Library Science has issued a two-page pamphlet, *Reading Consultant—The Librarian in Adult Education*, which points out interesting aspects of this type of work and outlines the background requisite for the initiate.

Supplementing these recruitment materials are newspaper and magazine articles and the bulletins and catalogs of the schools. Especially noteworthy as a recruiting device is the publication in local newspapers of photographs of library school graduates who have achieved enviable positions, with brief biographies and job descriptions accompanying each photograph. Recent magazine articles include "Wanted—18,000 Librarians" by Virginia Lacy Jones and "Librarianship at Marywood College" by the Director of Marywood College School of Librarianship. Despite the latter article's appearance in a professional, rather than a public journal, inquiries were received by the school mentioned in the article.

General publications of the college or university of which the library school is a part are used as means of promoting librarianship. Alumni bulletins that have carried articles on the profession by library school faculty members include those of Louisiana State University and the University of Southern California. Several schools report the regular or occasional insertion of brief articles on librarianship as a career in campus news sheets.

As effective pieces of recruitment material, library school bulletins and catalogs have taken a decided up-swing. Efforts are being made to make such publications attractive and to include in them information that is frankly recruiting in nature.

Library school production of printed materials by no means covers professional needs for this type of recruitment media. Most library schools distribute similar publications issued by

other agencies. Special Libraries Association's pamphlet on special librarianship and the American Library Association's booklet, *Books and People*, its folder, *10,000 Careers*, and its bibliography on librarianship are the publications most frequently used by library schools. Many schools mentioned also the Louisiana Library Association's recent pamphlet, *Be a Librarian*, and *Librarianship*, the publication of the Alumni Association of the University of Southern California's Graduate School of Library Science.

#### OTHER METHODS OF RECRUITING

Radio broadcasting has, to some extent, supplemented publication of printed materials. Four schools report the use of local radio facilities for recruitment programs of their own. Others report participation in programs instituted by outside agencies. In some cases the schools have furnished the scripts.

Active work of library schools with vocational guidance associations and youth counselors in educational and social organizations is fairly wide-spread. The provision of advisory services to these groups is generally recognized as not only an effective but also a necessary means of recruitment. Participation in conferences planned by vocational guidance officers and the distribution of their printed materials are generally undertaken by library schools. Many faculty members are active members of vocational associations. Vocational guidance centers emphasize their need for additional printed materials on librarianship if the latter is to have equal advantage with other professions through their services. They call upon library school faculties for this promotional literature.

Representation of library schools at college and high school vocational forums and the sponsorship of such forums by the library schools are considered by most faculties to afford ideal opportunities for the presentation of librarian-

ship. Some schools report marked success from such activities, as evidenced by the number of later inquiries from interested persons. It is reported, however, that students are generally unaware of the existence of librarianship as a profession and hence do not always elect the subject for discussion at such meetings. Many library schools report that preliminary and far-reaching dissemination of information at lower educational levels seems to be mandatory if high school and college groups are adequately to be reached by the forum method. Suggestions were made by several reporting schools that such groups as Parent Teachers Associations and the Association of University Women be included in recruitment activity programs.

Besides faculty participation in recruitment activity, library schools generally provide speakers on the subject from their alumni and students. Through implication and suggestions such persons are able to carry the recruitment message effectively. Talks to high school and college groups, to student library assistants, and to fraternal organizations are arranged. Students and alumni are urged by their library schools to recruit individuals through casual relationships.

Library school alumni associations form another media whose recruitment activities are, in part, directed by library schools. Some schools indicate that this form of recruitment has been the chief source of their enrollees. Assistance in planning alumni recruitment programs and faculty participation in them are reported by most library schools.

Direct stimulation of interest in the profession is further provided through the widely used medium of personal letters to juniors and to graduating seniors. Although some schools prefer the less obtrusive method of sending the letters signed by the institution librarian, other faculties openly take

responsibility for this form of recruitment.

Bulletin boards, stocked and maintained by the library school and strategically placed, are among the means used in recruitment. Postings include articles on librarianship as a career, library education, examples of class work, and student and faculty publications.

Sponsorship of library fraternal societies for undergraduate students has proven to be an effective means of recruitment in the two schools reporting this activity. The relationship of the sponsor to group members is particularly conducive to stimulation of interest in the profession. When library school students fraternize in this manner with non-professional students, the transfer of interest is even greater.

The current concentration of attention of library school faculties on curriculum revision has been occasioned in part by the shortage of library personnel. It is believed by those who have instituted changes that additional recruits will be gained by the profession. Short summer courses, workshops and institutes tend in the same direction. The increasing availability of scholarships is evidence of the interest of library schools in recruitment.

In summary it must be noted that though the range of recruitment activity on the part of library schools may be wide, sole responsibility on their part is by no means assumed. Library school faculties simply recognize that there is a job to be done and that their efforts, too, are needed.

## EDUCATION FOR SPECIAL LIBRARIANSHIP

By WALTER A. SOUTHERN

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**I**N the fall of 1947, when the thirty-four accredited library schools in the United States began classes, twenty-two of the schools were offering fifty-three courses specifically or very closely related to the field of special librarianship. The library schools of the country had come a long way since the first formal course in special librarianship was offered by the Riverside, California, Library Service School in 1919, but even with this apparent progress those persons interested in education for special librarianship were not entirely satisfied.

### EARLY SPECIAL LIBRARY COURSES

The first special libraries course, four weeks in length, given by the Riverside Library Service School, was entitled "The Business Library" and emphasized the application of library methods to business libraries. Previous to 1919 the library training classes of the New York

Public Library, the New York State University, and the University of Wisconsin, their administrators alert to the growing interest in special librarianship, attended lectures by special librarians, made visits to a number of special libraries, and were allowed to do field work in special libraries. The University of Illinois Library School felt the need for special courses for training business librarians, and while it did not offer any such courses, it did allow second-year library school students to take business courses in lieu of library school courses.

In the early 1920's additional courses on special librarianship were slowly added to other library schools. In 1921 the University of California School of Librarianship added a course on special libraries; Simmons College School of Library Science gave a ten-week course, "Special Libraries", which consisted of

lectures by special librarians in the Boston area; and the New York Public Library offered "Business Library Methods", a series of twenty-four lectures by special librarians in New York. The Washington, D. C., School for Secretaries in the same year created a new department, the School for Business Librarians. The Boston Chapter of the Special Libraries Association in 1923 sponsored a special cataloging methods course which later served as a pattern for other SLA Chapters in conducting similar courses for local librarians interested in gaining additional knowledge of special library techniques.

By 1925 the New York State Library School had added a course on special library techniques with lectures by special librarians, and the Pratt Institute Library School also included lectures on special libraries in its curriculum. The American Correspondence School of Librarianship offered a course, "Special Library Organization", in 1926, and in the same year the Columbia University School of Library Service gave a one-semester two-credit course on special library methods, which was taught by Miss Linda Morley. Columbia University at that time took the lead in offering courses for special librarianship, and today it includes such courses in its curriculum as "Music Library Administration", "Medical Library Administration", "Law Library Administration" and "Special Library Service". Most library schools today offer one course on special library methods in which outstanding types of special libraries are studied along with their special problems. Such a course, "Special Library Collections", is given by the University of Michigan's Department of Library Science. A few library schools, such as the Drexel Institute of Technology, School of Library Science, offer additional courses. The latter institution gives four special courses: "Special Library Sources", "Special Library Methods", "Special Library Methods

and Bibliography", and "Special Library Administration". Some schools have stressed certain aspects of special librarianship. The University of Minnesota, Division of Library Instruction, offers several courses on hospital and medical library administration, and the University of Washington, School of Librarianship, gives courses in law library administration.

Education for special librarianship has been a lively topic for discussion in library literature since the early 1900's, mainly because of the many points of view on the topic. Authors have generally taken one of the following sides: those who believe that subject specialization is more important than library training, those who believe that library training is more important than subject specialization, and those who believe that library school curricula should be modified to meet the needs of special librarianship, or those who believe that a combination program of library school instruction along with subject specialization is the best method. It is the aim of this paper to consider some of the more important proposals that have been made over the years for the training of special librarians.

Early interest in training for special librarianship centered about the business library. Boston University, in 1917, made plans to give courses in general reference cataloging classification and government publications in the Graduate Business School for prospective business librarians. The plan was not carried out, however. In this same year, Miss E. M. Johnson, of the University of Illinois, also felt that the school of business of a university was the logical place for the training of business librarians and that it should offer courses in reference sources, in methods of indexing and classifying information and in methods of research.<sup>1</sup> The plan for graduate schools to offer courses in special librarianship was to be advanced again in 1937 by Mr. Jesse H. Shera.

In 1921, Miss J. R. Donnelly, Director of the Simmons College School of Library Science, proposed the first major change in the curriculum for special librarianship. She recommended that all students take the same core courses in library science, during the first two quarters of the year, allowing during the third quarter for "differentiation according to (individual) wishes . . . He (the student) should study more intensely the literature of his subject, and the reference books and sources of special information, and work out real problems in obtaining information."<sup>2</sup> These proposals were not put into effect.

Dr. Charles C. Williamson in his report of 1923 saw the need in second-year classes for "courses in all of the principal special fields of library service", and to an extent this was the pattern most library schools offering specialized courses followed.<sup>3</sup> After the release of the report, however, the library schools were too concerned with their basic curricula to give much thought to courses for special librarians.

#### SLA COMMITTEE FOR TRAINING

Meanwhile, special librarians became more and more impatient at the general failure of library schools to prepare students for the field of special librarianship. In 1926 a Committee for Training was formed in SLA to make suggestions for an "ideal program" for the training of special librarians. The introduction to the Committee's report stated, "It was voted by the membership that a report containing our ideas be presented to Dr. Williamson, Director of the School of Library Service of Columbia University, as an aid to him in the establishment of future courses of that school . . . Ideally a course for special librarians should be separate and distinct from the course given for general librarians. It should be specially planned for special librarians, and it should be elected by those persons who expect to pursue their profession in special libraries. The instruction neces-

sarily needs to be adapted to the special librarian's work."<sup>4</sup> The ideal program listed the following courses: Research, Publicity, Acquisition Methods, Special Library Administration, Special Bibliographies, Business Appliances, Indexing, Filing, Applied Psychology, Statistics, Publicity, and Typing. The Committee believed its program was more ideal than practical. They concluded, "We feel that, essentially, the training for a general librarian may be used admirably by a special librarian, and that if a course added to those given to general librarians be offered to special librarians, one stressing the different points of view and adding the features which are distinctive to special libraries, would be helpful."<sup>5</sup>

The Committee in 1927 reaffirmed its faith in the 1926 report with a few minor variations, and, at the same time, offered a concrete alternative, the course in special library work, as offered in 1926-27 by the Columbia University School of Library Service. The 1927 report also recommended that persons preparing for special librarianship "arrange . . . courses for the first three years of college to include courses best suited to their needs . . . In addition, a specialty like chemistry, engineering, or finance, should be followed throughout the three years."<sup>6</sup>

Again, in 1928, the Committee approved the 1926 report and in one last effort to get the ideal program into operation suggested that students applying for admission to library schools request the courses suggested by SLA, hoping that such requests would force library schools into adopting their program. The report continued by stating, "No departure in training, such as this Committee is proposing, can be secured unless our entire membership works for its accomplishment."<sup>7</sup> Special librarians, however, were unable to agree with the proposed program and so, quite fortunately, the program was never adopted by any school.

Additional general courses in special library techniques were added to curricula of other library schools during the next few years, but special librarians continued to voice dissatisfaction by proposing all types of courses and programs for training special librarians. Mr. James I. Wyer sized up the situation very well in 1932: "The librarian of each type (of special library) thinks that training for his type of work should be different from the training for every other type . . . And more significant still is the fact that the membership of this (Special Libraries) Association is thickly sprinkled with names of successful workers in the special library field whose training was received at a general library school, with not the slightest twist toward or attention to special types of libraries. Does this not suggest that special librarians do not fully or freely recognize the extent and importance of that body of instruction which is common and essential to all types of library work? . . . The experience of all library schools, and especially those that give a two year course, has been that graduates, trained to general library work with very little of the instruction adapted to college, school, special or other types of libraries, have yet gone out and done notable work in all types . . . The instruction offered by library schools to such students must be fundamental and comparative, and should stress principles (rather than practices or techniques) so clearly that mature students can apply or adapt them to varying kinds of libraries."<sup>9</sup> The progress of education for special librarianship, which, he concluded, is a slow but steady and well-considered progress" also reflected the opinion of Mr. Frank K. Walter, who in 1919 stated, "At the same time, specialization can easily be overdone. It is method, rather than subject matter, that is taught in any good library training class or school . . . The special course will come as soon as a definite need is dem-

onstrated and some assurance can be given that those who will take it will have a chance at permanent employment under favorable conditions at a good salary."<sup>10</sup>

#### JOINT CONFERENCE ON TRAINING FOR SPECIAL LIBRARIANSHIP

The Special Libraries Association, the American Library Association, the American Association of Library Schools, the Music Library Association, and the Hospital Library Committee held a joint conference in 1937 on training for special librarianship. The A.L.A. report on the conference said, "The surprising and gratifying thing . . . was the almost complete agreement among the four groups as to the basic courses of training for librarianship in their respective fields. Even more surprising was the fact that the representatives nearly all agree that the first-year library school curriculum, with slight modifications, would generally meet the need in special fields."<sup>11</sup> In addition, the A.L.A. proposed that experiments in training for special librarianship be carried on in a few library schools, and also recommended that internships should supplement general library training as preparation for special librarianship.

The SLA in its report on the conference stated that the basic curriculum was satisfactory, though it felt a need for stronger reference, bibliography and government documents courses, that library administration courses could be discarded advantageously; and that book-selection courses should be incorporated into reference courses.<sup>12</sup>

Shortly after the publication of the reports Mr. Shera, who had served as a representative on the SLA group, wrote that a person graduating from a standard library school and placed in a special library after graduation must "hammer out his techniques to meet his individual problems as best he can."<sup>13</sup> He urged, as a solution, that courses in librarianship be given in the various

professional schools so that a person wishing to become an engineering librarian, for example, would take the usual four-year engineering course, and in his fifth year, take courses in library science offered by the engineering school along with other graduate courses in engineering. Such a proposal, Mr. Shera suggested, would result in a triumph over "Library school directors (who) must awaken to the facts—(and who) can no longer evade the issue by beating a hasty retreat into the once-secure fortress of their stony citadel, the basic curriculum."<sup>14</sup> His proposal fell on deaf ears since the A.L.A.-SLA committee report had concluded that the basic library school curriculum was fairly satisfactory.

#### DIFFERING APPROACHES

Miss Ethel Fair, Director of the Library School, New Jersey College for Women, typified the conservative view of many library school administrators concerning special courses of training for special librarianship, saying that "Library school work cannot be put into capsules so that one can take the capsule for engineering libraries, for historical libraries, or for hospital libraries. The whole of knowledge is too intricately related. Furthermore, specialization in one field will not fit for another field—e.g., chemical service will not fit the librarian for historical service . . . There must be a bridging from one of these fields by means of a general course in the world of organized print."<sup>15</sup>

Miss Linda Morley, who has written extensively on education for special librarianship, believes much remains to be done, but before progress can be made, it is necessary to "analyze the activities and problems (involved in the work of special libraries) . . . and then determine what skills or techniques are necessary to carry on the activities."<sup>16</sup>

In 1938, Mr. Herman H. Henkle, Director of Simmons College School of

Library Science, announced Simmons' new program for special librarianship. The prerequisites for enrollment in the course were a major in a subject field and a strong background in foreign languages. Courses in the program were: Organization and Administration of Special Libraries (6 credits), Bibliography and Reference (4 credits), Indexing and Abstracting (2 credits), and electives (4 credits). While publicized as a new program of training for special librarianship, the program was essentially the same as that for general librarians with the addition of the special libraries course and minor variations in basic courses. The program was to be commended, however, for here was an attempt to correlate the entire library curriculum with special library needs.

Another approach to the matter of training was that of the University of Denver School of Librarianship in 1938, where students interested in special librarianship took the regular library courses, "with courses being adapted to fit specialized interests and where term papers and bibliographic projects were related to the same interests."<sup>16a</sup>

The year 1939 was another year of great activity. Miss Morley, in one of her articles, wrote, "It is obvious that a satisfactory curriculum cannot be planned unless there is a sufficiently detailed and definitive statement of all work elements of the occupation. This can be obtained by job analysis . . . The surface diversity among special libraries has, in a large measure, obscured the common principles and philosophy that are fundamental to this type of library service and which differentiates it from other forms of library work. This philosophy has been sensed, but not formulated, by members of our Association."<sup>17</sup>

The Committee on Curriculum Revision of the American Association of Library Schools in 1939 reported on a survey of special librarians on the topic, "Common Denominators in Education

for Special Librarians." The results were disappointing in that only fifty percent of the persons questioned replied, but the study was a start in the right direction in that it attempted to determine the basic educational needs of all special librarians.<sup>18</sup>

Mrs. E. R. Cunningham, in 1940, wrote a very provocative article on training, which was a thoughtful analysis of the present means of educating for special librarianship and suggested a realistic solution to the problem.<sup>19</sup> She outlined the difficulties of library schools in modifying their programs to fit the needs of special librarians: the limited time available for special courses, the expense of offering such courses, and the difficulty of placing persons trained for extremely specialized positions. Mrs. Cunningham's proposed program would include the basic library science courses and special courses in the fields of natural and applied sciences, social sciences, fine arts or applied economics. She stated that "if training were designed to cover broad subject fields, preparation would be given for several specialties in closely allied fields . . . With the broader subject divisions, however, it would be less difficult for instructors to handle the courses, and specialists not on the regular teaching staff might be found locally to give the time necessary to conduct seminar groups in the more special fields."

Mr. Ernest J. Reece, in his 1943 report, expressed the idea that "there also may be positive merits in setting up courses adapted to particular groups of libraries and duties". He went on to say: "librarianship is still not differentiated and specialized . . . preparation never ought to be partitioned to such a degree. If the librarian is to be roundly equipped, it would seem that the important things are not the adaptations and the other specifics, but the central and universal acquirements which he might hope to use wherever he is . . . The general subjects, therefore, should

remain dominant, other elements being merely a fringe. As strong needs are evinced for special courses, library schools will provide them, but only then."<sup>20</sup>

The American Association of Library Schools, in 1945, made a survey<sup>21</sup> among special librarians on basic courses needed in education for special librarianship. The results were once again disappointing because of the small number of persons responding, but the following subjects were agreed upon as being necessary: cataloging, reference, indexing, and bibliographic tools and methods. The survey showed further that subject specialization, knowledge of several foreign languages, and a myriad of office routines, such as letter-writing, routing, acknowledgment of gifts and touch-typewriting, as well as abstracting, reference work and budgeting, were all to be given consideration in the training program for special librarianship. The survey results were somewhat reminiscent of the SLA program, which was much too inclusive to be practical.

Mrs. J. W. Hunt, Science Librarian of the University of Chicago, in describing the ideal science librarian, went even beyond the A.A.L.S. report: The science librarian has "need for an advanced degree in physical or biological sciences. One must also know four or five languages and must be able to transliterate Russian. Teaching on the college or university level is desirable. One needs, in addition, years of experience in at least two libraries serving a large research personnel, including work in both preparations and service departments. Only with such qualifications can the science librarian interpret the materials for scholarly use."<sup>22</sup> Here again suggestions offered were more idealistic than realistic.

#### GRADUATE LIBRARY SCHOOL, UNIVERSITY OF CHICAGO, OFFERS NEW PROGRAM

At the Tenth Annual Institute of the Graduate Library School of the University of Chicago, Mr. Lowell Martin



delivered a paper, "Toward a More Qualified Postwar Personnel", in which he discussed the possibilities of training for special librarianship and also hinted at the new program being prepared by the School. The alternatives in training for special librarianship, Mr. Martin noted, were: 1. to continue to train general librarians, who will then do graduate work in specialized fields; 2. to recruit subject specialists and train them in library methods either on the job or in library schools; and 3. "to enroll students in library schools at an earlier level—after the second year of college, for example—and to put them through a combined professional and subject program over a period of years . . . This arrangement permits a selection from total university offerings that corresponds to both the inclinations of individual students and the requirements of library positions and opens the possibility for integrating library skills with content by means of scheduling courses from the two sources throughout the several year period and by means of new courses in the bibliography of the subject field."<sup>23</sup>

In 1945, Mr. Martin's proposal for combining the library program with subject specialization must have seemed beyond the reach of most people interested in the proposal because of the rigid one-year curriculum with which most library schools were operating. In 1947, however, the Graduate Library School offered a new three year combined program, as he suggested. Here, at last, was the best basic plan yet proposed for the training of special librarians. Even more encouraging than the new Chicago plan, however, was the fact that nearly all library schools throughout the United States were planning changes in their curricula to fit present day needs. The University of Illinois Library School was planning a similar three-year combined program, and the University of Denver had already inaugurated a new two-year pro-

gram which would allow more freedom to specialize in certain subject fields.

One of the required courses in the new program at the Graduate Library School is the six-quarter course, "Interpretation, Evaluation and Use of Library Materials", which is "designed to provide prospective librarians with the competence to evaluate and to interpret books of different kinds, with particular reference to the basic problems of creation, organization, and use by readers." The program also covers criteria of evaluation and methods of interpretation of materials in the social sciences (or natural sciences or humanities) with particular attention to the needs of different kinds of readers, development of knowledge in various subject areas, sources of information concerning special subjects or topics in the field, and reference and advisory service in the field."<sup>24</sup> In addition to this broad series of courses in which the theoretical aspects of librarianship will be studied, the Graduate Library School proposes a course on special library techniques which will afford the opportunity of practice-training in special libraries of the Chicago area for persons interested in special librarianship.

The new program at the Graduate Library School, however, has not taken full account of the needs of training for special librarianship, but with the prospect of similar programs in other library schools it is now up to special librarians to give direction to the new plan by offering concrete recommendations for training needs for special librarianship.

The new combined three-year curriculum of the Graduate Library School offers the prospect of the most desirable plan for education for special librarianship yet proposed, and with library schools everywhere overhauling their curricula so that "no library school in the country is likely to remain unaffected or unchanged by the present revolution",<sup>25</sup> it is proposed that:

1. The A.L.A. Board of Librarianship and the Special Libraries Association, in close cooperation with the American Association of Library Schools, sponsor a joint committee to make a thorough study of educational training needs of special librarians in contrast to educational training needs of general librarians. The A.L.A. Board of Librarianship because of its strong influence upon library curricula in the past should play an integral part in the study.

One of the main objects of the study should be to conduct a thorough and scientific job analysis of all professional positions in special libraries throughout the United States. Recommendations could be made without such a study, but only with a scientific job analysis is it possible to make reliable ones.

With the results of the job analysis survey tabulated the committee should determine:

- a. Which courses in the present library school curriculum are basic in the training of both general and special librarians. If basic courses can be modified to better serve the needs of both groups specific recommendations should be made. If the results show that the introduction of entirely new courses, such as the Graduate Library School course, "Interpretation, Evaluation and Use of Library Materials", would better serve the needs of special librarians as well as general librarians, such recommendations should be made.
- b. Which additional professional courses are necessary for the training of special librarians. If the job survey reveals it to be practical, the additional special libraries courses should be planned to cover broad areas as the natural sciences, social sciences, technology, etc. as Mrs. Cunningham proposed in her study referred to previously.

Broad courses of this sort would make it more practical for library schools to offer the courses covering the major fields of special librarianship rather than countless specific courses slanted at hospital, medical, law, engineering, chemical, bank, newspaper, and museum libraries, to mention only a few of the types now in existence.

Courses such as this would also enable those persons taking them to have more freedom in selecting jobs after graduation, rather than specializing in a limited field, and then being unable to locate a job after graduation.

- c. Programs for the major types of special librarians so that, for instance, a person

wishing to become a medical librarian would know upon beginning his three-year combined program which languages, which subject courses and which general and special library courses to take in order to be well equipped for his future job in a medical library.

It is hoped that library schools will take an active interest in the study and will be anxious to put into operation as many of its recommendations as possible. It is further hoped that one school with the new three-year combined program, such as the Graduate Library School, would sponsor an experimental program as proposed by the committee. The committee and library school administration would work hand in hand in putting the program into effect, in studying its effectiveness, and in making continual recommendations for its improvement. The program should serve as a model for other library schools wishing to change to the three-year program or to add similar courses in special librarianship, as offered by the experimental program.

The A.L.A.-SLA committee should be given permanent status, such as the A.L.A. Board of Librarianship now has, so that the program of education for special librarianship could have continuity and could be refined and developed gradually.

It is to be hoped that in the present revolution in the field of library education, the needs of training for special librarianship will not be overlooked.

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## CONVENTION — 1949

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gion and the Southern California Chapters are meeting together in October to discuss, amplify and implement plans already tentatively projected by your Convention Committee. Miss Katharine Laich, Administrative Offices, Los Angeles Public Library, is Reservation Chairman and even now she has accepted several applications for rooms at hotels including the Biltmore Hotel, Headquarters for the Convention.

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**HAZEL PULLING**, *Convention Chairman*  
Graduate School of Library Science  
University of Southern California

## AN APPRECIATION

LIFE is a constant change, but we should always remember that out of the past, the present has come. This is true of the Special Libraries Association today, and to those early pioneers in its work fitting tribute should be paid. We do so at this time to Daniel N. Handy, who has recently passed on and who will ever be held in grateful remembrance for his contributions. Rich indeed they were, as shown in his work of forty years as Librarian of The Insurance Library Association of Boston. Equally noteworthy were his contributions to the work of SLA, both nationally and locally, and from which have come so much of its strength and success. Twice made president of the national Association in its early years, he was recalled to that office ten years later for another two-year term, when his calm judgment, his wise counsel and his constructive planning were particularly needed.

"Every noble life leaves the fiber of it interwoven forever in the work of the world". These words can appropriately be said of this well-loved and highly regarded member, a sincere and loyal friend.

A native of Prospect Harbor, Maine, Mr. Handy attended Ohio Wesleyan University and Boston University, graduating in 1900. After a brief newspaper career with the *Boston Transcript* and the *Boston Post*, he was appointed librarian of the Insurance Library Association of Boston, one of the greatest insurance libraries in the country. This

position he held for forty years, except for a three year period, 1905-1908, when he served as librarian of the University of Puerto Rico.

For many years Mr. Handy delivered educational lectures on insurance at the School of Business Administration of Boston University as well as special courses for those in the insurance business. The lectures given the first year, 1912, were later published as a text book.

Mr. Handy attended the first annual meeting of Special Libraries Association in New York City in 1909 and was its president in 1912-1914 and again in 1923-1925. He was a charter member of the Boston Chapter and one of its early presidents. Mr. Handy served on many national and local SLA Committees, among which were the Directory Committee and the Committee for the Revision of the Constitution (both national). He was the author of *The Creation and Development of an Insurance Library*, published in 1932, and *The First Sixty Years; the Story of the Insurance Library Association of Boston*, published in 1947.

Mr. Handy was a Fellow and one of the organizers of the Insurance Institute of America; its secretary-treasurer, 1909-1911; chairman, 1912-1914; and a member of its Educational Committee from 1930 until his retirement as librarian of the Insurance Library Association of America on March 1, 1945.

M. de J.C.

## EVENTS and PUBLICATIONS

Anyone interested in learning how to read chemical Russian will find CHEMICAL RUSSIAN, SELF TAUGHT, by James W. Perry of M.I.T. most helpful. In addition to suggestions for study methods, there are sections on the vocabulary problem, inorganic and organic chemical nomenclature and Russian grammar, also a glossary of Russian technical terms. (Easton, Pa., *Journal of Chemistry*, 1948, 232p. \$3)

The *Bulletin* of the Medical Library Association for October 1948 contains an article by James F. Ballard on the "Past History of the Medical Library Association" and one by Eileen Cunningham entitled, "The Association Faces the Next Fifty Years." In this issue there is also a condensed report of the Association's 47th Annual Conference, May 28-30, 1948.

NEW YORK: THE WORLD'S CAPITAL CITY, by Cleveland Rodgers and Rebecca Rankin, gives an intimate picture of a great metropolis. It traces its history from the early days as a small trading center to its present status as world capital. Mr. Harry M. Lydenberg, formerly Director of the New York Public Library, in his enthusiastic appraisal of the book says it is "a history of the city decidedly different in form from the traditional (one). Here we have sketches of the thousand different interests and activities of the city, relating them to one another, bringing out their interrelationships, listing the developments, showing the present picture." For anyone who wants a vivid insight of how great cities are born, raised and developed, this book is highly recommended. Its economic aspects make it very useful to special librarians. (New York, N. Y., Harper & Brothers, 1948, 398p. il. \$5). Mention of this book was also made on page 242 of SPECIAL LIBRARIES for September 1948.

\* \* \*

The latest edition of the MUNICIPAL YEAR-BOOK (1948) carries a list of municipal reference libraries in the United States prepared by Josephine B. Hollingsworth, Municipal Reference Library, Los Angeles, California, and Rebecca B. Rankin, of the Municipal Reference Library, New York, N. Y.

\* \* \*

The June-July-August 1948 issue of *Personnel* contains an excellent article by Martha E. Schaaf (Eli Lilly and Company, Indianapolis, Indiana) entitled, "The Company Library". Mrs. Schaaf also received a write-up in the June 1948 issue of the *Lilly Review*.

\* \* \*

IS YOUR FUTURE INSURED?, by Rosalie Armistead Higgins, gives in non-technical language a clear and concise statement of what the various types of insurance are. There is included a dictionary of insurance terms. (New York 6, N. Y., 140 Cedar Street, Albert E. Fuller Company, 1948. 72p. \$1)

\* \* \*

In the English *Journal of Documentation* for March 1948 there appears an article by O. W. Pendleton, Librarian of the Chartered Insurance Institute, which, except for differences in nomenclature, might have been written by an American librarian. It is an excellent paper on the policies and functions of an insurance library.

\* \* \*

WHO'S WHO IN THE EAST, A Biographical Dictionary of Noteworthy Men and Women of the Eastern United States, vol. 2, has been issued in a 1948 edition and contains short biographical sketches of 27,000 Easterners of achievement or official prominence. (Chicago, Ill., A. N. Marquis Co., 1948, 1824p. \$15.25)

## Announcements

### SLA Membership Gavel Award

The basis of the Membership Gavel Award is the largest percentage of increase in paid-up membership received from each Chapter from May 20 to May 20 of each year, inclusive. In figuring the equivalent of Active memberships, one Life membership counts as twenty Active, one Sustaining membership counts as five Active, one Institutional membership as three Active, two and one-half Associate memberships as one Active, and two and one-half Student memberships as one Active. This result is compared with the similarly-compiled count for the preceding Convention year, and the Chapter showing the greatest paid-up percentage increase rather than actual increase in number of new members is awarded custody of the Gavel for one year at the Annual Convention in order to give each Chapter an equal opportunity of winning the Gavel. The winner's name is engraved upon the Gavel. National Associate, as well as Active and Institutional memberships, are counted in the contest, but not local Chapter memberships (\$1.00 dues), since the latter type does not include national affiliation.

### National SLA Membership Committee Roster

#### Region 1

Miss Emily C. Coates, Librarian  
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#### Region 2

Miss Ruth M. Tews, Librarian  
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#### Region 3

Miss Mildred Hogan, Librarian  
Department of Commerce & Industry  
Baton Rouge 4, Louisiana

#### Region 4

Miss Isabella M. Frost, Librarian  
Lansing Library Service  
Safeway Stores, Inc.  
P. O. Box 660  
Oakland 4, California

#### Region 5

Mrs. Audrey Ide Bull, Librarian  
Board of Trade  
Toronto, Canada

#### Chapter Extension

Miss Mildred Benton, Chief  
Division of Field Library Service  
Department of Agriculture Library  
Washington 25, D. C.

#### Foreign Memberships

Mr. Francis Thorne  
Monticello Hotel  
Norfolk, Virginia

**Group Memberships**

Miss Jeanne McHugh, Librarian  
American Iron and Steel Institute  
350 Fifth Avenue  
New York 1, New York

**Life Memberships**

Miss Anita Christofferson, Asst. Librarian  
Calco Chemical Division, American Cyan-  
amid Company  
Bound Brook, New Jersey

In addition to these appointments, there will be several Members-at-Large working in areas where there are no chapters, also each Chapter and Group Membership Chairman will be considered as an important member of the National Committee.

MRS. HAZEL IZZO, *Chairman*


**New Project of the Science-Technology  
Group, Philadelphia Council**

The Philadelphia Science-Technology Group has as a new project the preparation for publication of a *PB Number, Patent Number and British Industry Report Number Index* to the "Bibliography of Scientific and Industrial Reports", Volumes 1-10 (1946-1948). The Executive Board of the SLA Science-Technology Group has accepted as one of its projects the publication of such a cumulative index to be prepared by the Philadelphia Group with the cooperation of other Science-Technology members, who may be able to assist.

The Philadelphia Group asks that any organizations in SLA having punch card indexes which might be used in compiling correlations between BIOS and CIOS Report Numbers and PB Report Numbers notify it of the fact.

The project has received the approval of the Office of Technical Services, which has offered the use of any of its indexes and will publicize the availability of this index when issued. The Socony-Vacuum Research Laboratories, Paulsboro, N. J. have offered the Group the use of their punch card index to PB Numbers and Patent Numbers from which an IBM tabulation will be made.

Miss Gretchen D. Little, Chairman of the SLA Science-Technology Group, has appointed the following as members of the Project Committee: Miss Anne L. Nicholson, Chairman, Pennsylvania Salt Mfg. Co., Box 4388 Chestnut Hill P.O., Philadelphia 18, Pa.; Miss Eleanor E. Campion, Director, Union Library Catalog, University of Pennsylvania, Philadelphia 4, Pa.; Mrs. Marie S. Goff, Technical Library, E. I. du Pont de Nemours & Co., Inc., Wilmington 98, Del.; and Miss Lura Shorb, Experiment Station Library, Hercules Powder Co., Wilmington 99, Del.



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### Municipal Reference Library Staffs Information Center at Exposition

The Municipal Reference Library which serves daily as an information center for city officials, employes and citizens, took charge of the Information Center at the New York City Golden Anniversary Exposition, held from August 23 to September 19, 1948, at the Grand Central Palace. This is the second time the Library has participated in a municipal celebration, having performed a similar service at the New York City Silver Jubilee Exposition in 1923.

At the present Exposition, the Library had a small space, in which was set up a model library displaying a typical reference collection, a section of vertical file, magazines and new and popular books. The equipment and furniture was loaned by the Library Bureau of the Remington Rand Company. The furniture was modern blond oak with steel microfilm reader and cabinet. There were microfilms of some of the original 1898 records of the Consolidation of Greater New York, which were on constant display. The back wall of the display was hung with folds of blue velvet against which was a large open book, on whose pages were written:

"Municipal Reference Library—A branch of The New York Public Library specializing in municipal government affairs for city officials, employees and citizens". On the side wall, there was a large photomural showing the Central Building of The New York Public Library, interiors of the Municipal Reference Library, and views of library activities, with the name of the library standing out in red letters. A blue carpet made the library more luxuriant. Over the counter in large red letters was the word, INFORMATION.

Thousands passed the Library's small exhibit near the front entrance every day. On some days the attendance exceeded fifty thousand, with the library display being viewed by all. More than three hundred persons a day—occasionally as many as five hundred on busiest days—stopped to request information about the exhibits and daily events of the Exposition, and about the city and its government.

Some 15,000 copies of a publicity leaflet entitled *It's Your Library*, describing the New York Public Library system and the Municipal Reference Library were distributed. It is certain that many New Yorkers who were unfamiliar with library service know something about it after a visit to the Golden Anniversary Exposition.

The Information Center was manned fifteen hours a day in three six-hour shifts, every day in the week by staff members from the Library. Twenty volunteers generously offered

their services for a period of two to four hours or more. The experience broadened the outlook of the reference workers on the staff and made all better acquainted with the city departments and their personnel.

REBECCA B. RANKIN, *Librarian*

#### Obituary

### G. Winthrop Lee

The Boston Chapter reports with regret the death of G. Winthrop Lee, retired librarian of the Stone and Webster Engineering Corporation and a charter member of both the Chapter and of SLA. Mr. Lee had been associated with the Stone and Webster firm for twenty-nine years prior to his retirement in 1929, and since that time was connected with adult education and community center interests in the Boston area, having helped found the Concord Community Center and the Hale Settlement House in Boston.

### Rev. Frederick T. Persons

Announcement has been received of the death of Rev. Frederick T. Persons, librarian of the Congregational Library, Boston, Mass., since 1924 and retired since June 1947. The Rev. Persons had been a member of the Boston Chapter of SLA for twenty years.

### Dorothea C. Schmidt

Announcement has been received with regret of the death of Miss Dorothea C. Schmidt, of the Washington, D. C. Chapter. Miss Schmidt, former head librarian of the Brookings Institute, had been a charter member of the Washington Chapter.

### Hope Thomas

Notice has been received from the Cincinnati Chapter of the death of Miss Hope Thomas (Mrs. Robert Armour), a librarian at Wright Field since 1919. Miss Thomas was Chief of the Standard Documents Unit, Library Section, Air Documents Division, and supervised the cataloging of approximately 370,000 aeronautical documents.

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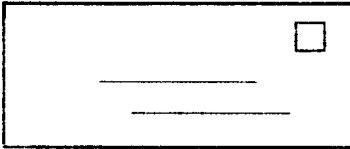
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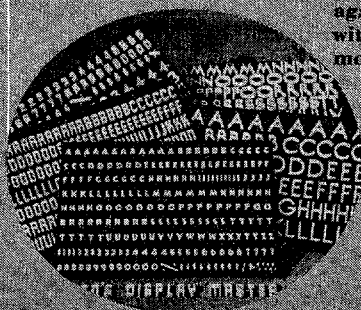
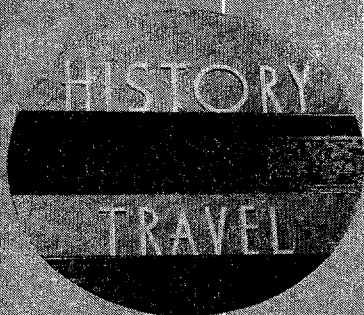
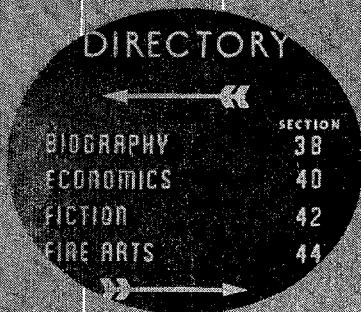
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