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LIBRARY HISTORY MATERIALS AT RUTGERS, INCLUDING ARCHIVES RELATING TO THE NEW JERSEY COLLEGE FOR WOMEN LIBRARY SCHOOL AND THE FOUNDING OF THE RUTGERS GRADUATE SCHOOL OF LIBRARY AND INFORMATION STUDIES

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THE Archival Study Project/ Records Survey began operation in February 1980 under the auspices of Rutgers University Libraries as an effort to survey and make recommendations about University records. While examining old records, staff members discovered two collections, and acquired a third item, of interest to librarians and historians. The first collection consists of the historical records of the New Jersey College for Women¹ (NJCW) Library School, the second of materials accumulated by John B. Kaiser on libraries and library administration, and the third is a 91 page unpublished history of the NJCW Library School written by its Director for 20 years, Ethel M. Fair.² This article briefly describes the two collections, gives a biography of Ethel M. Fair, and then presents a shortened, edited, version of her manuscript.

¹ Now Douglass College.

² Page 2 of the original manuscript is missing.

I.

The NJCW Library School existed for 25 years (1927-1952), and was succeeded by the Graduate School of Library Service, which, as the Graduate School of Library and Information Studies, last spring celebrated the 25th Anniversary of its first graduating class. The original Library School provided undergraduate training for librarians, and graduated a total of 297 students in the course of its existence.

The records of the Library School were organized and inventoried by Ethel Fair after her retirement, and then used by her to write a history of the school. The records were found under a table in boxes with only a few of the original items missing. Most of the collection was intact, consisting of information on the number of students, the courses taught and how they changed over time. There is also material on where students did their field work, and where they obtained jobs after graduating, as well as on exhibits, lectures, visits to other libraries, and on faculty members and their activities. There are scrap books containing clippings and mementos from the school, alumni newsletters and correspondence. Pamphlets in the collection deal with such things as commencement, opportunities for women at NJCW, and at the Library School. There is a copy of the report from the Bosshart Committee on Library Education in New Jersey (1950-1951), and other material which provides background information on the establishment of GSLIS. More general material describes the process leading to the certification of librarians in New Jersey and the role the school played by providing courses.

In addition to the material dealing exclusively with the NJCW Library School there are numerous files containing items from the American Association of Library Schools, including completed questionnaires which tell much about the development of library education programs across the nation. There is also material sent to the Library School by other schools when it was considering changing its curriculum. The collection consists of 9 Paige boxes, and a current inventory is available from the ASP/RS.

II.

The second collection contains related materials accumulated by John B. Kaiser, given to the New Jersey State Library in 1962 and then transferred to the GSLIS. This collection was also found by the ASP/RS staff.

John B. Kaiser (1887-1973) received a BA from Western Reserve University in 1908, a BLS and MLS from New York State Library School in Albany in 1910 and 1917 respectively. He was librarian of the Economic and Sociology Seminar at the University of Illinois from 1911 to 1914; Director of the Public Library, Tacoma, Washington, from 1914 to 1924; Director of Libraries and of Library Summer School, University of Iowa from 1924 to 1927; Director of Public Library, Museum, and Art Gallery, Oakland, California from 1927 to 1943; and Director of the Newark Public Library from 1943 to 1958. From 1960 to 1963 he was Executive Director of the American Documentation Institute in Washington, D.C., after which he retired. Kaiser had a long career as a librarian and enjoyed a long life. He married four times, the last time at age 85. He died a year later.

Kaiser was a member of advisory boards for the NJCW Library School and later the GSLIS (1950-1957). He also lectured at Rutgers and other library schools in the country on public library administration, civil service staffing and salary scales. In 1960 he was given an honorary degree by Rutgers for his contributions to the library profession.³

The collection consists of pamphlets dealing primarily with the history and administration of libraries all over the country from 1920-1962, although most of the materials are from the 1930's and 1940's. A number of pamphlets document civil service pay scales and regulations from the same period, and there is also information on the certification of librarians in New Jersey and elsewhere. In addition, there are two folders of correspondence, the larger one dealing with a bibliographical publication by Kaiser on stamp collecting, proof copies of that article, and the award that he received for it. There are a total of 4 Paige boxes, and a brief inventory is available from the ASP/RS.

III.

Ethel M. Fair (1884-1979), whose edited manuscript follows, graduated from Vassar in 1906. She was an instructor of Latin and German at the Hillside Prep School in Norwalk, Connecticut from 1906 to 1908, after which she returned home to Harrisburg, Pennsylvania, where she served as a substitute high school English teacher, chairman of the local

³ *Dictionary of American Library Biography* (Littleton, Colorado: 1978), 280-282; *Biographical Directory of Librarians in the United States and Canada* (Chicago, 1970), 565.

village library committee, and did some work in the Harrisburg Public Library. She received a librarian's certificate from the Library School of the New York Public Library in 1916, but then worked as a Red Cross instructor and for the United States Department of Labor. In 1920 she returned to the library profession, working first for the Pennsylvania State Library, then in 1921 for the Purdue University Library, and from 1922 to 1927 for the University of Wisconsin Library School. Then came short stints at libraries in Pennsylvania, at Emory University's Library School, followed by her appointment as Director of the NJCW Library School in 1930, where she remained for the next twenty years. In 1934 she went on leave to complete her MA at the University of Chicago's Library School. In the 1930's she also served as vice-president, and then president, of the Association of American Library Schools, and published articles in the *Wisconsin Library Bulletin* and the *Library Journal*.

When Fair retired in 1950, she was awarded an honorary doctorate of humane letters by Rutgers. Not content to spend her retirement relaxing, Fair went to the American University in Egypt for two years to work on a new library as part of the Fulbright program. Upon returning to this country she also worked at Atlanta University Library School, the Library of the State Teachers College, Trenton, New Jersey, and at Sweet Briar College. After completing these jobs in 1955, she continued to keep busy, produced a history of the library school with which she had so long been associated, and lived to the age of 95.

The manuscript was written using the NJCW Library School collection, official records at Douglass College, and Fair's own memory as sources. The original is 91 pages long and consists of 8 chapters followed by footnotes. Most of the footnotes refer to annual reports, and only those documenting direct quotes have been retained.

IV.

The Library School of the New Jersey College for Women 1927-1952: A Type III School in Historical Perspective by Ethel M. Fair.

Chapter 1. Beginnings

This is the story of a library school created under propitious circumstances. Four compelling factors brought the school into being: libraries

were ingrained in New Jersey's culture; there was a resulting need for able librarians; the New Jersey College for Women sought to widen professional opportunities for young women; and the American Library Association had recently issued new academic guidelines for a library school's organization and curriculum. . . .

Dean Douglass was constantly exploring the opportunities and needs for educated women, and she found librarianship a field in which she believed women of the state could render outstanding service. "The spread of knowledge among all classes of our people," she said, "has given rise to the need for trained librarians." Dean Douglass considered librarianship "an excellent vocation for women."⁴

Opportunities for formal preparation for library work had developed in other states, accompanying the spread of organized libraries. In the last two decades of the nineteenth century, technical institutes had introduced courses to train library staff; large public libraries had established training classes, primarily to satisfy local needs; and, in 1887, Melvil Dewey had set up a School of Library Economy at Columbia University. These programs were designed without the benefit of any guidelines providing standards for curriculum, content, admission requirements, or faculty qualifications, and the library schools had become laws unto themselves, a condition which prevailed through the first quarter of the twentieth century.

The American Library Association had become deeply concerned about the quality of the available training at least as early as 1883, and the first officially formulated standards were proposed in 1905. A similar interest had developed in the Carnegie Corporation of New York, which had become responsible for Andrew Carnegie's benefactions to libraries and library schools, and in 1919 the Corporation's Trustees authorized an inquiry into the character of the existing "training for library service," to be carried out by Dr. Charles C. Williamson.

Dr. Williamson's report, published in 1923, ended the period of purely empirical programs and brought the Board of Education for Librarianship into being. Williamson's principal recommendations were generally accepted by the Board: (1) that professional library schools should be organized as departments of universities rather than under public, state, or municipal library auspices, and (2) that professional li-

⁴ Rutgers University. President. *The Report of the President and Other Officers of Rutgers University, 1927-1928*, 74. Letter to Adam Strohm from Mabel S. Douglass, January 12, 1927 (in files of the Board of Education for Librarianship).

brary training should be based upon a college education or its full equivalent. Faced with the diversity of existing training institutions, Williamson recognized three "Types" of schools, classed according to the extent of the professional courses offered and the number of years of college work required for admission. Among existing programs, admission requirements ranged from the completion of four years of high school to college graduation. The creation of a "Type III, senior undergraduate" category, calling for a minimum of three years of college, meant a marked improvement over prevailing practice. The A.L.A. Board took the further initiative of encouraging the establishment of schools, and of the eleven which appeared in the decade of the 1920's, seven were Type III, among which was the Library School of the New Jersey College for Women. . . . Full accreditation was granted to the School in November [1929]. . . .

The College *Announcement* for 1929-30 stated the scope of the curriculum in these words:

The purpose of the School is to provide a one-year course of study which shall equip its students to become library workers in any general library and which shall serve as a foundation for future specialization in a chosen field of library work. Emphasis is put on the training of students for positions in municipal and county public libraries, in school libraries, and in work with children.

And so the Library School eagerly began. Dean Douglass' vision of the role of women in libraries, her belief in a program of liberal arts as the foundation for professional education, and the knowledge and encouragement of the Board of Education for Librarianship provided strength for the venture. It shared the experience, facilities, and courage of the young college.

Chapter 2. Resources

An established school with goals, a faculty and students, and a program aimed at academic and professional excellence needed a physical base in which to operate. The New Jersey College for Women's library had, in the summer of 1926, just moved into a new Recitation Building; here the Library School found its home in 1927 and, in the following

year, expanded into three rooms. One room was equipped with shelves for the professional collection and with individual desks for students; another served as a classroom, with space for books and other teaching materials; the third, smaller room served as the headquarters, with office space for faculty members. This limited space became a center for cordial give-and-take where faculty and students were found throughout the day.

When the Library School was established, at the end of the first ten years of the life of the College, Dean Douglass realized that sufficient library facilities were still lacking, especially book collections. "For the time being," she stated, the "Rutgers . . . Library must meet many of our needs." The College library was considered to be "entirely adequate for (the courses) in book selection and bibliography . . ." but some needed publications were "not even available in (any of) the libraries of the city."⁵ The School's professional collection in 1929 numbered only 825 volumes.

It was difficult to stretch the general fund of the College to provide needed books, but in spite of the precarious state of the College finances, Dean Douglass was determined to maintain scholastic standards and allotted \$1,000 in 1929 to purchase professional literature. By the beginning of the fifth year a satisfactory strengthening of resources had taken place so that students could depend mainly upon collections and not have to go "across town" to the Rutgers library or to more distant places. The College Librarian and the Library School faculty especially sought titles for the reference collection, works of bibliography in the widest sense, and books on the history of libraries, school libraries, adult education, and special libraries, as well as government publications. Until 1947 students paid a book selection fee to provide current publications for class use. A good working collection of titles and editions for laboratory work in classification and cataloging had been assembled from duplicates and unwanted material in the College Library.

Through the years the College Library was a laboratory for all course work, but even with the growth of this collection, the resources of the Rutgers University Library were continually called upon, especially for publications of the United States Government, of which it had a rich de-

⁵ Mabel Smith Douglass. *The Early History of New Jersey College for Women* (New Brunswick, New Jersey, 1929), 44-45. New Jersey College for Women, *Annual Report* (1930), 92-93.

pository, and for bibliography beyond the scope of the College Library. . . .

The newly established School thus actively acquired the facilities with which to work and to achieve accredited status, supporting the faculty and students who, as the chief strength of the School, would uphold its aims, create its influence, and make it worthy of a place in the history of professional education for librarianship.

Chapter 3. The Students

Who were the students who chose to prepare themselves for librarianship in a senior undergraduate library school? They were women who welcomed the opportunity to combine their liberal arts courses of the first three college years with preparation for service to readers in libraries. At the New Jersey College for Women they were an integral part of the undergraduate student body. They shared in undergraduate extra-curricular activities and were subject to campus regulations, but they also saw themselves as a group committed to professional education with obligations which would extend beyond their undergraduate days. This was in contrast to the mood of library schools where students had for the most part completed four years of college work, had put the undergraduate years behind them, and considered themselves a graduate group. . . .

Since courses in the Library School were until 1944-45 concentrated in the senior year, undergraduates did not choose the professional program at the start. A student did not select the department in which she would do her major work until the completion of the sophomore year, and if, at the end of the junior year, she wished to follow the curriculum for librarians, she then changed from the major sequence which she had originally selected.

Able librarians require a foundation of good scholastic ability, and the caliber of the students to be admitted to the School was therefore a matter of extreme importance. In order to test the competence of the student body and to have some means to compare it with similar groups, the School required that the class of 1943 take the battery of comprehensive examinations developed by the School of Library Service at Columbia University. The results were gratifying: Students from the New Jersey College for Women—mostly undergraduates competing with graduate

students from the four other participating schools—stood high among those examined.

The Women's College had always opened its doors to students from other countries. Those who came to prepare themselves for service as librarians from Iran, Greece, Hungary, Peru, and Costa Rica not only added interest to the Library School circle but proved themselves capable of making the most of their professional education.

Men Enrolled in the Library School

During the 1940's the Library School began to receive requests from men for admission, but the organizational pattern of Rutgers University provided no machinery to enroll them in the College for Women. In spite of this restriction, one man on the staff of the Newark Public Library was registered as a special student in 1947-48, and in 1948-49 a man from the College of Arts and Sciences of the University was permitted to elect courses in the School as part of his work for the bachelor's degree. Still another request for admission came from a man on the staff of a county library. At the same time the School received many calls for candidates to fill library positions which would be attractive to men as well as women. These developments supported the belief that the School should prepare both men and women to work in libraries.

In March 1948 the faculty of the Library School submitted to Margaret T. Corwin, successor to Mrs. Mabel Smith Douglass as Dean of the School, a statement that cross registration be permitted.

The Director of the Library School [Fair] pointed out some difficulties recently encountered in enrolling men in the program. The Dean of the College of Arts and Sciences of the University had refused to recognize the curriculum in Library Service as part of the work toward a bachelor's degree for two men registered in the College of Arts and Sciences. He opposed any recognition of these courses and asked that the matter be referred to the Curriculum Committee of the College. . . .

The Curriculum Committee took up the matter, and the University Librarian, who was a member of the Committee, vetoed the request on the ground that the Library School should follow the current trend and offer a master's degree. It therefore remained impossible at the time for a man registered in the College of Arts and Sciences of the University

to prepare himself for service in libraries without going outside the State for instruction.

Following these preliminaries Dr. Albert E. Meder, Jr. (Dean of the University), suggested that a committee be appointed to study critically the place of the Library School in the University and the State. Among the items he suggested for consideration was the extent to which the School should seek to enroll men.

In accordance with Dean Meder's suggestion, a representative committee from the men's campus of the University, the Library School faculty, and two other faculty members of the College for Women met in September 1949 to draw up a memorandum on the problem. According to the record of this meeting, there was general agreement that the curriculum in Library Service should be open to men as well as women. The Chairman remarked that he saw no difficulty in approving the Library Service curriculum within the College of Arts and Sciences, just as Journalism, offered at Rutgers, was approved at the Women's College. . . .

Negotiations continued, and on January 16, 1950, Dean Meder sent the following communication to the Library School:

It is my pleasure to inform you that at the meeting of the University Council for the first semester of the academic year 1949/50, the memorandum concerning instruction in Library Service . . . (for men) was approved.⁶

Thus the tangle of cross-registration was resolved, the admission of men to the program in Library Service was simplified, and the anomaly of requiring a man to accept a degree from a women's college was avoided.

Opportunities for Graduates

It was not difficult to find positions for the 297 graduates of the Library School in the 25 years of its existence. After World War II, especially, the scarcity of librarians was felt all over the country. In the period July 1, 1945 to May 30, 1946, requests came to the College for candidates to fill 353 positions in 204 libraries in 27 states and the Dis-

⁶ Communication to Ethel M. Fair from Dean Meder, January 16, 1950.

tract of Columbia. In spite of enlarged enrollments in the older schools and the addition of new schools, the demand for good librarians in the 1940's could not be met. The Library School's contribution to the recruiting effort included publishing folders and pamphlets for distribution to schools and colleges, and participating in conferences on recruiting sponsored by the College and the Association of American Library Schools.

As part of recruiting, it was desirable to offer scholarships to students preparing for library service, and as early as 1933 the Director of the School requested that the College administration consider establishing a scholarship available to graduates of the New Jersey College for Women or other approved colleges. In 1936-37 one scholarship for a graduate student was offered by the College; in 1937-38 two tuition scholarships were given by Mrs. Donald C. Lott of Pittsburgh, Pennsylvania; in 1942-43 an international scholarship was provided by the New Jersey Federation of Women's Clubs; and in 1949-50 the national organization of Altrusa carried the expense of one student, with arrangements being made through the Institute of International Education.

The School used the placement services of the Personnel Bureau of the College, which kept full records of graduates. . . .

The majority of the graduates of the School accepted positions in New Jersey. The New York area naturally offered desirable openings, and graduates accepted offers from as far away as Massachusetts and Florida. During the war years service overseas became more usual, and by May 1944 a graduate was serving in the Library of the Naval Station, 10th Naval District, Puerto Rico; another was librarian in the overseas division of the Office of War Information; one was in the scientific library service of the Army; three had joined the WAVES; and one was in the Women's Army Corps. By 1947 two were in Hawaii, another was in the Red Cross, one was with the Army of Occupation in Europe, two were working with the library of the top secret research center at Oak Ridge, and three others organized or were employed in the libraries of Camp Kilmer and Fort Dix.

As of 1950, graduates of the Library School of the New Jersey College for Women were to be found in libraries from Maine to California, Holland to Brazil, and Turkey to Tasmania. Forty per cent of the graduates were still engaged in some aspect of library service.

Chapter 4. The Faculty

In the 25 years of the School's history, replacements of full-time faculty were few. A loyalty and esprit de corps prevailed, and individuals gave their best in solving problems of administration and management, bringing new substance into the curriculum, and helping students to achieve their goals. The faculty endeavored to prepare librarians equal to any in the country. Although most of the students came from New Jersey, the teachers were not provincial, and they saw librarianship as having universal values and application. . . .

The five members most closely identified with the organization and development of the School were, in the order of their appointment, Alice G. Higgins, Polly Fenton, Clara E. Howard, Ethel M. Fair, and Ruth Budd Galbraith.

Alice G. Higgins, whose association with the College extended from 1927 to 1951, was an outstanding teacher with a rich knowledge of literature and a fresh insight into the relationships between books and daily life. She taught courses in bibliography, in adult services, in book selection and reference work, and for a time in children's literature. She was a good organizer of day-to-day activities and was able to see through a maze to the solution of a problem. . . .

Polly Fenton was a member of the faculty from 1927 to 1937, teaching courses in Reference Work and in Classification and Cataloging . . . she resigned to become cataloger for the New York Society Library. She was Vice-Chairman of the Professional Training Section of the American Library Association.

Clara E. Howard was full-time Director of the School from 1928 to 1930, having been recommended by the Board of Education for Librarianship. Coming from the Carnegie Library School at Pittsburgh, she represented the high standards of that school. With an alert mind and a quiet ability to persuade, she was well known as a leader in developing cooperation between public schools and public libraries. It was during her term that the School became a member of the Association of American Library Schools (being eligible by virtue of achieving accreditation by the Board of Education for Librarianship). After serving as Director for only two years, Howard was invited to become Dean of the Library School at Emory University.

Ethel M. Fair became Director of the Library School in 1930, upon Howard's resignation, and served until 1950. . . . Fair's chief concerns were curriculum matters, including setting prerequisites for professional study; professional education on the graduate level; and opportunities for library school faculty to pursue independent study and investigation.

Ruth Budd Galbraith was a member of the faculty from 1937 (succeeding Fenton) to 1945. Before coming to New Jersey, Galbraith (as Ruth Budd) served as Supervisor of the School Library Laboratory at Teachers College, Columbia University. She had also been a member of the faculty of the Library School of the College of William and Mary and had served for a semester as Acting Head of the Department of Library Science of the University of Kentucky. Because of her reputation in the fields of children's literature and of materials for school libraries, it became desirable to group these and related courses under her direction. . . . She also taught the course in Classification and Cataloging. . . .

While a member of the faculty, Galbraith completed the course for a New Jersey Teacher's Certificate and began studies for a master's degree at the School of Library Service, Columbia University, completing her thesis and receiving the degree shortly after her resignation from the School. When she resigned in 1945 to devote herself to her family, a special appreciative note was included in the School's report for the year.

Many of the faculty found expression for their ideas in short articles and reviews published in professional journals. These were by-products of daily concerns about course content and their bearings upon library goals and operation.

Chapter 5. Curriculum

Before the establishment of formal library schools late in the nineteenth century, many libraries trained members of their staffs on the job, permitting promising persons to learn while engaging in paid library work. When library schools began, there was little agreement among faculties upon basic course content except that the program should be "practical," should represent the activities being carried on in libraries, and should acquaint students thoroughly and at first hand with the tasks entailed (including handwriting, typewriting, and bookbinding). The

assignments covered the several phases of library work: selecting and ordering books, cataloging, circulating books to children and adults, and using reference works to answer readers' questions. The predominating curriculum of the schools reflected the departmental structure of typical public libraries.

It was therefore not surprising that the titles of courses announced by the new school in New Jersey in 1927 showed little originality and no innovative captions. The traditional titles appeared: Book Selection, Classification and Cataloging, Reference Work, and Administration (the latter at first including the history of libraries and library work as a profession). To take the student beyond the "organization," two hours a week throughout one term were devoted to Bibliography and two to Children's Literature; and instruction in the history of books and printing was offered similarly during one term. Specializations included courses in School Libraries, Library Work with Children, and Adult Education and the Library. A minimum of one summer of experience in a library and two weeks of field work during the professional year were required for the degree.

But events were changing the function of libraries everywhere. Expansion in the period after the first World War encouraged a broader concept of library service, probably initiated by wartime service to the troops. County library service was increasing, with New Jersey in the forefront, and the metropolitan areas of the state were rich in industrial and research companies which needed the service of librarians. Citizen participation in discussions of local problems indicated that the people were increasingly interested in events and ideas to which the librarian could relate books.

These influences affected the focus of education for librarianship. "Practical" courses were diminishing in number in library school catalogs, and new directions were being taken toward a deeper exploration of phases of service and the interrelation of subject matter.

Although the New Jersey School had originally followed the traditional range of subjects, the faculty looked critically at the content of these courses and its relationship to the student's previous education. How could librarianship be grounded in the scholarship of the sciences and humanities in order better to serve mankind? Upon what segment of human concern could the faculty build an underlying theory to which

all course content could be related? A newly established school, believing in the liberal arts as a groundwork for professional study, could lay its own foundations.

The faculty believed that people as users of books should be the starting point for all courses. It was the obligation of the Library School, through its courses, to relate books to life, to increase the citizen's satisfaction in reading, and to enhance the role of the book as offered through libraries. Such an approach would tie all the subjects to a common thesis, and would transcend the manual, clerical, and technical operations of the library.

Organization and Administration of a Library

To make the citizen and reader the center of interest in planning library service, the teaching of the course in library administration was changed in 1940 from assignments dealing with aspects of organizing and managing modern libraries to individual projects in which students were encouraged to select an actual situation in which a library might be organized. Here the student was confronted by questions: under what authority could the library be established, and what scope of activities would be appropriate in the proposed situation? The students of necessity had to explore the legal basis of establishment and investigate political, social, and economic characteristics of the residents of the community. These factors determined the type of collection to be assembled, the size and specialties of the staff, and the facilities to be provided, culminating in plans for the physical housing of the service. A student's grasp of what entered into library administration was shown by the quality and imagination evidenced in the resulting portfolios of practical plans. . . .

Preliminary Experience and Field Work

From the beginning, both preliminary experience and field work were regarded by the Library School as being essential parts of the educational

program. The actual working arrangements depended upon the interest and generosity of cooperating libraries, a fact that should be always remembered.

Preliminary experience was normally arranged in a library in the student's home town in order to minimize expense, with her status there being that of a "summer substitute" without pay. The student was accepted as though she were a regular member of the staff and was assigned such duties as she was capable of performing. Many students devoted a second summer, that is, a second two months, to preliminary experience, in which case an appointment in a library of a different type was sought. The objective was to familiarize the individual with practices and behind-the-scenes operations in order that during the school year she would be familiar with many of the situations mentioned and with the terminology used. No formal requirements were set by the School except that the faculty should know where the experience was being obtained and the cooperating library should submit an informal report upon the student's work at the end of the assignment.

Field work consisted of carrying out a carefully planned project during a two-week period in the second semester of the senior year. The project was related to the interest which the student had developed, and the work was done in a library which best suited the student's need. Such opportunities were found not only in New Jersey, but as far away as Ohio and Vermont.

There was a steadily increasing interest in special libraries. Appointments of this kind were difficult to arrange because the libraries were less standardized, were usually subject to strict corporate authority, and few in the 1930's and 1940's were headed by librarians who were familiar with the prevailing curricula of library schools. The cooperation of special libraries should nevertheless be noted, and excellent opportunities were found in such organizations as Standard Statistics, Inc., a veteran's hospital, the Pan American Union, the library of the Physicians and Surgeons Hospital of Columbia University, the Public Service Corporation of New Jersey, Russell Sage Foundation Library, the Metropolitan Museum of Art, and the U.S. Department of Agriculture Library.

A member of the faculty visited each library in which a student was working so that the formal report later submitted could be better interpreted.

Certification and Academic Degrees

At one time Sarah Byrd Askew, Secretary of the New Jersey Library Commission, stated that three-fourths of the personnel in libraries in the state had only a high school education as a foundation for their service. Unbelievable as this seemed, a check of a sample of libraries showed it to be true; and this condition vindicated the establishment of a professional curriculum based upon three years of college work to raise the professional level of librarians. In New Jersey such a program was a great step forward, and it is significant that a plan for voluntary certification, initiated by the New Jersey Library Association in 1936, specified three years of college work as preliminary to professional education and the completion of the four-year liberal arts/professional curriculum as a requirement for personnel in public libraries in cities having over 3,000 population. The voluntary plan was followed by a formal state plan for certification which was enacted into law in 1947.

With these certification requirements, it seemed desirable to offer part-time courses for any persons who wished to qualify or to advance themselves in positions, since it would not be possible for all to enroll for a full college year. Some in-service courses were offered from 1937-38 through 1940-41, with the cooperation of the School of Education, but they were interrupted by war activities. In spite of the need, the inconvenience of scheduling and the cost of courses defeated further efforts to offer part-time work.

The faculty of the School watched the effects of the State certification provisions and visualized the possibility that still higher qualifications might come into demand. A questionnaire distributed to libraries in New Jersey by the Library School revealed that 71 per cent of the special libraries, 75 per cent of the public libraries, and 90 per cent of the college libraries expressed a need for librarians with four years of college education, excluding library courses. From another questionnaire it was learned that 63 per cent of school superintendents and supervising principals replying preferred a full year of library science courses over any shorter program. Such evidence called for a reconciliation between existing standards and the higher demands.

A new type of program for education for librarianship emerged in the

1940's in the United States and rapidly gained favor, that of awarding a master's degree at the end of one full year of professional study beyond the basic college degree. With the encouragement of the Board of Education for Librarianship, 25 of the 36 accredited schools instituted graduate programs by 1948 or had such plans in the making.

By 1950 it became evident to the Board "that the 1933 classification of accredited schools was no longer applicable." It was necessary to consider the curriculum of the New Jersey College for Women in the light of this decision. . . .

After study and a consideration of the prevailing types of positions in existing libraries, and of the state's certification requirements, the faculty of the Library School concluded that there was a real and evident need for librarians in small and medium-sized communities (and in certain positions in larger libraries) for which the existing four-year curriculum provided the most suitable preparation. The faculty therefore recommended that for the time being no change be made in the program offered.

(Chapter 6, "Relationships with the Environment," not included here.)

Chapter 7. Crisis: The Cost of Education

In 1929, three years after the establishment of the Library School, financial disaster befell the country, and in the ensuing period libraries and colleges had to contend with the "great depression." Rutgers University was faced with decreased enrollment and, in time, with a cut in public funds. Comparative costs were studied by the Comptroller, and University officers and committees reviewed salaries and the potential for reducing personnel. In the turmoil, the Library School, though crippled, was not snuffed out. . . .

The impact upon the Library School was not immediately felt. Students who had entered college in 1928 and 1929 apparently recognized the advantage of following the professional curriculum in their senior year, and from an enrollment of 11 in 1930-31, pre-registration figures rose to 25 in 1931-32 and 35 in 1932-33. Casualties between declaration of intention and actual registration, however, reduced enrollment to 12 in 1931-32 and 18 in 1932-33.

Ominous reports were again heard in 1936. The size of the Library

School class directly reflected the declining enrollment of the College. To the casual observer, the showing of the Library School, compared with departments such as English, history, or the sciences—all of which offered service courses with heavy enrollments from the two lower classes—looked discouragingly low. . . .

The faculty made a number of recommendations and from among them the authorities chose to reduce the Library School budget by cutting the Director's salary one-third, accompanied by a theoretical reduction in her college committee responsibilities, her talks to outside groups, and her consultations. The decrease in the Director's time added to the load of other faculty members, but the goal to save the department was achieved.

The decade of the 1940's felt the prolonged impact of the depression, and the War unsettled college enrollment and interfered with schedules. In order to continue to exist, the Library School attempted to attract more students. By cooperating with the University School of Education and encouraging non-majors to enroll in the courses in Children's Literature, the faculty reached out for additional students preparing to become school librarians. Likewise, the courses in the History of Books and Printing, Reference Work, Cataloging, and Books and Readers were offered to nonlibrary majors in the College. Post-bachelor students were also sought. But these efforts did not materially affect the size of classes.

In April 1943 Dean Corwin called a conference of the Library School faculty to report "The President felt that unless the Library School had twenty students, we would have to say that we could not go on." The crisis, she said, was created by the war. . . . But the School survived the war years.

Between 1936 and 1940 the salary item in the Library School budget—covering two and two-thirds persons and a half-time assistant for ten months—had dropped from \$11,530 to \$8,457. When a member of the faculty resigned in 1945, no replacement was permitted, and the courses were divided between the remaining two members of the department—one faculty member and the Director. The Dean's attention was called to a report issued by the Carnegie Corporation of New York in 1946 stating that no school should be accredited with less than three full-time teachers. The Dean suggested that recruiting efforts should be made with the hope for a change in world conditions. At the same time she felt that

the decision not to fill the position would indicate to the Trustees a sincere attempt to tide over this period and would enlist their support in maintaining the Library School. No new appointments were approved in 1945-46, but the salaries of the surviving faculty members were increased.

During this trying period the demand for librarians was rising. Between July 1945 and May 30, 1946, requests for candidates were received from 204 libraries relating to 353 positions in 27 states and the District of Columbia. . . .

In 1948 the Chairman of the Trustee's Committee of the New Jersey College for Women consulted with the heads of the professional departments, and this inquiry into the place of the programs in women's education was direct, realistic, and encouraging. The University's financial position was explained fully. Some necessary teaching materials were immediately approved by the Committee, and in 1949 a teaching assistant was provided. With the salary increases in 1945-46 and 1946-47 (throughout the University), the salary figure for the Library School rose to \$13,200. As a result, the coming "year of possible restrictions was faced with a good heart."

But changes in the faculty were now critical. Higgins had passed the age of retirement but wished to continue in her position. Fair, who had just reached retirement age, received an invitation in January 1950 to serve as lecturer and library consultant at the American University of Cairo. . . .

Planning for the School was intensified. Dean Corwin appointed a committee to consider long-range plans for the Library School. At a meeting of the committee on May 19, 1950, Albert E. Meder, Jr., Dean of the University and Chairman, stated that there was "no question of the desirability of library service as a curriculum, since both faculty and students respect this offering, and both the College and the University would wish to have a library school; the continuation primarily was a budgetary problem." The claims of three groups were considered: undergraduates, graduates seeking a second bachelor's degree, and those who wished to work for a master's degree. The obligation to the students already enrolled and hoping to complete the professional year required that a successor to the Director be appointed. If the "original plan for a twenty-five year experiment" was to be followed, a successor to the Di-

⁷ "Minutes of the Committee to Consider Long-Range Plans for the Library School, May 19, 1950." Signed by Donald Dorian.

rector would be needed for a two-year term. It was suggested that Higgins, then Professor of Library Service, take the administrative responsibilities, and she was appointed Acting Director for 1950-51. The Committee agreed that "during the next two years it would be necessary to think further about plans beyond that time."

Chapter 8. New Beginnings

The name was prophetic: the Committee to Consider Long-Range Plans for the Library School. While the second semester of 1949-50 continued its accustomed course, there seemed little hope for a future budget which would support the existing undergraduate program. The Committee arranged to offer such courses through 1951-52 as would permit students of the class of 1952 to complete their professional curriculum, with Higgins serving as Acting Director. . . . Many months and three committees later the devoted efforts of individuals and groups in the State produced a plan which would carry forward professional education for librarians in New Jersey.

Widespread interest kept alive the concern for the future of library education in the state. This interest crystalized in the appointment in July 1950 by Dr. John H. Bosshart, State Commissioner of Education (whose sympathetic advice had always been available to librarians in New Jersey), of a Committee to Study the Professional Education and Training of Library Personnel in New Jersey. The Committee was asked to "examine the present facilities for training library personnel in New Jersey and to make such recommendations for future programs as the Committee saw fit."

Dr. Bosshart's Committee sought the advice of Richard H. Logsdon, Associate Director, Columbia University Library, who spoke as Chairman of the Board of Education for Librarianship of the American Library Association. Dr. Logsdon called attention to the existence of a moratorium on accreditation, pending the completion of a re-study of the situation, and indicated further that future accreditation would be restricted to schools offering a five-year graduate program leading to a master's degree in library science. The Committee wished to have at its disposal more data than were currently available and agreed that the interests of the State would be best served if a quick, intensive study of the problem was made, preferably with the help of an outside consultant. By

unanimous consent, Robert D. Leigh, Director of the recently completed Public Library Inquiry, was asked to serve in this capacity.

Dr. Leigh's survey covered school, academic and public libraries, present professional status, and factors affecting future programs. In the course of his study he visited the Library School of the New Jersey College for Women.

On February 5, 1951, Dr. Leigh submitted the results of his study to Dr. Bosshart's Committee, which considered them and then submitted a report (dated March 16, 1951) with its own recommendations, the first of which read: "The Committee therefore recommends: The establishment of a coeducational graduate school at Rutgers University, the State University, in New Brunswick."

Dean Corwin's Advisory Committee on the Library School had been kept informed. At a meeting of the Committee on November 30, 1950, Dean Corwin pointed out that there were three types of offerings in library service possible within the University: (1) a graduate school, for the proper development of which no fewer than 50 full-time students would be necessary, (2) an 18 hour undergraduate minor providing pre-library training, and (3) a continuation of the present courses until students now enrolled are graduated in 1953 or 1954. . . .

With Dr. Leigh's report to Dr. Bosshart's Committee in mind, the Advisory Committee again conferred on February 7, 1951. It noted that Dr. Leigh had found there were about 1,200 library positions in the state for which professional training was needed and that the estimated demand for professional graduates in New Jersey was 65 or 70 per year. Dr. Leigh also pointed out, as Dr. Logsdon had done, that the American Library Association was almost certainly revising the standards for accreditation. Dean Corwin commented that within a year or two the plan under which the New Jersey College for Women had operated would be obsolete. If Rutgers would become responsible for a graduate professional program, the Women's College might still want to provide 18 hours of pre-professional work, she said. Dr. Bosshart's Committee was unanimous in recommending that, pending the opening of a graduate school, the New Jersey College for Women maintain the 30 hour rather than an 18 hour program, thus assuring a full professional curriculum in the state. . . .

In spite of these recommendations and intentions, a threatened deficit of \$30,000 in the College budget had a restraining effect. . . .

The College Advisory Committee met again on March 28, 1951, to discuss continuing the 30 hour versus an 18 hour program in terms of the University's budget. It concluded that the School should operate on the already approved budget for 1951-52 and plan "to win approval for the idea of a graduate program beyond this. . . . It was agreed . . . that the New Jersey College for Women could tell applicants for admission and others who inquired about our offerings, that we could assure them now of no more than the 18 hour undergraduate program (thereafter), explaining that we are now in transition to the development of a graduate program that would meet the present professional standards for librarians. . . ."⁸

At the end of the academic year 1950-51 Higgins was forced to retire for reasons of health. When a new Director had not been found, Ada J. English, Librarian of the College, came to the rescue, as she had done in 1927, and served as Acting Director for 1951-52 through 1953-54. The courses in 1951-52 were taught, as they had been in 1950-51, by able librarians in the state, serving on part-time appointments.

Although the Board of Education for Librarianship did not accredit programs of less than one full year, Hostetter notified English in December 1951 that "... accreditation would be continued through the current year or until the students who had begun the curriculum in the School (had) completed their studies and received their degree. . . ."⁹

The following months were understandably filled with adjustment in order to permit students already enrolled to complete their course work; with regret at seeing a respected department of the College discontinued; and with uncertainty about the future. By continuing the formal organization, the Department carried on the "line of succession" up to 1953.

The University had not been idle. In June 1953, Dr. Lewis Webster, President, wrote to Fair, now Professor Emeritus, calling attention to the fact that the committee appointed by Dr. Bosshart had recommended establishing a co-educational Graduate Library School at Rutgers, and that the Legislature of 1953 had made funds available to permit its initiation. . . .

Arrangements to establish a graduate school of librarianship proceed-

⁸ Minutes of the Meeting of the New Jersey College Advisory Committee on the Library School, March 28, 1951, 1-2.

⁹ Letter to Mrs. Ada J. English from Anita M. Hostetter, December 1951.

ed, and on September 9, 1953, Dr. Mason W. Gross, who had succeeded Dr. Jones as President, wrote to the former Director of the Library School:

I am very happy to inform the members of the Advisory Council of the Graduate School of Library Service that Dr. Lowell A. Martin [Associate Dean, School of Library Service, Columbia University] has accepted the position [of Dean] as of September 1st and will proceed immediately to start organizing the school.¹⁰

Dr. Martin formulated principles and plans for developing the Graduate School. Its central responsibility to the state was evident. The program should at the same time, Dean Martin said, gain recognition in the Middle Atlantic region and appeal to students from distant states and foreign countries. Students were to be selected on the basis of evidence of a "cultural background both broad in scope and meaningful in their daily lives."¹¹

The advisory committee originally appointed by Dr. Jones, now known as the Advisory Board of the Graduate School of Library Service, met on October 26, 1953, to discuss the "Preliminary Statement of Principles and Plans for Developing the Library School," prepared by Dean Martin. Foremost among the principles approved was "the prior responsibility of the School to develop its instructional program at the graduate level and its research activities; but the door is not closed to helping work out training for sub-professional personnel in small libraries."¹²

The *Announcement* of the New Jersey College for Women for 1954/55, listing Lowell A. Martin as Dean, stated:

Courses in Library Service provided by the Graduate School of Library Service are open to juniors and seniors in the New Jersey College for Women. These courses constitute a sequence of twelve to eighteen hours and meet the requirements for the New Jersey Limited Certificate for Librarians and for the Library Science studies of the New Jersey Teacher-Librarian Certificate. Essentially the

¹⁰ Letter to Ethel M. Fair from Dr. Mason W. Gross, September 9, 1953.

¹¹ "Preliminary Statement of the principles and plans for developing the Library School," October 19, 1953, 2.

¹² "Minutes of the meeting of the Advisory Board of the Graduate School of Library Service, October 26, 1953," 2.

course sequence is designed as a foundation for full professional education in librarianship at the graduate level.¹³

A bridge was thus built between the Library School of the New Jersey College for Women and the Graduate School of Library Service at Rutgers, the State University of New Jersey.

Dean Martin proceeded through 1953 and the early part of 1954 to assemble a distinguished faculty for the graduate school, well prepared to assume instructional responsibilities in line with the recommendations of the summer of 1954. The new School opened its doors in the fall of 1955. The metamorphosis from an undergraduate curriculum to a strong graduate program, strengthened by original studies and research in library problems, had been achieved according to the demands of the times.

¹³ New Jersey College for Women. *Announcement* (1954/55), 100.