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ALUMNI AND  
STUDENT NEWS

JANUARY  
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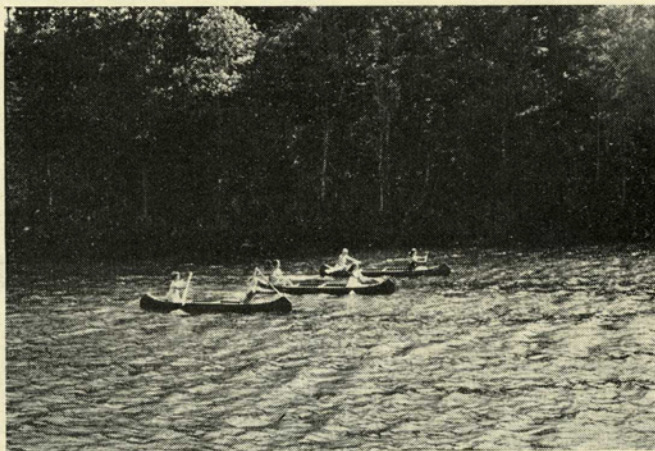
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# THE PEABODY REFLECTOR

## ALUMNI AND STUDENT NEWS

A MONTHLY MAGAZINE DEVOTED TO THE INTERESTS OF THE STUDENTS AND  
ALUMNI OF GEORGE PEABODY COLLEGE FOR TEACHERS



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OTIS McBRIDE.....EDITOR

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### CONTENTS

The President's Page	Page 3
Organization of the Joint University Library—S. C. Garrison	4
The Library's Contribution to Scholarship—W. W. Bishop	5
The University Center in Nashville—O. C. Carmichael	9
The Program of the Joint University Libraries—A. F. Kuhlman	11
The Significance of the University Libraries—Louis R. Wilson	15
Teaching with Books—Harvie Branscomb	25
The Significance of the Joint University Libraries to Nashville— James G. Stahlman	28
The Interest of the American Library Association in the Joint University Libraries— Charles Harvey Brown	29
The Place of the Library in Modern Education—Robert M. Lester	30
The Joint Library—Symbol of Progress in Higher Education—A. R. Mann	33
Editorials	37
Campus News	38
Index to Advertisers	40

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# THE PRESIDENT'S PAGE

S. C. GARRISON



**W**ITH OUR OWN NATION and almost the entire world at war, Christmas will bring new significance to the American home this year. . . . The spirit of Christmas is that of good will and of promise for a better world to all mankind. . . . If we are to build a better world it will be through the proper education of our young people. . . . A child is the promise for the future. . . . All our educational efforts center about the child. . . . Every child is entitled to the best teacher society can find. . . . Only the best is good enough when we are dealing with those things which help grow a life. . . . At this time, during these Christmas holidays, we salute all those great teachers who follow in the footsteps of the Master Teacher who give of themselves that others may live a fuller, richer life. . . . Truly there is no substitute in civilization for the good teacher. . . . Education is indeed "a debt due from present to future generations."

# ORGANIZATION OF THE JOINT UNIVERSITY LIBRARY

S. C. GARRISON

*It was a fine party. Beginning Friday evening, December 5, 1941, dedicatory events for the Joint University Library extended through Saturday evening, closing with a reception in the library and conducted tours through the building. In the two days many people from Vanderbilt, Peabody, and*



President S. C. Garrison and Dr. A. F. Kuhlman, Director of the Joint University Libraries, receiving keys upon the occasion of their being elected to honorary membership in Phi Beta Kappa.

*Scarritt, from Nashville, and from other points took part in the dedication, listened to the programs, and visited the building.*

PRESIDENT GARRISON discusses the origin of the Joint Library, the execution of the plan to bring it about, its present organization.

THE PAST FEW YEARS have seen a marked advance toward two goals of which those of us in this educational center have long dreamed. The twin goals have been superior library facilities and a closer cooperation among three neighboring higher institutions.

The library has always been recognized by our institutions as the heart of the educational program. Vanderbilt in almost the first building erected on the campus made provision for a library; and as other buildings were added departmental libraries were provided. In one of his earliest addresses Chancellor Kirkland emphasized the need for a library building and for ample funds with which to provide library facilities. For more than a century a steady but painfully slow accumulation of library resources was made by those ancestral institutions which became Peabody College; and in recent years more rapid progress was made under the aggressive leadership of President Payne, who frequently stated that the library, when used by great teachers, should receive at least half the weight in the rating of an educational program.

In 1914 the two institutions made a beginning, although a feeble one, at instructional cooperation. Also the library of each institution was made available to the students and faculty of the other. These beginnings showed the value of library and instructional cooperation; and out of these efforts grew the result which we see today.

Along the way many people contributed to the growing movement for better library facilities through joint effort. Scarritt College was moved to Nashville. Its president, Dr. Cuninggim, took an active part. A distinguished scholar who will address us this evening also contributed through what is now known as the Bishop-Wilson Library Survey. The great philanthropic foundations, especially the General Education Board and the Carnegie Corporation, gave encouragement both in advice and in funds.

Finally, after many years of study a plan was evolved whereby all the library resources of the three cooperating institutions would be pooled under a joint administration. We recognize that regardless of the amount of interest on the campuses concerning the Joint Library program, our efforts were successful in the main, because the citizens of Nashville, the trustees, faculty, alumni, and students of the institutions, and two great philanthropic organizations believed the cooperative enterprise was worth while and made it possible by their contributions which amounted to approximately two million dollars.

Those of us who evolved the plan express our appreciation and gratitude for the cooperation which made possible the Joint University Library.

The Joint University Library may be thought of from the point of view of both its administrative operation and its educational use. Let me speak briefly relative to its administrative operation.

All the library resources of the three institutions are under the direction of one administrative head. The Joint University Library has its own board of trustees; the members of which are selected from and by the board of trustees of each institution. The Joint University Library Board of Trustees is, therefore, responsible to the boards of trustees of the several institutions, and these boards, in turn, hold the property in trust for the use of the three institutions. The chief administrative officer of each institution is an ex-officio member of the board of trustees of the Joint University Library as he is also of his own institutional board. These three administrative officers constitute the executive committee, and the administrative authority comes through them from the board of trustees of the Joint University Library to the Director.

There is also a joint library committee composed of faculty members selected from the faculties of the three

(Continued on page 35)

# THE LIBRARY'S CONTRIBUTION TO SCHOLARSHIP

W. W. BISHOP

I PROPOSE IN THIS ADDRESS to survey the actual contributions to scholarship which libraries now make and which they may well increase many fold under the direction of their professional librarians.

First and foremost and never to be forgotten or ignored is the contribution to scholarship of the books themselves. After almost fifty years I come back—as I have time and again before—to remark of my German friend in Evanston, “*Die Hauptsache ist die Buecher zu besitzen*”—“the important thing is to own the books.” It is a basic truth,

so plain and self-evident as almost to be forgotten. Without books there is no library and I had almost said no scholarship. Indeed it is extremely doubtful whether under modern conditions scholars can be developed and trained and perform their work in the absence of libraries. Even those studies which rely most fully on the laboratory require that experiment be supplemented by study of the record of earlier experiments. And libraries mean books.

The collections of a university library are ordinarily deliberately gathered with the definite purpose of aiding scholarly activity on the part of faculties, graduate students, and undergraduates. They are not as a rule procured in the interest of general reading or intellectual diversion. They may in fact be so extremely dry and utilitarian as to defeat, at least in the undergraduate body, the formation of a reading habit. More and more our libraries tend to be composed of transactions of learned societies, scientific and other series, governmental reports and other similar jejune printed documents. Even the scholars who delve in literature and language now affect the dry scientific manner of presentation. I doubt if a successor to C. P. G. Scott could get into the Proceedings of the American Philological Association today such a delightful article as his *Singular plurals*, which he ended up by saying might as well be called *Plural singulars*. That was way back in 1895 when men were not afraid to get some fun out of their work lest they be considered “popular.” While it is true that a proper consideration for the intellectual refreshment of the university body still provides works of literary merit for the university library in fair volume, they are but a minor fraction of the annual accessions. Anyone can see by even a brief tour of the stacks that the underlying purpose of the book collection has been overwhelmingly the service of scholarship. Mere recreational reading is generally left to the



PRESIDENT J. L. CUNINGGIM, SCARRITT COLLEGE, AND  
DR. BISHOP

DR. BISHOP'S penetrating address establishes the librarian in the world of scholarship.

public library or to the rental collection in the neighboring drug store. Whether the university library has gained or suffered by these self-denying practices is perhaps beside the point. The fact is plain—scholarship and its building are the underlying purpose of university library collections of books the world over.

It is equally obvious that in reaching this result there has been a working combination of librarian, library staff, and the universities' several faculties. Each group has its own role to play. It is clear that no librarian can himself have an expert knowledge in all the departments of learning represented in a modern university library. Even if he had an encyclopedic knowledge of a wholly uncanny sort, his executive duties would leave him small leisure for the selection of all (or even a greater part) of a huge modern library. It is noteworthy that even such men as Dr. W. F. Poole and Clement W. Andrews in building up *de novo* in Chicago two of the great reference libraries of our country relied largely on the advice and help of experts, chiefly university professors, although their own astonishing knowledge of books gave them an enormous advantage and they had men of entirely exceptional ability on their staffs. University libraries on the other hand generally reflect the interests of a succession of departmental heads or strong professors. One can see the traces of Prof. I. N. Demmon at Michigan, for example, on almost every shelf of the English Literature section. And it is greatly to the benefit of universities that these men have left such witnesses of their skill and knowledge. But I recall with rather bitter amusement the way in which Demmon opposed spending money on census reports and other books of purely factual interest. They had no spiritual values, he held, and hence were not worthy of a place on our library shelves. Strong doctrine, and strange in our time—but who shall say whether he was a *vox*

*clamantis in deserto?* Anyhow he did not have his way, and his books of spiritual appeal are now buried fathoms deep in an ocean of books of a more modern and utilitarian sort. Still, the collection of university libraries in the main represent faculty selection. If they do not serve scholarship because they are the wrong books, the blame rests on broad shoulders and many of them.

But the librarians of our university libraries have also played a very large part in building up the collections of books. No librarian worthy of the name will rest content to be a mere buyer and housekeeper of books selected wholly by others. By his very office he influences to a great degree the *lines* on which a university library is built up, even when the actual selection of titles is in other hands in great part. As a rule librarians and library committees—generally under the librarian's urging—take cognizance of the need of procuring works of general usefulness not likely to be the concern of any one department or faculty. The general periodicals, the transactions of academies and learned bodies, the works of general reference, the development of subjects not directly taught but constantly drawn on by scholars, all these are the librarian's concern. Sometimes, often indeed, he has funds put in his hands expressly for such purposes. Often he suggests opportunities in special fields which a busy research man may overlook. Always he scans the book market, and the antiquarian dealers catalogs for opportunities to enrich his library, regardless of who approves the orders. To ignore the librarian's part in building up our university libraries is to pass over what is perhaps his chief and most valuable function. Further, he generally presents to the university officials the library's budget, including the totals of its book funds. If he be unsuccessful in making known and understood the book needs of the university, he is rightly deemed an unsuccessful librarian. The very men who will most criticize his selection of titles will be the first to benefit by his successful budget presentations, and probably the first to criticize any lack of success in securing funds. No one can recall the successful university librarians of this country without realizing how great a part they have played in building up the means of scholarly work. It has been—and always shall be—team-work which has built up university libraries to their present large—perhaps swollen—dimensions. And the captain of the team has almost uniformly been the librarian.

It is worth while to dwell a moment on the meaning of this fact, for it is a fact. Unless he can develop sympathetic understanding of the book needs of the scholars who teach and do research work in the university, the university librarian cannot fully enter into the possibilities of his calling. He must, as Herbert Putnam pointed out long since, become catholic in his interests and sympathies. In a recent article Sir Frederic Kenyon, long head of the British Museum, rightly lays emphasis on the development of sympathetic and understanding interest in the problems of others by the successful librarian. And understanding of the needs of men of erudition working in fields remote from his personal interests and studies characterizes the true university librarian. It is this understanding of and sympathy with both the aims and the methods of scholars which makes for success in building up the resources of a great library. If one may venture to mention men still living and honored among us, it was in this understanding spirit that Herbert Putnam developed the Library of Congress from less than a million volumes in 1899 to its

present huge dimensions, notable for its acquisition of the materials for research far more than for its mere numbers. It was in the same spirit that Andrew Keogh built up the Yale Library with its unusual special collections. And it was in similar recognition and understanding of the needs of scholarship that Henry Guppy has in forty years made the John Rylands Library one of the greatest in the world. I might spend the whole evening pointing out similar instances. But I content myself with these examples, exceptional and favored of fortune, if you will, but none the less typical of the work of scores and hundreds of lesser men operating on a smaller scale.

And we should do less than justice to sacrifice of time and labor on the part of scholars engaged in research, if we failed to note their part, their vital part, in building up university libraries. Long years of service on library committees both general and departmental, unwearying compilation of desired titles, constant watchfulness for chances to get books valuable in research, frequently lengthy journeys in search of manuscripts and necessary books, these characterize faculty services to the university library. To take but one instance—the labors of the late Prof. F. W. Kelsey which procured for Michigan and for the Freer Gallery in Washington Greek Biblical manuscripts, Michigan's great—indeed almost unrivaled—collections of papyri, its Latin, Coptic, Arabic, and Persian manuscripts. Scholars for years to come will find materials for study and research in these collections which he gathered between 1919 and 1927. It was my privilege as Librarian of the University to cooperate intimately and for many years in Kelsey's efforts to build up in Ann Arbor a worthy collection of ancient manuscript materials. It was not always an easy cooperation, for Kelsey's unbounded vigor and enthusiasm made exacting demands on those who worked with him. But his is the credit in full measure. I shall never forget his last remark to me a few days before his death. "Bishop," said he, "do you suppose I should have worked so hard to raise money and secure those collections, if I had not faith in the University Library, and in the Librarian to care for them?" Could one cherish a more solemn obligation than this rich legacy of trust?

We should do but scant justice to another important factor in the library's contribution to scholarship, if we ignored the part played by scholarly collectors whose choice and treasured books have found a resting place in university libraries. In the earlier stage of American university library development many a library of a deceased German scholar came to American libraries to furnish a foundation on which to build. One might mention a score of these, such as the libraries of von Ranke, the historian, of Trendelenburg, the philosopher, of Rau, the economist, now at Syracuse, Princeton, and Michigan. A few great American scholars furnished foundation stones for eminent American collections. One of these was Wm. I. Knapp, long head of the Spanish department at Yale, and later at Chicago, whose library was bought by Mr. Archer Huntington to become the basis of the great Hispanic Society's Library in New York. For no library can purchase or hire the brains which go to the formation of such scholarly private libraries. When such a collection is acquired there come the fruits of a life-time of scholarly research and book-seeking activities. Prof. Knapp used to tell of adventures in Spain in picking up books on the streets of Madrid in the midst of civil war, actually dodging bullets to effect an entrance to some shop where books



were going for a little ready cash. What President White's library has meant to historical research at Cornell is a matter of common knowledge, even as is the life-work in the service of scholarship of its librarian, the late George Lincoln Burr. Money can perhaps buy the fruits of these labors, it cannot purchase them in their daily activity over long years of searching.

Later the labors of American scholars have profited by the success of collectors on a grander scale, whose libraries are the products not alone of scholarly interest but of great wealth as well. Of course you will at once think of the illustrious names of the Brown family of Providence, of James Lenox of New York, of Henry E. Huntington of California and New York, of Edward E. Ayer of Chicago, of William L. Clements of Michigan, of Pierpont Morgan of New York, and of Henry C. Folger of Providence and New York whose Shakespeare and Elizabethan collections in the Folger Library in Washington have been vastly enriched by the recent addition of the notable Harmsworth Library from England. There are many other illustrious names which could be added to this honor roll, but I have cited enough to prove my point. What these men (and their peers) have done for American scholarship is beyond praise. And many of their distinguished collections, great by any standard in the world, are now in American universities; the rest are all available for the research work of university men. This fact alone is of tremendous importance. American scholars still have to seek Western manuscripts in European libraries. But printed books are almost without exception now available to them at home, if not in one library, then in another. It may be remarked here in anticipation of a point I shall make later, that what is available in one library is now generally available to scholars working elsewhere by way of either inter-library loans or photography.

While university libraries have been profiting by the collecting zeal of scholars and bibliophiles, they have themselves attained huge proportions. We now have nine American university libraries of over a million volumes each, while several more are fast approaching that size. May I illustrate this by a single observation? When I entered the University of Michigan as a student in 1889, its library had something over 90,000 volumes. It was then the largest of its kind between Cornell and the Pacific Coast. The University of Chicago had not been founded, Wisconsin and Minnesota had barely begun their period of rapid growth, Illinois was a small land-grant college, the Newberry Library was not built, and the John Crerar not founded; in short, there were no large university or scholarly libraries west of us, and our own was of but modest size. Look at the contrast today, barely more than half a century later. I will not weary you with details or statistics, but I may remark that in the Mississippi Valley and Great Lakes region alone there are now more books in libraries of a scholarly character than existed in the whole country in 1889. And the country's libraries are not only numerous but large. There has resulted a huge increase in administrative staff and administrative costs—both inevitable and not to be deplored. But one may perhaps inquire whether in this necessary growth of the administrative staff the ends of the University library have always been kept in mind. I fear the means (which play so visible and vital a part in our daily work) have tended to obscure the very ends for which they exist, chief of which is the provision for both the pursuit of scholarship and for its development in training.

The staff, then, of the university library has a very definite place in that library's contribution to scholarship. Books and buildings alone do not make a library. They must be managed and directed in the service of scholarship by a capable and adequate staff. A moment's reflection will show anyone that this proposition is both sound and indeed fundamental. The librarian as a rule does not direct research, either his own or others. But it is hard to conceive research in books without his services. He is as essential a part of the research equipment as books or buildings or scholars. And his staff must also function smoothly and well, if the scholar is to pursue his work not alone successfully but easily. The technical library processes have been greatly enlarged and at the same time greatly simplified in our time. It takes more people, more machinery, more time, and to be said openly—more tact to operate a library of a million books than one of a tenth that size. While some parts of the technical work of the university library staff are purely clerical, those parts are but a minor fraction of the whole process. Stop for a moment to think of the materials with which librarians work—books in many languages, published in the most diverse and intricate ways, received daily and hourly from the ends of the earth, all to be assembled, sorted, recorded and made ready for the use of experts in scores of fields. Think of the bibliographical puzzles which come hourly to the reference librarians and to the cataloger. These and many other problems of a librarian's daily work demand knowledge of languages, of the book-trade and its history, of the intricate convolutions of modern serial publication, of the whole history of book production from antiquity to our own day. These processes so glibly termed "technical" can not be omitted or minimized, nor can they be performed well by cheap and untrained labor. The daily work of a trained library staff is an essential contribution to scholarship. If red-tape and pettiness seem sometimes to come between a scholar and his books, think for a moment of what confusion would result from the total absence of rule and the complete abandonment of proper records. No!—technical library work is so vital to successful research that it should be done by even better trained and far better paid people than now carry it on more or less well. The university which from its very nature places emphasis on scholarship ought in self-defense to require that its library be staffed by well trained technical librarians, that their work be made attractive and their salaries and other privileges made commensurate with their abilities. Failure to do this will surely result in fumbling work which has to be done over again and in a type of service which hinders rather than promotes research and scholarship. The status of the library staff is at present but ill-defined in most universities. The possibilities of its aid to research are but dimly felt by those who make academic opinion and who control the purse-strings. American colleges have in the last decade or two done more careful thinking about this problem than have the universities. But I venture to predict that the universities will be forced by the very necessities of their work to develop the library staff into a component part of the academic body politic with all which that implies.

We occasionally forget, in our fervor for promoting original investigations, that our universities exist to provide both a liberal education for their undergraduates and a long, thorough and painstaking training in the methods of research for their graduate students. Indeed these two ends necessarily absorb the greater part of the university

income and of the energies of its faculties. In these two departments of a university's service the library not only plays an important part, but its staff and its facilities are well-nigh indispensable to success-teaching. Advanced research demands books and journals and occasional services, but not much more. Undergraduate teaching requires the active cooperation of the library in the provision of ample reading rooms stocked with necessary books, in a competent service of these materials and of general reference work. The earlier stages of graduate study demand the active aid of competent librarians if professors capable of independent research are not to be overwhelmed with the job of inducting large numbers of students into a knowledge of the elementary tools of their work. And if the whole instructional program is to succeed in turning the freshman into a finished scholar, it must be conducted in such a way that the student acquires a knowledge, not alone of certain valued classics in selected fields, but further a first-hand acquaintance with his staple tools in the way of journals, reviews, indexes, catalogs, great reference books, and the like. The undergraduate in a small college has perhaps a better chance than his fellow in a large university to acquire a liberal education. He has, however, as a rule missed the chance to become familiar with the book resources of his chosen field of study which a large university library presents to him during his entire career as a student.

But the Apostle Paul tells us "No man liveth unto himself." So it is with libraries. Such is the enormous volume of print that not even the greatest national libraries are found to contain everything a scholar may need in his researches. The university library cannot reach—no man should expect it to reach—the dimensions of the British Museum or the Library of Congress. Happily, this fundamental truth has come—somewhat late—into general understanding. By its cooperation with other libraries the university library supplements its own deficiencies and aids scholars in other institutions with its own treasures. Cooperation is the great new principle in library work. That cooperation takes many forms, the first of which is that sort of local cooperation which this Joint University Library so well typifies. It took some years to convince people here in Nashville that such local cooperation was not only theoretically desirable but actually practical. Probably no achievement in American library cooperation is so notable as this building which we dedicate today, with its service to three institutions of higher learning. Here we have in outward and visible form the realization of the Apostolic dictum. You have taken a long step forward which will surely be observed, pondered, and I believe, imitated in many places.

There is also the fairly new practice of inter-library-loan. It was only by 1905 that the practice had become at all common. I remember that in 1907 I drew up for Dr. Putnam's approval a brief statement to be printed for answering inquiries about what was then a new policy. As usual, Putnam supplied a single trenchant phrase defining the practice: "the unusual book for the unusual need," the foundation stone on which the inter-library-loan still rests today. Librarians have to administer these loans in the spirit of that declaration. As a service to scholarship inter-library-loans in Europe and in America have won approval and recognition as one of the means of overcoming distances, deficiencies, and high costs. The photostat and the microfilm have in turn been used to supplement the practice of lending books between libra-

ries. Both are still capable of enormous development as practical means for improving library service to scholarship. They demand both new techniques and a certain readjustment of our habits of apportioning money and service. But thanks to these practical means but few books should remain wholly inaccessible to scholars in a few years more. This practical cooperation by the use of the photograph is perhaps the most notable contribution of American librarianship to American scholarship.

A further contribution and one but little understood as yet is specialization on a definite plan whereby one library within a given region agrees to purchase widely in one field and other cooperating libraries in other fields. There have been notable examples of such local cooperation; there have been definite attempts at agreements on a large geographical scale; and now it seems likely that certain national agreements (as yet under discussion) will be put into effect. The local agreements are best seen in Chicago where the Newberry, the John Crerar, the University and the Public Library have entered into a formal compact as to broad fields to be covered by each library. The regional agreement is shown in Northern and Western New York where Cornell, Rochester, Syracuse, with three or four others, have committed themselves to positive plans of specialization. The American Library Association's Board on Resources of American Libraries held last May a very significant two-day session of a picked group of scholars, administrators and librarians to discuss this vital theme. The proceedings of this meeting have but recently been published. It seems likely that succeeding years will see such effective agreements in this method of improving the efficiency of libraries while reducing their total costs that our successors will wonder why we were so slow to begin them.

But no amount of good will and planning will assure a scholar that he can get the books he needs unless someone can tell him where they are. Hence the great development in recent years of Union Catalogs. In the great Union Catalog in the Library of Congress there are already about 17,000,000 cards. Ultimately every printed book of research value in America will be centered there. That Union Catalog office also maintains a list of special collections which is of untold value. As usual, the Germans have done this recording on cards well; and even better, they have begun the publication in book form of a combined catalog of all the books in German Libraries, showing locations of at least some copies in each instance. We may confidently look forward to similar publications in this country in due time. Librarians are joining with scholars to lay the ground for it, and pressure of need will finally produce it. Wars and depressions may delay such enterprises. But they cannot prevent their consummation in due time. I have no doubt whatever that librarians in this group here today will live to see a record in convenient and easily used form of all the books in our major, and even our minor, libraries. Note I do not say "in printed form," for it is entirely possible that other means of recording and duplicating may take the place of print.

One of the most important contributions to scholarship will be the organization and financing of micro-films and micro-print projects, of which many are even now under consideration or in active progress. They will need a lot of money, and librarians will probably have to join with research workers to see that the needed funds are provided. Also the libraries will have to provide both materials to be

(Continued on page 35)

# THE UNIVERSITY CENTER IN NASHVILLE

O. C. CARMICHAEL

COOPERATION between the Nashville institutions was begun many years ago. As early as 1914 there was an affiliation agreement between Vanderbilt University and the George Peabody College for Teachers. I shall not attempt to cover the history of the development since that time, but to concentrate attention upon the development since 1935.

The faculties of Vanderbilt University and George Peabody College for Teachers began a joint study of their programs in November 1935, and continued it intensively for six months.

They recognized the problem as having two main features: (1) to coordinate and extend the curriculum for education and research; and (2) to define the essentials of a joint university library system.

The study resulted in agreements to eliminate a total of 280 quarter hours of work which the faculties conceived to represent unnecessary duplication. In the study of the aims and purposes of the departments of the two institutions the conclusion was that, in the main, content work in the humanities, the social sciences and the sciences, on the senior college and graduate levels, should be given at Vanderbilt, and that professional courses in education together with work in fine arts education should be given at Peabody College.

These conclusions led inevitably to a consideration of a new affiliation agreement. This agreement, "subject to revision in the light of experience" at the end of a three year period, was approved by both institutions. It provided for free interchange of courses on the Junior College, Senior College, and Graduate School levels. Students registered in one institution are permitted to sign cards for courses in the other and to report for classes as though the two institutions were one. At the end of the year the Bursars of the institutions get together and strike a balance. A student thus makes payment only to the institution of his primary registration. He is a regular student in only one institution, the one where he pays his fees.

There are apparently four major results accruing from this phase of cooperation. First, it is more economical for each institution inasmuch as each offers fewer courses as a result of the plan. Second, it is the judgment of leading representatives of each institution that each does a better educational job in the thing which it undertakes. Third, the specific responsibility of the faculty members is more clearly defined. They are asking with increasing pointedness, "What is my job?" Fourth, it greatly diversifies and enriches the offerings from which students attending any of the schools can select their major and minor program of work.



DR. CHARLES E. LITTLE AND CHANCELLOR O. C. CARMICHAEL. At the opening program of the dedication exercises Dr. Little spoke on "Forty Years of Phi Beta Kappa in Nashville" and gave a tribute to Dr. J. T. McGill.

*The organization of the Joint University Library for the service of the three institutions involved, for Nashville, and for the community is outlined by*  
CHANCELLOR  
CARMICHAEL.

There is a good illustration of the way this cooperative policy works in a current problem in connection with the development of a school of social welfare or social service. This is an educational unit in which Peabody, Scarritt, and Vanderbilt are all interested. The general approach has been to ask first, "What has each school that would contribute to such a unit when organized on a full basis?" second, "What more is necessary?" At the present time Vanderbilt has courses in general sociology including three courses on the family. Scarritt has some technical social work courses, and Peabody courses in educational sociology, child study and home economics. The final solution of the organization of a school of social work will make use of whatever there is in the present situation which can contribute to an accredited unit in this professional field.

Some four years ago when the School of Religion of Vanderbilt University was compelled to reorganize its program, a plan of cooperation with Scarritt College was developed which resulted in great economies for both institutions. At the present time in both religious education and in social work students from Vanderbilt and Peabody are admitted freely to the courses at Scarritt. In short the same spirit of cooperation developed in 1935 between Vanderbilt and Peabody was later developed between Vanderbilt, Peabody, and Scarritt. In one instance Vanderbilt used two-thirds of the time of a professor, Scarritt using the remainder. In matters of instruction, therefore, it is clear that cooperation between the three institutions is complete.

The other major cooperative project is that of the Joint University Libraries. Nashville has eight institutions of higher learning for whites and four for Negroes. Its library resources contain, in addition to those in these institutions, the State Library which has more than three hundred thousand volumes and is rated as one of the best State libraries in the entire South. In April 1931, the General Education Board formally committed itself to assist Vanderbilt University and George Peabody College to provide adequate library facilities when these institu-

tions could agree on a broad plan to recommend to the General Education Board.

Delay in taking advantage of this offer was due primarily to the fact that the cooperation called for in it needed to be organized in terms of a coordinated curriculum; that is, an effective educational and research program. Therefore, before a definite plan for a joint university library could be projected, the educational program to be served had to be outlined and agreed upon between the institutions.

It was finally agreed that the library resources which would be needed should be adequate to provide (1) the essential collateral reading for all courses to be offered by the two institutions, (2) a comprehensive collection of those standard works—books and periodicals—in which the various disciplines have evolved and become defined, (3) the primary sources in those fields as a basis for research, and (4) well-selected books for voluntary (cultural) reading.

In December, 1938, a trust indenture establishing the Joint University Libraries on a permanent basis was accepted by the cooperating institutions. The ownership of the library is vested in Vanderbilt University and George Peabody College for Teachers as corporate trustees specifically for the joint use and benefit of these two institutions and Scarritt College for Christian Workers.

While the title and ownership of the properties, including endowment funds of both libraries, are vested in the corporate trustees, the general control of all of the libraries of the constituent institutions, called the Joint University Libraries, the operation and maintenance of the joint library building and the management and investment of all endowment funds are vested in a board known as the Board of Library Trustees. This Board is composed of representatives elected from the boards of control of the three cooperating institutions and the chief administrative officer of each of these institutions.

The elected members of the Board of Library Trustees serve for periods of three years.

An Executive Committee of the Board of Library Trustees, composed of the chief administrative officers of the three constituent institutions, selects and appoints the Director of Libraries subject to confirmation by the Board of Library Trustees. This Director of Libraries is responsible to the Executive Committee.

The general management and administration of the Joint Libraries are also vested in the Executive Committee.

In formulating administrative rules and policies as well as in general management and administration this Committee shall have the assistance of the Director of Libraries and an Advisory Committee known as the Joint Libraries Committee. This committee consists of seven faculty members, three selected from Vanderbilt University, three from George Peabody College, and one from Scarritt College. The faculty members of this joint committee are nominated by the chief administrative officer of their respective institutions and their appointment is subject to confirmation by the Board of Library Trustees. They serve for periods of three years.

While the cooperative instrument establishes the Joint University Libraries and the general departmental and school libraries as a cooperative enterprise of the three constituent institutions, the selection of the librarian and other staff members of college, school, and departmental libraries is subject to approval of the heads of the re-

spective schools affected and their appointments are made by the Executive Committee of the Board of Library Trustees. Policies affecting college, school, and departmental libraries are subject to the approval of the heads of the institutions concerned.

The cost of providing housing space, repairs, maintenance, heat, light, and janitor service for the college, school, and departmental libraries (exclusive of books, binding, equipment, and salaries of attendants and librarians) is to be met by the institutions of which they are a part.

The Director of Libraries, subject to the approval of the Joint Library Committee and with the consent of the chief administrative officers of the constituent institutions now owning books, has the authority to transfer or loan from college, school, and departmental libraries to the joint or union building or vice versa any books or collections of books in such manner as will best serve the interests of the common educational and research objectives of the center as a whole.

The Director of Libraries, in consultation with the chief administrative officer of each of the three constituent institutions and the Joint Library Committee, plans and submits to the Executive Committee an annual budget to develop and operate the Joint University Libraries. This budget is subject to the approval of the Board of Library Trustees. Each of the constituent institutions contributes annually a minimum of \$25 for each student enrolled in such institution throughout the regular scholastic year, a pro rata share for students attending only a fraction of a year or taking part-time work in any portion of the year. In addition to such contributions each constituent institution shall continue to devote to library purposes all income derived from such endowments now held for the special benefit of any college, school, or departmental library, to be used as supplementary funds for such college, school, or departmental libraries.

The permanent Joint University Libraries plan has been in operation for two years. In that period many questions have arisen as to how certain details should be handled. Without exception the Trust Indenture has thus far answered these questions without difficulty. From every standpoint the operation of the plan has been smooth and without friction, exceeding the expectations of all of us.

There are other phases of cooperation now under consideration involving joint education and training programs. Undoubtedly there will be in the years ahead a vast extension of the cooperative idea. During the current year there are six Brazilian students, two on each of the campuses, on scholarships from these institutions under a joint plan. Working with the faculties of the Departments of Romance Languages of the three institutions, these students are developing a word book in Portuguese which it is hoped will be of great value in the development of Pan-American cultural relations. A winter-summer school for South American students has been considered as a joint project of the three institutions. Considerable thought has been given to the possibilities of an Institute on Latin-American studies by a joint committee of the three institutions.

In another field plans are being developed by the three institutions for a School of Social Work under joint sponsorship and control. These are but examples of the possibilities of cooperation and integration of work which Peabody, Scarritt and Vanderbilt believe will take place in the future in addition to the achievements already cited.

# THE PROGRAM OF THE JOINT UNIVERSITY LIBRARIES

A. F. KUHLMAN

## I. THE DEVELOPMENT OF A PERMANENT ORGANIZATION

THE JOINT UNIVERSITY LIBRARIES represent a new pattern in higher education, research, and library service. They are a cooperative enterprise for the development of more adequate library resources primarily for three neighboring institutions—Peabody College, Scarritt College, and Vanderbilt University—and secondarily for the scholars of the South Central region. In scope the Joint University Libraries include a unified organization of all the library resources and services of these three schools. A part of these resources are jointly owned, but all of them are jointly controlled and jointly administered.

This cooperative library enterprise was launched as the next step toward the realization of a university center of first rank in Nashville. The plan for such a cooperative regional university center in Nashville, supported by adequate library resources and services, was the direct outgrowth of a comprehensive self-survey in 1935-36 of the educational and research programs and the library facilities and needs of the three institutions. That survey culminated in a twofold plan of action: (1) to co-ordinate and extend the curricula for advanced education and research in this educational center and (2) to develop a joint or cooperative university library system. A preliminary plan providing for the Joint University Libraries was developed as a part of the survey report, and it was agreed to and signed by the chief administrative heads of these neighboring schools on March 25, 1936.

This preliminary plan immediately became the basis for a twofold approach to the library project: (1) an interim organization was set up in June, 1936, under which a director of libraries was appointed, and (2) the General Education Board made two appropriations—one of four annual grants with which to help finance the interim joint library organization and to acquire basic reference tools and definitive periodical literature, and a second appropriation with which to prepare a union catalog of the holdings of Nashville libraries and a Library of Congress depository catalog.

Thus the stage was set for action on three fronts. *First*, it was essential that a permanent plan for a cooperative or joint library system be worked out which was sound in principle and acceptable to the three cooperating institutions and the educational foundations. Such a plan would have to cover ownership, financing, control, and general policies of administration of the libraries. *Second*, the requirements or functions of a central joint library building had to be determined and agreed upon, and *third*, the current administration of the library services on the three campuses, including a series of special cooperative projects, was to be carried forward.

The problems of ownership, control, and management of the Joint University Library were difficult, for there was no existing precedent for such a cooperative enterprise. A solution was found by following through the same principles of organization that lie back of and are

*In the thorough analysis given by DR. KUHLMAN may be found the answer to almost any question concerning the facilities offered in the Joint University Library.*

interwoven with the ownership, control, and administration of a library that is efficiently organized in a single institution of higher learning. It is generally provided that:

- (1) Ownership of library properties and funds is vested in the incorporated body or institution;
- (2) A board of trustees is charged with control and general supervision of the institution, including the library;
- (3) This board delegates responsibility for supervision and general management to a president or chancellor;
- (4) He in turn selects and appoints a librarian who is responsible for the employment of a staff and the administration of the library;
- (5) To aid him an advisory faculty committee assists in the formulation of policies for the proper administration.

These five principles are essentially the pattern according to which the final plan for the Joint University Libraries was developed and adopted in 1937 and 1938.

This plan provides that the ownership of the Joint University Libraries and their endowment and operating funds shall be vested in the corporate bodies, specifically for the benefit of the three schools. A Board of Library Trustees, selected from and representing the boards of control of the three institutions, is responsible for the control of the libraries. This Board of Library Trustees includes the chief administrative officers of the three institutions, who constitute the executive committee to which the general supervision of the libraries is delegated. This executive committee selects and appoints the director of libraries who is directly responsible to it for the administration of the libraries. It also names the joint faculty library committee.

On the financial side, the program of the Joint University Libraries was made possible through substantial gifts of the General Education Board and the Carnegie Corporation and the generous contributions of more than five thousand students, faculty members, alumni, employees, and other friends of these three institutions in the campaign of 1938.

In addition, the three schools each agreed to contribute (for the current support of the libraries) at least the equivalent of \$25 per student registered per academic year.

## II. COOPERATIVE BIBLIOGRAPHICAL PROJECTS

One of the first projects undertaken by the Joint University Libraries was the preparation of a union catalog of

the principal libraries of Nashville: the Public Library, the State Library of Tennessee, the libraries of Fisk University, Meharry Medical College, Peabody College, Scarritt College, and all of the libraries of Vanderbilt University except the School of Law. The initial project of reproducing the main entry cards for all books in these libraries as of September 1, 1936, was financed by the General Education Board, and since then this catalog has been serviced and kept up by the Joint University Libraries. The project has enjoyed the fullest cooperation of all of the participating libraries. They prepared the original material for dextrigraphing and have since then supplied cards for all new accessions.

This union catalog is basic to the whole cooperative scheme represented by the Joint University Libraries. In fact, it carries cooperation through all of the large libraries of Nashville and places them in a position to play a regional role in the larger library cooperation that is now being developed on a nationwide scale. This catalog makes it possible to avoid wasteful duplication in purchases and in the distribution of gift collections in the Nashville area and gradually to establish specialization by subject and a real division of labor by function among the libraries. It also serves as a basic reference and research tool. It makes it possible to consult one catalog and thereby determine whether a given book is in Nashville, and, if so, in which library. A contract was entered into with Western Union providing for the delivery of books. More recently, however, interlibrary loan service has been carried on by mail. The average cost to the borrower by this method is only six cents a book. We hope to expand this catalog by including a number of additional libraries in and near Nashville.

The second bibliographical project carried through by the Joint University Libraries was the acquisition and maintenance of a Library of Congress depository catalog. It now includes 1,750,000 entries—the most important bibliographical tool America has produced. It is especially useful in establishing entries in ordering and cataloging books as well as in scholarly research. It also expedites interlibrary loans.

To these two bibliographical tools—the union and Library of Congress catalogs—many published bibliographical and reference tools have been added. In fact, the library holdings of the Joint University Libraries were brought up from 285,000 to over 400,000 volumes since April 1936.

### III. PROVISIONS IN THE JOINT LIBRARY BUILDING

The larger program and objectives of the Joint University Libraries are further expressed in the functions provided for in the new library building. In planning its location, arrangements, and facilities, an effort has been made to adapt it primarily to the institutional and research requirements of this university center and secondarily to the needs of the Nashville area and South Central region.

#### *Central site*

Ever since the inception of the idea of a great cooperative library to serve Peabody, Scarritt, and Vanderbilt, it has been clear that a site as central as possible to the classrooms of the three institutions was essential to its success. Such a site was found at the intersection of the three campuses. A plot of ground on Hillsboro Road adjacent to the northwest portion of the Peabody campus and to the southwest portion of the Scarritt campus was deeded to the joint library project by Vanderbilt University. This places the new library building within a five

minute walk of the farthest classroom on each of the three campuses. Thus the site upon which the Joint University Library is built, the building, and its endowment funds are jointly owned.

In the planning and arrangement of the new building provision has been made for the following basic library functions:

- (1) Housing of books for ready access and efficient preservation.
- (2) Suitable reading room space.
- (3) Reference and advanced study for students.
- (4) Faculty research.
- (5) Acquisition and processing of books.
- (6) Reproduction of materials.

#### *Housing of Books*

The first requirement of any library building is convenient and adequate space for arranging, housing, and preserving books. The book stacks should be at the center of the library plan. This has been achieved by adopting an "H" shaped building, placing the stacks at the center, and using the wings on the north and south as reading and work rooms. The book stacks are built from the ground to the full height of the center of the building, eight tiers in height. They are designed to accommodate approximately 500,000 volumes now, but are so constructed that the capacity can be increased to more than a million volumes by extending the center of the building vertically.

The bookstacks installed are the flexible type in which columns can be removed and spaces can be cleared and used for study or work areas as the need arises. In fact, in view of the difficulty of forecasting the future of an educational center and because educational needs and programs are subject to change, the building has been made as flexible as possible so that it can be expanded and so that its functions in various spaces and rooms can be altered at a minimum cost without destroying the unity and efficiency of the building. There are no bearing walls.

#### *Reserve Reading*

In planning the reading rooms of the library, an attempt has been made to adapt them to the varied requirements of this educational center. The principal reserve reading room is on the first floor, north wing. It will seat 160 students. In purpose and content this room reflects one of the significant changes in the methods of teaching that have come into prominence within the past two decades—the centering of the courses primarily in the use of prescribed library materials rather than in student-bought textbooks. Few college subjects can now be taught satisfactorily with student-bought textbooks. Access must be given to a great variety of books, periodicals, and reference sources under favorable conditions in the library. This is true especially in the social sciences and the humanities.

The purpose of the reserve reading room is to provide a place where students may use the copies of the required or indispensable materials which do not circulate from the building or circulate for limited periods only. This beautiful reading room is a memorial to Joel O. Cheek—a gift of his children.

In addition to the large reading room for reserve materials there is provided a small conference room in front of the reserve circulation desk where students can gather who wish to discuss their assignments and who prefer to work on them in groups. Off the northeast corner of the large reserve reading room there is a conference room

where students in the social science survey course can meet instructors to discuss reading requirements in that course.

Two special reading rooms, one in religion and one in engineering, are provided in the south wing. Separate reading rooms are provided in these two subjects to give status to and to further the work of the professional schools in these subjects.

#### *Reference Service*

Provision has been made for a second type of study, namely, reference work, which falls midway between reading and research. The entire second floor of the north wing, seating 135, is devoted to this work. Here are made available on open shelves, under the direction of a skilled reference librarian, general reference works such as encyclopedias, dictionaries, year books, proceedings of scientific and learned societies, indexes to periodical literature, and the current numbers of periodicals.

This room is a memorial to Dr. James H. Kirkland, the late Chancellor of Vanderbilt University, made possible by his friends, members of the Board of Trust, students, faculty, and alumni of Vanderbilt University.

#### *Browsing Room*

Another type of reading has been provided for in a room off the main book delivery hall on the second floor—namely browsing or recreational reading. Such a room has been included because it is recognized that one of the objects of a liberal arts college and of its library is to develop in students a permanent interest in reading and in the enjoyment of good literature.

There is general agreement that one means of encouraging cultural or recreational reading is through such a browsing room, comfortably and attractively furnished, which contains interesting, readable books and periodicals, giving direct contact with material on the shelves.

Several types of reading matter are regarded as suitable for such a room: books of travel and biography, important books that do not fit into the requirements of academic courses, and significant readable books published currently that border upon news dealing with current events in which there is widespread interest. Then there are also books of rare beauty and of permanent interest that have stood the test of time as sources of pleasure, of beauty, and of intellectual interest which should be provided in such a room. Best sellers, too, should be accessible, since the fact that they are currently indorsed furnishes a source of motivation to read.

#### *Provisions for graduate work and research*

While undergraduate work concerns itself primarily with the diffusion of funded knowledge on the part of the teacher and its acquisition and mastery on the part of the student through intensive prescribed reading, the purpose of graduate work at its best—especially on the doctoral level—is the discovery of new knowledge, that is, to extend its bounds through original research.

To enable the graduate student to work to the best advantage, it has been found desirable to provide him with his own assigned space where he can leave his working equipment. This has been done in two ways in the new building. The entire third floor of the north wing is planned for graduate study. Here individual table space is assigned to students who are working on dissertations or important research projects. Book cases on the walls of this room will contain scholarly periodicals and fundamental works through which students can keep in touch with the progress of thought in their special field of con-

centration. Individual working space can be assigned to 150 students in this room.

This room is a memorial to Dr. Bruce R. Payne, late president of Peabody College. It was made possible by his friends, students, and the faculty of Peabody College.

Additional facilities have been provided for graduate students—especially on the Ph.D. level—in the book stacks in the form of 90 individual working spaces or carrels, each equipped with a desk and book shelves.

In order that the Joint University Library may be of further assistance in the graduate work of the three schools, provision has also been made for five seminar rooms seating from 12 to 18 students and a bibliographical laboratory seating 60. These are not classrooms nor places for collections of books. They are designed as meeting places for advanced classes for seminar periods requiring the use of library materials as a basis for discussion and research that is in progress.

As a further aid to research, 42 faculty research studies have been provided for scholars on the campuses of the three schools as well as scholars from the South Central region, who will find it convenient to come here for their work. These rooms are not offices and no permanent assignments are contemplated. They are to be assigned to men who are working on research projects for the duration of the project and then are to be reassigned.

#### *Reproduction of materials*

Another significant aid to research has been provided for in the department of microphotography. In fact, the most important new aid to science and scholarship since the invention of printing is the application of photography to the reproduction and preservation of materials for research.

Microphotography makes it possible for the Joint University Libraries: (1) to save library materials printed on highly perishable wood pulp paper, such as newspapers, threatened with deterioration and early extinction. (2) To use film copies as a substitute for bulky materials, such as government documents and newspapers, thus reducing two costly items—binding, which ranges from \$30 to \$120 per year for metropolitan dailies, and costly housing space. A filmed volume of a newspaper occupies only one-fiftieth of the space of the original. (3) To carry on interlibrary loans with other libraries. (4) To duplicate manuscripts and other records of which only one copy exists. And (5) to obtain at nominal cost indispensable materials that are rare and out of print.

In view of the role that will be played by microphotography in the Joint University Library and especially in the research of the future in the South, the area in the north wing, fourth floor, will be devoted to a microphotographic laboratory. It is being equipped with a large camera and possibly a photostat machine which will make it possible to photograph, to process, and thus reproduce materials that are needed for future research. Portable cameras will also be essential so that graduate students and members of the faculty of the three institutions can borrow them to take into the field to gather research source materials.

Another essential phase in microphotography is the use of reading machines by means of which the content of films can be enlarged to the original size or larger, making the reading of the film comparatively easy.

The microphotographic laboratory is a gift of Mr. and Mrs. W. B. Leech and Dr. and Mrs. George Mayhew in memory of Isaac Franklin McLean, father of Mrs. Leech.

### *Treasure Room*

Another important division of the library is the Treasure Room or Rare Book Room. It is located on the fourth floor, south wing. This room is intended as the center for the collection, preservation, and the use of three important types of materials: *First*, papers, letters, diaries, and other human documents dealing with Nashville and the South Central region, i.e., source materials comparable to the Middle-western materials of the Burton collection in the Detroit Public Library, the Bancroft collection in California of Spanish and Pacific materials, and the University of Texas collection dealing with the Southwest and Mexico. *Second*, in this room will be collected specimens of the outstanding monuments of the book arts, both as to printing and as to book binding. Here it should be possible to trace the history of printing. *Third*, the rare and costly materials that are acquired in this university center are to be protected, exhibited, and used in this room to the fullest extent.

The Treasure Room is a memorial to John Sevier, the first governor of Tennessee, noted pioneer, soldier, and statesman. It is a gift of Colonel Granville Sevier.

### *Important Features in the Building*

Among the important features in this new building are the following: (1) The entire building is equipped for air conditioning, which means that the humidity and temperature can be controlled, the air filtered and moved by forced ventilation. This will be a great aid to the preservation of paper and print and will add greatly to the comfort of the users of the library. It should be a Mecca to thousands of Southern school teachers and principals who desire to do research or to improve their professional preparation during the summer quarter. (2) To make reading and research work rooms as quiet as possible, all ceilings in reading rooms and corridors are acoustically treated with celotex, and the floors in the Reserve Reading Room and the Reference Room, where traffic is heavy, are of rubber tile. (3) The lighting in most of the reading rooms is fluorescent. The standard set was an average of 25 to 30 foot candle. Fluorescent light is more adequate than incandescent lighting as to candle foot power, requires much less current and generates less heat—an important factor in air conditioning in the summer. (4) The chairs incorporate basic posture principles, and the table tops are sloped to add to the comfort of the reader and to break the angle of reflection. All table tops are of masonite, which provides a hard surface for writing and a dull finish to prevent glare. (5) To improve the light in reading rooms, a glass window area equal to at least 20% of the floor area was adopted. Also the wood trim throughout the building—including all paneling and shelving in reading rooms—is of red gum left in its natural color to prevent absorption of light by stain. It is treated with wax. (6) An audio-visual department is provided. It will contain three rooms for the enjoyment of victrola records with facilities for the use of sound films and possibly radio reception. It is hoped that a central joint collection of audio-visual materials—especially of educational films—can be added as aids to instruction, especially on the three campuses, and to some extent in the other colleges in or near Nashville.

So much for the program of the Joint University Libraries in so far as it has been translated into (1) an ownership, executive, and administrative organization; and (2) a beautiful new building adapted we hope to the future needs of this educational center. But let me remind you

that these represent only two of the essentials in providing adequate library service for higher education and research. There are at least four others and they are equally as important as a suitable building. These are (1) such resources of books and periodicals as will support the teaching, research, and public service program of this university center; (2) a staff made competent through appropriate academic and technical training and experience; (3) an effective organization of materials for ready and intelligent use, and (4) such an integration of library resources and services with teaching, research, and public service efforts as will make of the library an implement and not a mere adjunct in this university center. The attainment of these essentials obviously implies stable and adequate financial support.

Just a word concerning these other essentials. With reference to book and periodical resources, the Joint University Libraries now have 408,000 volumes. That means they rank twenty-eighth measured by volumes among the college and university libraries of America. But that assertion requires qualification. Due to the lack of coordination in the acquisition program of the three institutions prior to the arrival of the Joint University Libraries there was considerable duplication among the libraries of the three schools.

One of our great difficulties in the matter of book resources is that of all of the Southern university centers—we are getting a late start. Of the dozen American university centers with more than a million volumes none is in the South. In fact, Harvard alone, which has been at the building of a library for more than three centuries, with four and a quarter million of volumes, has more books than the fifteen largest Southern university libraries combined.

In the matter of developing a suitable library staff the problems of Southern university centers are much like those in other centers—although somewhat more acute. Personnel requirements in large college and university libraries are definitely in transition. Everywhere there is greater emphasis upon having a staff with better academic and technical training than was required in the past. It is a pleasure to report progress in the development of a suitable staff by making it possible for a part of the staff to take additional academic and technical training but more needs to be done to develop a personnel policy which will include: leaves for advanced training and study; a retirement plan and such faculty status and compensation as is commensurate with the individual's training and experience.

In the matter of a more efficient organization of materials progress has been made in the improvement of the cataloging and classifying of collections that have been transferred into the new building. A collection of almost 30,000 volumes in religion that was either not cataloged or only partially cataloged has been completely processed. But past achievements are only a beginning. Our problems in this center in achieving a more effective organization of materials are those found in many other university centers—the problem is how to hold processing costs down and how best to organize materials for effective use.

The integration of library resources and services with the teaching, research, and public service programs of a university center is a twofold problem—but primarily a faculty problem. Concretely this process of integration can be furthered by a number of methods. On the library

(Continued on page 36)



# THE SIGNIFICANCE OF THE UNIVERSITY LIBRARIES

LOUIS R. WILSON

THE DEDICATION of a new library building to serve the students and scholars of a great modern university is always an occasion for special ceremonial. And well it should be. It marks the addition to the varied resources of the university of a new, carefully planned building set apart to aid the university in achieving the ends for which the university has been established and maintained by society. It tremendously reinforces the university's efforts to conserve and revitalize knowledge and ideas from the past, to discover new knowledge and develop new ideas, and to pass this cumulated heritage on to succeeding generations through instruction, publication, and public service. It signals the supplementation of old forces and the release of new forces within society which inevitably contribute to its increasing understanding and cultural enrichment.



DR. LOUIS R. WILSON

*The dedication of this library marks the culmination of a decade of institutional planning and cooperation in administration, curriculum, and various phases of library service.*

The dedication of the Joint Library of Vanderbilt University, George Peabody College for Teachers, and Scarritt College for Christian Workers shares this general significance with the dedication of all university libraries. But it does not stop there. It does something more. It has a significance peculiar to itself which derives from other causes than those just mentioned. This significance is at once so great and so unusual that we may do well to take time to analyze it in order that we may better understand just what it is.

1. First of all, the dedication of this building marks the culmination of a full decade of institutional planning by educational foundations, higher institutions of education, and libraries, which has resulted in a clearly-defined, purposeful program of educational cooperation. It makes concrete in brick and stone a type of planning of which there have been all too few examples in the past and of which it may be hoped there will be an increasing number in the future. Here the normal loyalties and rivalries of three institutions which usually tend to keep institutions apart have given place to the united consideration of means for enriching teaching and research insofar as this can be accomplished by the elimination of duplication in teaching at the undergraduate level, by the concentration of facilities and resources in the fields of graduate and professional study and by the provision and support of a great joint library. Here is an enterprise involving three student bodies, three faculties, three libraries and two educational foundations, which brings them all together in a unified program of education, of which this splendid new library building is the visible symbol. In these respects, the dedica-

tion of this building, to the usefulness and beauty of which library, builder and architect have contributed, stands out as an instance of a new and significant type of educational statesmanship.

2. This dedication is significant for a second reason. It marks the emergence of a new type of educational administrative device. Prior to the 1930's, the attitudes of American institutions of higher education were characterized by rugged individualism. Funds for higher education were relatively abundant in the 1920's, and every university and college looked to the day when it would be bigger and richer and capable of outdistancing all its competitors. University libraries shared this spirit and attempted to make themselves self-sufficient. In the two decades of the 1920's and 1930's, while they more than doubled their holdings, they constantly bid against one another for rare materials and thereby increased the cost to themselves and to other libraries alike. They, and the boards of control of the institutions of which they were parts, did not set their legal staffs to work to devise means by which they could cooperate. The legal instrument, however, by means of which this joint library has been brought into being, is a newly conceived type of educational document. Although cooperative agreements among educational institutions and libraries have existed heretofore, the educational authorities and legal staffs who drafted this instrument did not find an educational model ready at hand. (It is a document that renounces competition among institutions and libraries as a way of life and sets up in its stead a plan of cooperation for common benefits.) It calls into being what, for lack of a better term, may be called an

educational holding company organized not for financial profit, but for the continuous cultivation of men's minds. As such, it has already been studied and its principles have been applied by the libraries of Harvard University and other New England institutions in providing a common storage library for little used books, and it will continue to be studied by other colleges and universities which seriously seek to maintain and improve library facilities for instruction and research under the steadily increasing financial difficulties of the times.

3. The arrangement by which the Joint Library was brought into being is significant for another reason. It was worked out as a part of a program of curriculum revision in which not only the curriculums of all three institutions were considered together, but the demands which the curriculums made upon the libraries of all three institutions were also considered. This again is an instance of an educational procedure which has likewise been all too infrequently employed by institutions when they have been involved in curriculum revision. Many institutions develop new plans for improving instruction or for carrying on investigation in new fields without including their libraries in the planning, and then are surprised when the effectiveness of the program is not so great as they had thought it should be, because proper library provision had not been made in the planning. It is only recently that a certain college president was heard to remark with evident, but ill-founded pride, that he had just finished putting through an extensive curriculum revision in his institution, that next year he was going to concentrate his attention on the development of facilities for the study of art, and that after he had completed these programs he was going to do something about the library! It did not seem to occur to him that unless these undertakings were properly supported with library resources and integrated with intelligent library use, the results he expected from them could not be achieved. The success of the survey courses at the University of Chicago and of the House plan and tutorial instruction at Harvard is attributable in part to

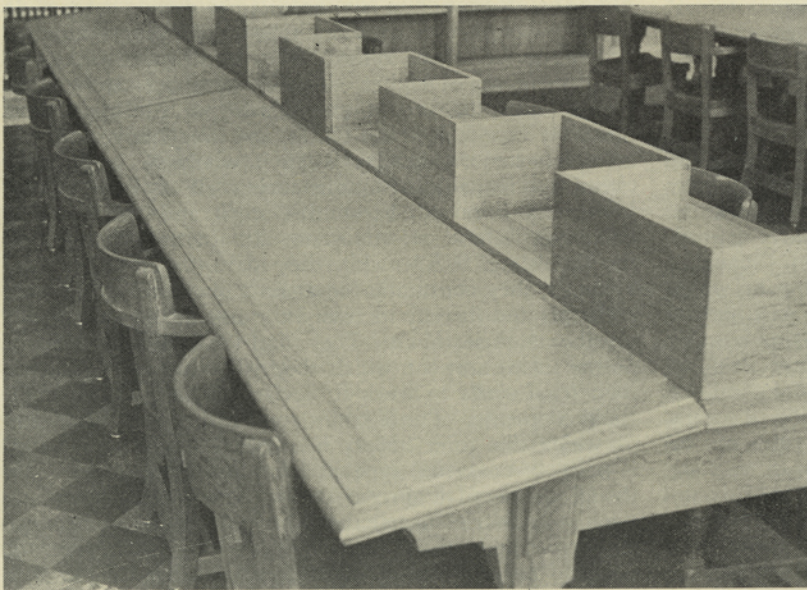
the fact that both institutions devoted as much consideration to the selection and provision of the library materials which were to support the programs as they devoted to their organization and general content.

Here on these campuses a significant procedure was followed. The instructional and research staffs united to consider the elimination of competition and duplication of effort at the undergraduate level in order that work at the graduate and professional levels might be increased. They were conscious of the fact that no effective program of collaboration in these fields could be worked out which failed to include within it a plan of library development as well. Consequently, plans for providing library resources to support specialization and research in desired fields were made an integral part of the whole program. All of the planning went forward together, and the provision for this new building, for securing additional endowment for library purposes, and for increased library operating funds was, in fact, precedent to other developments which may now be expected to follow.

This is the kind of curriculum planning involving the careful integration of curriculum and library use, which, if followed from the elementary school, through high school, college, and university, will tremendously increase the effectiveness of American teaching and research.

4. On a number of occasions I have spoken of the role of the library in higher education and especially in higher education in the South where library resources have not been nearly so abundant as they have been in other parts of the nation. This audience knows the nature of the limitations which result from this lack and their effect upon productive scholarship. It knows that most Southern universities have been unable to undertake graduate work in many departments leading to the doctorate because essential library resources are lacking. It knows that thousands of graduate students have been lost to the schools and colleges and the business and professional life of the South because they went elsewhere for graduate

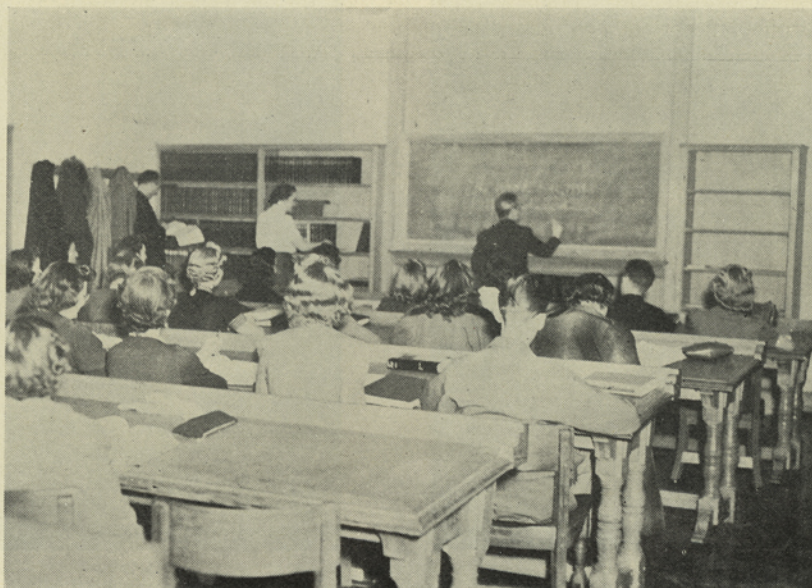
training, and, after completing it, did not return to the South. It knows that the training of thousands of other students who were unable to use such materials in Southern universities has been less effective than it should have been because of this lack. The dedication of this new library is of the greatest significance to higher education in this region because it marks the firm establishment of a new concentration of library resources upon which distinctive graduate work can be confidently based. With this concentration of 400,000 volumes, supplemented by the services of union catalogs and microphotography laboratories, which bring the total library resources of the city to more than 800,000 volumes, students and scholars in Nashville can go about their daily work with new confidence. Nashville in a truer sense than ever before becomes a university center which not only can support the work of scholars here, but can make more fruitful the work of scholars on all of the university campuses of the South. This installation of new resources not only reinforces work here, but adds to the combined resources of all the centers of



And now, if you're still awake after reading so many speeches (or did you?), why don't you call time out and take a tour of the library, just to see what it does have to offer. The next few pages will give you some idea. These slant-top desks are non-glare, and they hold your book at just the right angle for you to read with a minimum of effort and a maximum of comfort—even those education books.

learning stretching from the nation's capitol to the Mexican border.

5. A further significance of the dedication is to be seen in the contribution which the Joint Library makes to the total resources for research of the nation. In the official year 1935-36 of the American Library Association the status of the Committee on Resources for Research in American Libraries was changed from that of a committee to that of a board, with enlarged powers, and a committee on microphotography was established. Since that date a conscious, well-conceived library program has been developed which has had two major objectives. The first has been the location and description of library materials essential to research. The second has been the increased provision of bibliographical apparatus and films for the use of scholars. Libraries and scholars in all parts of the nation have participated in this undertaking and have had the satisfaction of witnessing its successful development. Union catalogs and bibliographical apparatus have been provided in a number of the major libraries in various regions of the country for the location of research materials. The resources of the Union Catalog of the Library of Congress have been greatly extended by the inclusion of cards from hundreds of libraries and regional union catalogs. It has, as a result, become the ultimate source to which the scholar, wherever located, may confidently look for bibliographical assistance. A number of notable microphotography laboratories have been established in university and research libraries for the reproduction of rare yet indispensable materials. Machines for the satisfactory reading of films have been developed and are to be found in reference rooms and special collections on campuses everywhere. The resources of a number of major research libraries have been systematically described by subject fields and significant titles through library surveys and other publications. A conference of national scope and attended by librarians, officers of universities, and members of learned societies has been held, which dealt with many phases of library cooperation and specialization. The Library of Congress, through the aid of an educational foundation, has set up a temporary Division of Library Cooperation, by means of which further aid to libraries and scholars is anticipated. A report growing out of a nationwide study of union catalogs and describing the nature of their services is now in press, and two editions of a publication describing the resources of libraries and special collections useful in national defense have recently been made available to the public. Altogether, this program is one of the most notable undertakings in America for the advancement of scholarship, and it is one in which the librarians of Southern universities have played a leading role. In this movement the Joint Library, through its librarian and the librarians of Nashville, have taken a conspicuous part. Through their planning with the instructional and research staffs here, and their cooperation with librarians throughout the country, they have aided these three institutions to make a splendid contribution to the human and cultural resources of the nation.



Dr. Shores and his class in reference hold forth in the bibliographical laboratory of the Joint Library.

6. A sixth significance of this dedication is to be found in the fact, for it is a well-proven fact, that this concentration of library buildings, resources, and staffs will attract other collections and gifts devoted to library service. Great libraries attract great gifts. Individual friends of the library, organized friends of the library, alumni and non-alumni, will inevitably be impressed with the concentration and multiplication of resources represented here, and when seeking ways through which to contribute to educational effectiveness will find in this library the means which will aid them to this end. Splendid evidence of this fact is already here. I have spoken of the educational foundations, of the three institutions, and of the three libraries which have participated in bringing this new resource of learning and investigation into being. But I am not unmindful of the fact that supplementing their effort has been the significant support of students and members of these faculties and of men and women of this city, of this state, and of the nation, who, through their interest and gifts have made this library their very own. Without their aid, this accomplishment could not have been possible. Some of them are here today taking pride in the achievement now being celebrated. They will be succeeded tomorrow, and in the lengthening future, by others who will add to what they have so generously helped to begin.

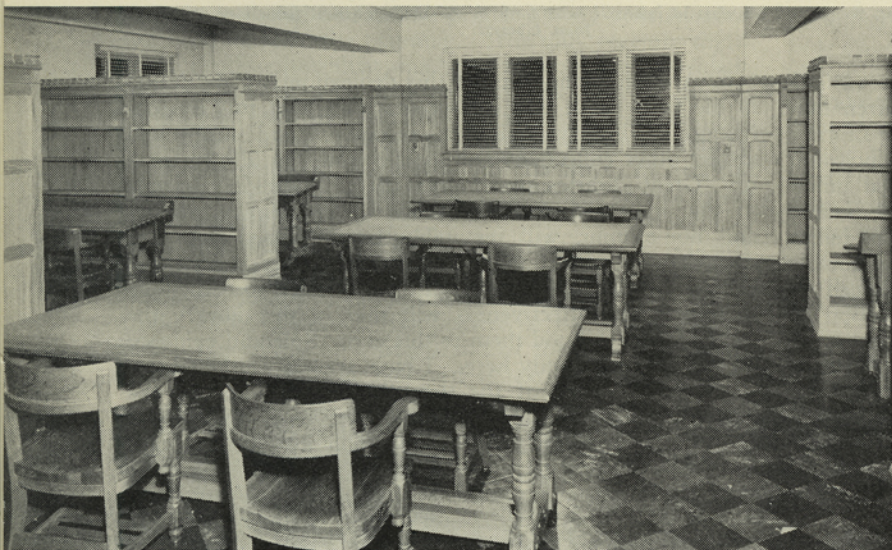
7. The final significance which may be associated with this dedication is the part which this new library should play in preparing teachers and librarians for more effective teaching and research. In 1931 in a paper which I read before the American Library Association at Yale entitled "The Emergence of the College Library," I presented evidence which seemed to me conclusive that the college library was then moving forward into new areas of usefulness in the field of higher education. The evidence seemed to be of many kinds. New curriculums were being established here and there which called for greater use of library service. Libraries were expanding their

(Continued on page 24)



Almost a hundred of these carrels in the stacks, in addition to the graduate desks, are available for graduate students.

Mrs. Ed Solomon demonstrates how easy it is to get books in the stacks from even the bottom shelves, which are slanted for your convenience.



This is the John Sevier Treasure Room. If you happen to have a first edition of Shakespeare or an autographed copy of the Gettysburg Address, be sure to bring it with you on your next trip. It will be gladly accepted as a gift for this room.

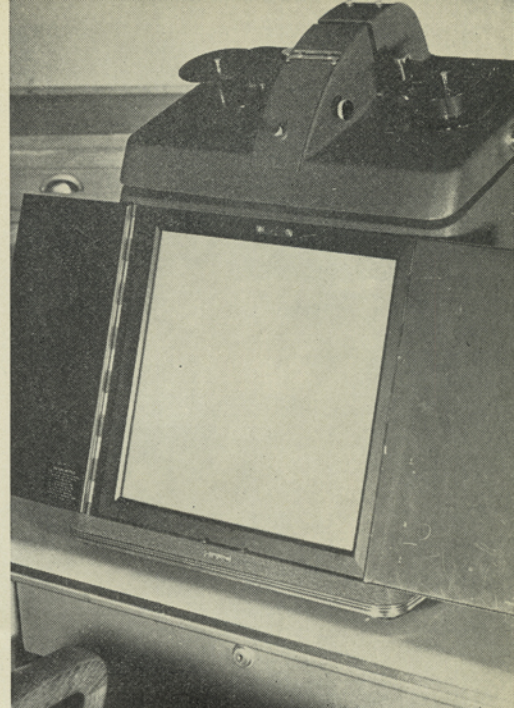
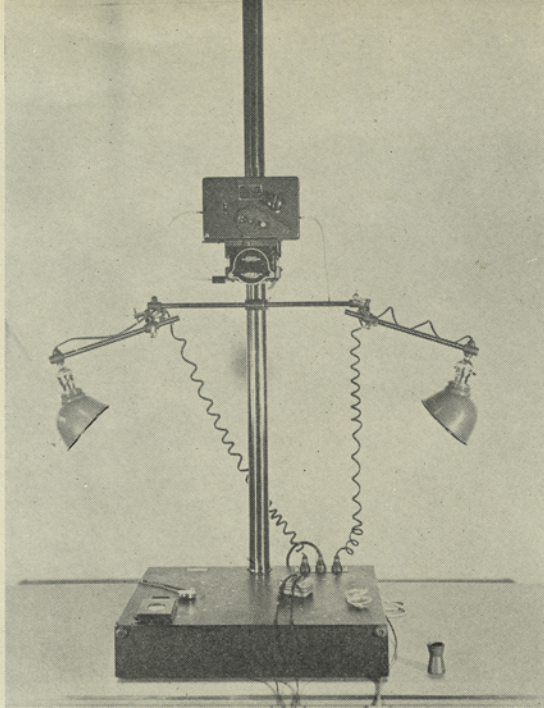
Down the line they go at the Saturday evening reception in the Joint University Library. Left to right: Judge W. H. Swiggart, Mrs. Cuninggim, President J. L. Cuninggim, Mrs. Garrison, President S. C. Garrison, Mrs. Carmichael, Chancellor O. C. Carmichael, Dr. D. F. Fleming, Dr. Robert M. Lester; who it is shaking hands with Mrs. Garrison, will be left for some research student to figure out one hundred years from now.



This wicked looking outfit looks as if it might have come from Mars in that very last shipment, but it didn't at all. It is a Photorecord camera for taking microfilm. The editor used this very machine to take twenty thousand pages of material for a dissertation. Portable, convenient, easy to use, it is a life-saver for copying, in a hurry, almost any kind of material, anywhere.

This camera and the reading machines will be available in the Isaac Franklin McLean Microphotographic Laboratory.

Next down the line is the reading machine. After the material is filmed, the film is developed and run through this machine. Each page of filmed material is enlarged several times, for easy reading, and the image thrown on this ground glass screen.



This picture was taken primarily to show one of the faculty study rooms in the library. Maybe you'd rather look at Dr. John Caldwell busily dictating to his secretary, Mrs. Charles S. Bullock. The appearance of such hard work was just for the picture.



Dr. A. R. Mann brings greetings from the General Education Board, which was \$1,000,000 worth interested in the library. On the platform are Dr. A. F. Kuhlman, Dr. Charles H. Brown, Commander James H. Stahlman, Dr. Robert M. Lester, President S. C. Garrison, Mr. A. B. Benedict, President J. L. Cuninggim, Chancellor O. C. Carmichael.





*Joel O. Cheek Reserve Reading Room. This is where you land after you find that reserve book you just have to read a chapter in (in twenty minutes or so.)*



*The library will have, in its three audiovisual rooms, over \$100,000 worth of equipment. A complete selection of records will be available for you to check out or sit and listen to on one of the machines like this.*

*The Bruce R. Payne Graduate Room. This is where you will be cooling your heels next summer (and the air-conditioning will really take care of the cooling). Just take a look at the ceiling in this room. Those long little rods are not greatly magnified specimens of a new kind of bacillus but the beautiful new fluorescent lights that the Joint Library is just full of. Along with the slant-top desks, they provide for your reading comfort. The chairs have arms, too, so that in case you drop off to sleep you won't fall out of them.*

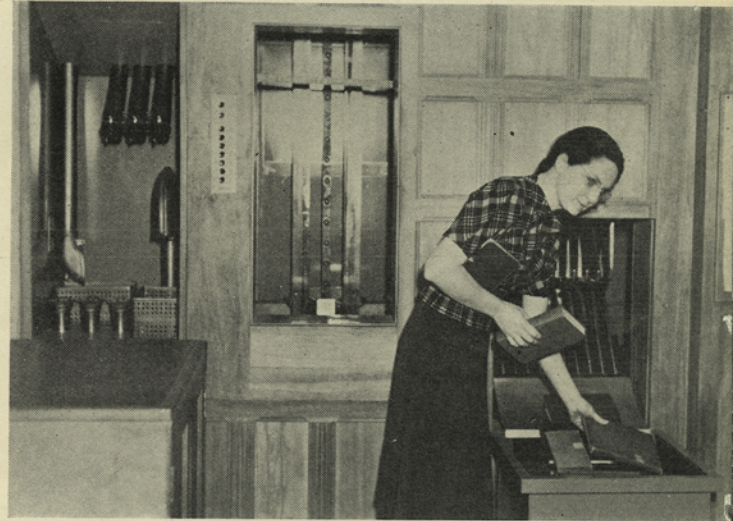




*Reading Room for students interested in religion and kindred subjects.*

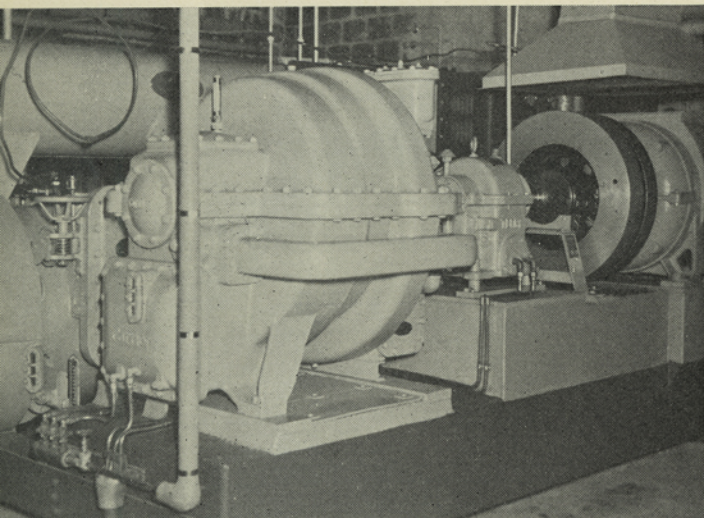
*Book conveyors. The one in the middle is Miss Anderson, who conveys it to you after it arrives on this floor.*

*—And furthermore, the books and stacks in the completely air-conditioned building will stay clean and shiny like this—we hope.*





*Circulation desk and card catalog, main corridor. At the south end of the room are the Union Catalog, representing the holdings of all the Nashville libraries, and the Library of Congress Catalog. At the north end is the Joint University Library Catalog.*



*This forbidding looking machinery you are going to find your best friend next summer. Operating twelve months in the year, it and other units provide air-conditioning for the entire building, in the winter filtering out the smoke and soot, of which we have a slight amount, and in the summer providing that refreshing COOL air that you've probably never found yourself overburdened with in former summers on the campus. The air-conditioning is particularly for the benefit of Peabody students during the summer session.*

*Looking down the fairway in the James H. Kirkland Reference Room.*







Close-up of the question and answer section of the James H. Kirkland Reference Room. You bring the question and Mrs. Brainard Cheney will be there to help you find the answer.

If you need to look up a book, you ought to be able to find it on some of these cards; and, at that, you're looking at only about half the card catalog.



This is the browsing room. Be sure to enroll for one course less than usual this summer so there will be time to go in and sit on some of the pretty, soft furniture which will be installed as soon as it comes. It is ON ORDER.





You should try this scientifically constructed posture chair. You sit down here, lift your feet, and wind up there. This chair slides you INTO it, instead of out of it. There are lots of them like this in the library.

### Significance of University Libraries

(Continued from page 17)

book collections and adding to their staffs personnel imbued with new educational ideals. Books and articles by college librarians, college presidents, and officers of educational foundations dealt with the larger role which the college library should play in the educational process. The college library in reality could be said to be entering upon a new period of usefulness in which teaching with books was becoming an important method of teaching.

Today it seems to me that a similar movement can be detected in other types of libraries. From the elementary school through the junior college, similar stirrings are to be noted. Better library quarters have been provided; more books have been purchased; more periodicals have been placed on the shelves; more radios, records, slides, and films have been secured; more librarians have been put into service; more superintendents, principals, and teachers have gained some understanding of the role of the library in teaching; and more school boards and state legislatures have provided increased funds for library purposes in many types of libraries.

This situation presents one of the greatest challenges to the institutions located on these campuses. These institutions, including as they do a university, a teachers college, a laboratory school with practice libraries, a school for the training of librarians, and a library embodying all the

best features of modern library service, have the opportunity of training prospective teachers and librarians at all levels of education in such a way as to enable them better to integrate library use and teaching than teachers and librarians have been able to in the past, and thereby tremendously increase their educational efficiency. If I am not greatly mistaken, it is just at this point where library use and teaching unite that American education will make its greatest advance in the next decade. Here in the libraries and classrooms of these adjoining campuses, the foundation has been laid for uniting teachers and librarians in a program of training which makes certain that all prospective teachers and educational administrators will understand how to utilize library materials in effective teaching. Unfortunately, many teachers do not know how to do this today. Furthermore, graduate study is generally so preoccupied with specialization and the use of highly specialized source materials that the prospective teacher has little opportunity while working for advanced degrees to become familiar with materials which can be used effectively in teaching at other levels. The foundation has likewise been laid here to make certain that prospective librarians at all educational levels will understand the educational aims of the institutions which they serve and the best methods by which library materials may be used in their attainment. Fortunately for the improvement of teaching, the institutions which share in the use of the library resources of these campuses likewise share the philosophies of education

and librarianship which insist upon the combination of these important understandings without which teaching cannot achieve its greatest effect. If those who teach and those who administer libraries here imbue prospective teachers and librarians with these philosophies and send them thus equipped into the schools and colleges of the nation, education will take on a new and fuller meaning.

Forty years ago this December I wrote my first report as librarian of a neighboring Southern university. In the four decades that have intervened I have constantly studied the growth of libraries in higher institutions of education in this region. I have witnessed the movement for greater library resources, for more ample library support, for more adequate library buildings go forward. I have seen the book collections reach the first one hundred thousand mark, then the quarter mark. Now two have passed the half million volume mark and are on the climb to the million mark. I have watched budgets grow to \$10,000 annually to \$50,000, to \$100,000 and more. I have seen special collections of a few hundred or a few thousand titles become so extensive as to give distinction to any institution which might possess them. I have witnessed from Virginia to Texas the erection of university library buildings that in their organization and size reflect the expanding conception of the importance of library resources

(Continued on page 37)

# TEACHING WITH BOOKS

HARVIE BRANSCOMB

A STORY is told of one of the engineers employed in the construction of the Duke building some fifteen years ago who was showing an acquaintance through the half finished structures, and who had come to the library. "They say that this building when finished will hold four hundred and fifty thousand volumes," he remarked, and then added after a moment of reflection, "You know there is not anybody who will read that many books." The profound truth of that comment cannot be doubted, yet there is probably no one in this audience who would question the statement that a great reference and research library has a unique and necessary place in the structure of modern society. It is the same place that reflective memory plays in the life of an individual. In many aspects of his life man is—I speak here particularly to my own age-group—an awkward and slow moving animal. But in the process of conscious reflection and decision, he transcends not only the realm of the purely physical, but also those aspects of organic life which he shares, as St. Francis put it, with "his brother the ass." In such a process the laws of physics are overthrown: time is obliterated, for in the moment of consciousness, past, present, and future have become one, and in the mysterious act of choice it appears at least that for the moment the chain of cause and effect has been broken. The experiences of society reach back through many generations of men. At first its memories were passed on by word of mouth in hunters' and workers' wisdom, in old wives' tales and folklore of many kinds. But the expanding body of knowledge long since outran the possibilities of such retention. Man had to write in one form or another—or forget. He learned to write, on the walls of caves, on stone and clay tablets, on animal skins and papyrus sheets, on various kinds of paper, and on cellulose film. These various written records the library stores up, bringing the past into the present, and making it possible for a creative society intelligently to choose its future.

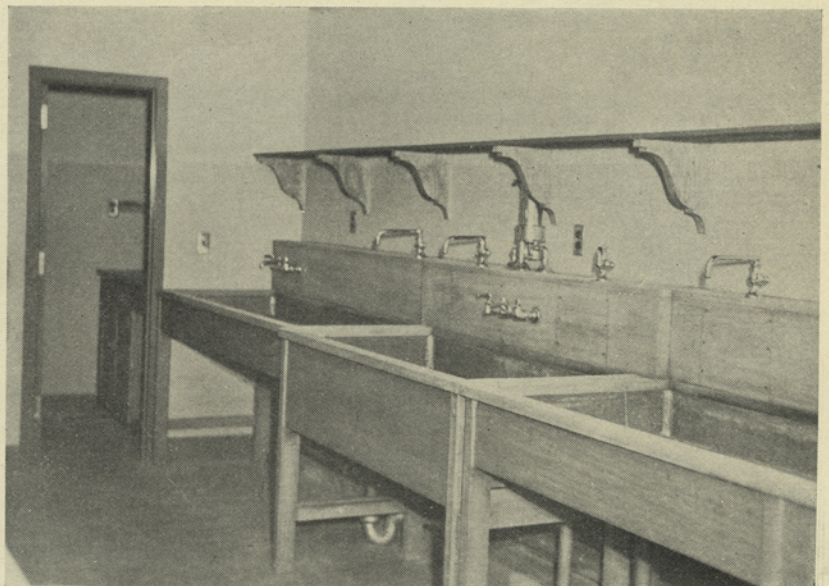
There is of course much social experience that is preserved and transmitted quite apart from books and libraries. One thinks of many folk habits, convictions, and emotional attitudes which pass from



DR. HARVIE BRANSCOMB

*What is the best way to use the large library? Why SHOULD the library be large? DR. BRANSCOMB, in a very lively and clear discussion, gives some of the answers.*

generation to generation without any connection with books or study. These are unanalyzed social memories. The individual also has such unreflective, unanalyzed attitudes and convictions which remain with him, the origin or history of which he no longer knows. But there is no more impressive or exciting area of recently acquired knowledge than that which has come from the psychiatric clinics concerning such memories. We know now how dangerous and destructive such memories may be, phobias, which have become unrelated to their origin, psychoses which result in strange and irrational behavior. The cure for these derangements, we are told, is to uncover the origin of these hidden memories, to reflect upon them, and to adopt a rational pattern of behavior with reference to the object of the emotional complex. The case is no different as



Now here is a dark room with plenty of space. Much development is expected here. (Development, in fact, is practically essential where films are concerned.)

regards society. There are many social attitudes whose emotional coloring is rooted in experiences of the long-lost past and primitive fears the original content of which has faded from the social memory. These are the phobias and psychoses of society, which call for the same treatment as those of the individual. The attitudes must be traced to their origin and the pertinency of the original attitudes to the life of today critically examined. But the evoking of these memories and making them the object of reflection requires on the one hand psychiatrists to society skilled to a high degree in their respective techniques, and on the other hand access under conditions free from disturbance to the vast body of the stored up memories of the race. That a great library is thus indispensable for research activity and social leadership is generally acknowledged. But in most of the educational centers of the country the primary task and responsibility is not so much research, or the training of future research workers, but the teaching of undergraduates. Can a comprehensive program be justified in such cases? While the training of graduate and professional students is necessary, this work might be allocated to a few institutions especially equipped for such work.

When this question is raised it must be admitted that there are many voices to be heard in reply but that all the voices do not speak the same word. At least one librarian has been willing to put into print his conviction that the real business of the college or university library is to serve the faculty in their researches, and that apart from this function only a small book collection is needed. In one of the important educational journals there appeared a few years ago an analysis of undergraduate library reading by another librarian in which the frank statement was made: "I have met with a surprisingly large number of intelligent students who have expressed the opinion that required reading (in the library) is an overworked fad of the present generation of teachers." Quite recently the attention of the educational world has been much taken by the program of one educational institution which defines a liberal college education as consisting in the knowledge on one hundred books. That the essential feature of this plan lies in its emphasis on a thorough knowledge of the great books in contrast to the secondary treatises and discussions, has been overlooked by many in their interest in what they thought to be its numerical limitation.

This reaction against the so-called "library method" of teaching probably has several roots. In part it is a protest against the difficulties which undergraduate students have encountered in the use of books in those libraries which number their volumes by the hundreds of thousands. In the case of these large collections, students are usually excluded from the stacks or, if admitted, are overwhelmed by the thousands of volumes which surround them. Catalogs are correspondingly complex, and the undergraduate, now removed from the books, finds himself faced with the multitudinous entries of the dictionary catalog. But even stronger compliments have been made against the reserved book rooms typical of many large libraries.

These criticisms of the way in which the libraries have tended to solve the problems forced upon them by the unprecedented growth of the book collection on the one hand and the size of the student body upon the other are not fundamental. A solution of some of the problems along other lines is well under way. Essentially this is an endeavor in the large libraries to simplify the undergraduate's

library problem by the creation of smaller collections selected according to undergraduate needs and arranged on open shelves with access and use made as easy as possible.

A more serious criticism of the role of the library in undergraduate education is against the technique of assigning as "required readings" portions of a large number of books in the library. In such multiple references, it is argued, overlapping of material is inevitable with a consequent deadening of interest on the part of the student. No complete synthesis of the subject is ever obtained, it is maintained, except perhaps by the very superior individual. To read bits of twenty-five volumes instead of mastering the organic unity of two or three is, it might be argued, like the barber who shaves his client's face square inch by square inch and subsequently is never able to recognize him on the street. In addition to these considerations is the enormous loss of time and interest suffered by the student who must journey to the library, stand in line, fill out blanks, and too often find the books in use and the process to be repeated.

These criticisms contain too much truth for the comfort of many of us. Certainly there is no virtue in reading in many books when one would serve the same purpose. High circulation figures do not in themselves prove that wisdom is being rapidly circulated on the campus. Elaborate reading lists can confuse a student and obscure a subject. They can represent a complex and unhappy way of accomplishing an end which can be reached by methods which are more simple and more effective. There are, furthermore, many courses which do not require the use of extensive library materials, courses in mathematics and the sciences, language courses, or courses dealing with one or more literary classics. The typical reserved book room, with its many copies of volumes containing required readings, is under severe criticism. At least one large library, now in the planning stage, was to be built without one when last I talked with those in charge.

But when all this is said, it is nevertheless true that there are many signs that higher education in America is moving more and more closely to the library. The indications do not point to the emergence of a new method of teaching, but rather to a modification of older techniques and methods under the influence of a new spirit and a desire to deal seriously with certain serious problems of American education which have long been recognized.

One of these ancient problems is the wide range in the intellectual and cultural equipment of the students who come to college. When an institution draws its students, some from excellent preparatory schools, others from rural high schools with an eight-month or even seven-month term, and from homes varying enormously in cultural character, education, by uniform lectures and assignments is obviously inadequate. That these differences in ability are not confined to the entering classes but continue all through the four years of college work has been made abundantly clear by Learned and Work's study, *The Student and His Knowledge*, based on tests administered to nearly 45,000 students. The group method of instruction cannot escape this fundamental and continuing difficulty, and good teachers have always recognized the necessity of modifying the prescribed course of study to meet individual needs. This is usually accomplished by the use of library materials. More recently a number of colleges have felt that this variability of knowledge and understanding on the part of students is not a secondary but a

primary factor in the teaching problem, and have taken it into consideration in the arrangement of work of instruction. In a number of instances in which I have been able to examine the library records it seemed to be true that this special attention to the student was uniformly accompanied by an increased use of the library.

A second familiar problem has been the recognized tendency of the conventional teaching program to departmentalize knowledge. You are familiar with that literary individual who knew a great deal about the Andes and the Amazon but nothing about the Orinoco or the Platte. The explanation in his case turned out to be that he was reading the encyclopedia and had only gotten through the letter A. I have known many students in courses in religion who had a fair degree of knowledge concerning Herod the Great and his sons, but were quite uncertain whether the Caesar who appointed them to their positions was Julius Caesar, Caesar Augustus or Caesar Borgia. Efforts to overcome this tendency of separate courses to divide the field of knowledge into separate compartments which have little relation to each other in the student's mind have taken two main forms, survey courses of a broad character in the earlier academic years, or comprehensive examinations of one type or another. Both plans call for the use of extensive library materials. The survey courses, unless thin and superficial, must introduce the student to a wide range of literature, and the comprehensive examinations are usually intended to require the student to fill in the gaps in his own knowledge.

A third problem in the solution of which institutions have turned toward the library is more difficult to describe. It is the failure of the mass education process to produce intellectual initiative and self-direction. To prepare assignments and to attend a large number of lectures which must be faithfully retained in the notebook and the memory is no doubt informative and useful but in many institutions the system has been felt to be defective from the standpoint of awakening interests and developing initiative and self-direction. Education is not a matter of amassing credits nor a process involving receptivity alone. Thus we see in many forms a breaking away from the conventional teaching pattern. Selected students are no longer required to attend classes. Honor courses are arranged in which the initiative falls heavily on the student. In some colleges there are reading periods during which all students are freed from class attendance and allowed to work under their own direction. In a number of institutions—the four course plan at Princeton is an illustration—one finds regulations which permit or require the student to choose a topic or problem for individual study in lieu of a course or in addition to the regular courses. These and other devices all have one thing in common, they direct the student to the literature of his subject and place upon him much of the responsibility for his own education.

There is no pattern which can be said to have worked itself out in these now quite familiar devices. Their variety is one of the impressive features of the development. Together they indicate a growing conviction, that education can never be a mass or group process. Ultimately it is individual. Though there is much that can be done in groups, the final responsibility rests with the individual, and he must find the blanks in his knowledge and ask his own questions. This means to the degree that it obtains a marked increased use of the printed sources of knowledge.

This means also that an effective teaching faculty will be library minded as never before. How to utilize the

varied resources of the university library for the equally varied needs of the student minds with the minimum of cost in time and energy becomes an acute problem. Certainly, easy access to the library is imperative, and this means access to collections useful for teaching. Some colleges are moving classes into the library building, a process of doubtful wisdom it seems to me, but reflecting this new sense of need to be near the literature of the subject taught. In several institutions faculty counselors have been assigned offices adjacent to the college reading rooms. In Brown University the experiment was tried of relieving several members of the faculty of one course each and assigning them for certain stated periods to the library to be available for the guidance of students working in their fields. The premise behind this arrangement was that the time to answer a question is when it is hot. The experiment has proved so successful that at present there are half a dozen faculty members who are being used in this way. At Wesleyan University a member of the classics department has an office in the library and is available to aid students in matters involving foreign languages. At Antioch College syllabi have been prepared in considerable detail for each course, and with the courses thus outlined, the instructors have been left free to modify the regulations concerning class attendance and organization in whatever ways would seem conducive to the most vital and effective work. These various moves are all products of a single endeavor to emphasize study more and instruction less. In this process, in so far as it is successful, the teacher becomes a guide and assistant in the process of learning, rather than the source of knowledge and at the same time its measure.

I do not know how far this process will go, nor the forms which it will finally work out. Quite obviously we are in the midst of a movement which is correcting the over-standardization and mechanizing of education at the college level. What is clear is that an effective college teaching program will require the closest collaboration between the faculty and the library staff. The faculty must be library-minded, not in a new way—for what I have been saying is not new—but to a new degree.

For the most part library problems of arrangement, personnel, and administration arising out of some of these newer educational emphases, have been left to the attention of librarians. It is even more true that teaching problems have been left by the librarians to the attention of the faculty. In some cases they have frankly been encouraged to leave such matters in more competent hands. Exception has been taken to a statement which I have made that between the faculty and the library staff a great gulf has been fixed. Perhaps the phrase suggested too strongly the story of Dives and Lazarus and identification with neither personage in the story was flattering. But if there be no gulf, at least there has existed a discernible crevasse. The faculty has been expected to teach and the librarians to administer the books. Now librarians are co-operative, decent people who have nearly always been willing to modify their program on the request of the faculty. Cut off as they have been, however, both by training and by their daily routine from any close knowledge of or association with the aims and purposes of their teaching colleagues, it is not surprising that their primary attention has been applied elsewhere. Their field has been library science, a very proper field indeed. But library science is not really a science. It is rather an art, an activity involving the use of certain instruments and pro-

(Continued on page 36)

# THE SIGNIFICANCE OF THE JOINT UNIVERSITY LIBRARIES TO NASHVILLE

COMMANDER JAMES G. STAHLMAN

WHAT DOES THIS LIBRARY MEAN to this community? For days I have been trying to answer that question. I am certain we are too near the project to assay its worth. Time alone will reveal the weight of its influence.

One or two answers, however, have occurred to me. Let me go back to the days of the campaign to raise a million dollars, which included a generous grant from the Carnegie Corporation, all of which was to be matched by the grant of another million dollars from the General Education Board.

I am convinced that the successful conclusion of the campaign brought with it a restoration of greater confidence in Nashville and its citizenship on the part of all the workers in that great effort.

The campaign solidified the community.

It drew together more closely the educational and cultural interests of the community—not only Peabody, Scarritt and Vanderbilt, but all those influences engaged in the never-ending task of trying to make the world a better place in which to live and to make life more worth-while.

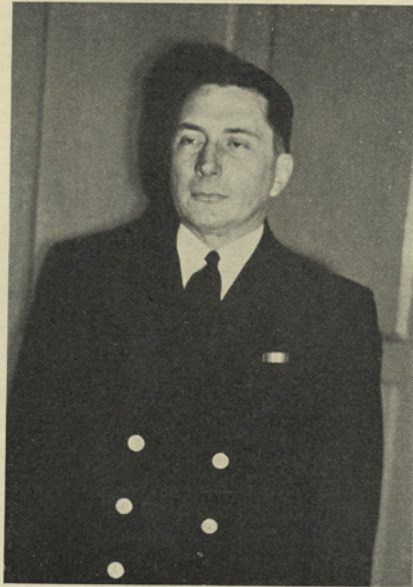
The campaign established Nashville as a great regional center for education, assuring its merited continuance of and rightful possession to the classic title, "The Athens of the South."

The campaign made possible the realization of a dream.

On the occasion of the Thanksgiving Luncheon in November, 1939, upon the successful completion of the campaign, I said that this library would become a great reservoir of Truth, the Truth that makes and keeps men free. And so it has.

Never was the time more propitious for such a reservoir. The world is full of phoney doctrines. Crackpots sway millions with their haywire philosophies. Millions of men, women, and children are dying and millions more will die in this clash of hostile ideologies which threatens not simply our American way of life, but the very existence of civilization, itself.

We are engaged in an all-out effort to preserve the democracies. Since 1917-18 we have jumped from the singular to the plural for our slogan. But singular or plural, democracies or democracy can only live where Truth flourishes and where the right to know and learn the Truth in any form, through every medium, remains unabridged.



COMMANDER JAMES G. STAHLMAN

*"I said that this library would become a great reservoir of Truth, the Truth that makes and keeps men free. And so it has."*

Chancellor Carmichael has recently said that one of the reasons for the attitude of Southerners toward the current world conflict lies in our Anglo-Saxon background. That is true. They were lovers of freedom. They detested tyranny in any form. They abhorred slavery, mental and physical. And so do we.

Lovers of freedom are seekers of the Truth. So as we dedicate this Library, let us invite to tap the boundless resources of this great reservoir all those who doubt, all those who seek to know, all those who are concerned with the destruction of the forces of selfishness, of corruption, of intolerance, of ignorance, and of bigotry.

Let them come by the thousands. Let no one be denied.

And let us hope that from the clear, pure springs that treasure the arts and the sciences will flow continuous freshets to fill this reservoir always to overflowing, so that from it shall gush an everlasting torrent of Truth to spin the turbines of the human mind and generate a light so clear, so bright, and so eternal that there shall be no blackout of freedom, anywhere.

This is the pathway to liberty. Let us be thankful that we have here one source of the Light of Truth. Without its beneficent beam we shall walk to slavery's darkness. With it, we know

—"That through the Truth that comes from God, Our land shall then indeed be free."

# THE INTEREST OF THE AMERICAN LIBRARY ASSOCIATION IN THE JOINT UNIVERSITY LIBRARIES

CHARLES HARVEY BROWN

THE DEDICATION of the Joint University Libraries represents a milestone in the history of university libraries. The event has deep significance, not only for the American Library Association, but also for all university librarians.

Librarians, in common with research professors, are by tradition isolationists. Neither isolationism nor individualism can historically be wholeheartedly condemned or approved. Learning during the Middle Ages was preserved at isolated monasteries by monks living isolated lives. Many of those who in the past have contributed the most to civilization, to health, to science withdrew from contacts with their fellow men and locked themselves up in their laboratories, if not in their cells. Even the pioneers, whom we revere so greatly, were compelled to rely solely on themselves. Neighbors were far distant. Emergencies had to be met by their own efforts and not by relying on a telephone or on automobile transportation. Highways such as existed were built on a township or county basis and some states had no system of state highways before 1930. If the children of the pioneers were to be educated, it had to be done by individual instruction or in small one-room schools equipped for four or five children.

Civilization progresses, but traditions remain. The sciences have become interwoven. It is far more difficult now to conduct research in any one field without some assistance from specialists in other fields. A relatively simple study in plant genetics may require highly technical electrical equipment which must be designed by physicists and operated by engineers. Research is becoming daily more cooperative and better coordinated.

In spite of the interdependence of scientists, in spite of the necessity that an investigator consult material in an allied field, nevertheless, the organization of our educational institutions and our libraries continues to be based largely on the practice of isolationism necessary under past conditions but detrimental to the progress of modern research. Departments, schools, and colleges still have their own libraries separately organized and administered with complete independence of other libraries on the campus. In some institutions each professor has his own special allotment of funds for book purchases for his sole individual use. However, such an office collection is not nearly sufficient even for the needs of a single scholar.



DR. CHARLES H. BROWN AND DR. LOUIS SHORES, DIRECTOR OF THE PEABODY COLLEGE LIBRARY SCHOOL

*DR. BROWN, after bringing greetings from the American Library Association, points out the absolute necessity for co-operation and pooling of effort in establishing the huge libraries so necessary to present-day research.*

The multiplication of books during recent years has made it impossible for any man to possess within available space all the books he needs for his own research. He must rely on a central collection. If the university dissipates its funds in building up separate independent libraries for each of a hundred or even a thousand distinct fields of study, then with the attendant duplication there will be no funds left for the collection of basic material available to all. This argument applies not so much to the location of books as to the organization and administration of the libraries of a university.

Fields of research are so many and so varied that duplication means wasted effort. Therefore the program on any one campus must be coordinated so that unnecessary duplication is avoided both in function and in physical resources. Otherwise we shall have confusion, duplication and inadequate results.

Success of your plan to coordinate research, instruction, and library facilities has a deep significance for everyone interested in scholarship. This program, when accomplished, will give the South an example of an educational center equipped for leadership. As president of the American Library Association may I express the hope in which I am sure all of you will join me, that this program will extend to other universities throughout the United States, and that it will be followed by joint cooperative and coordinated undertakings on every campus, and within other regions. Also on behalf of the American Library Association may I extend to the South, to the State of Tennessee, to the Board of Trustees of the Joint University Libraries, to Chancellor Carmichael, President Cuninggim, and President Garrison, to the faculties, and to my warm friend, the Director of Libraries, Dr. Kuhlman, our congratulations on the outstanding step which you have taken.

# THE PLACE OF THE LIBRARY IN MODERN EDUCATION

ROBERT M. LESTER

IT IS NOT for me here tonight, as one of the final speakers in the impressive ceremonies which have made notable the past two days in Nashville, to call to your attention the importance of the Joint University Library which is to be formally opened on this occasion. The college presidents and the deans, the academic librarians, the outstanding and distinguished scholars, have had their say and many of them, like the captains and the kings, have departed. Under their instruction, you have come fully to know, if you did not know already, how great an interest centers on this library, which, not as an experiment but as an example of cooperation, is henceforth to serve Vanderbilt, Peabody, Scarritt, and the promotion of knowledge in this region. And now you and I and Dean Mann, the survivors, and there are certainly many of us, as shown by this gathering, have come together in this room to terminate the exercises and to declare formally that this Library is open for the business of education.

The dedication of a new library is an unusual and happy event in the life of any university or community. The recognition of the importance of this particular library is shown by your presence here, which is ample testimony of the regard in which this institution and its benefactors are generally held.

That I should be permitted to join you is an extraordinary privilege—a privilege both professional and personal. This is the second time within a decade that I, representing a Carnegie agency, have been called upon to speak in Nashville on the occasion of the opening of a great library, the first made possible primarily through the initiative and generosity of the Fisk University Library, to which, as is the case here, the Carnegie Corporation made only a minor contribution. It is a personal privilege also for me to be present tonight, because the prospect of being on the Vanderbilt campus has revived for me a train of memories ranging back almost as far as I can recall. I first heard the name of my new-born brother was to be Garland, out of the admiration for the first great chancellor of Vanderbilt University, Landon C. Garland. My first knowledge that books were a necessary part of college equipment—not something one read at home for pleasure or studied for recitation at school—came on April 21, 1905, when Professor Joel C. DuBose, historian and teacher extraordinary, in my preparatory school in Birmingham, on that morning at chapel called attention to a newspaper story of the destruction by fire in Nashville on the preceding day of the main building of Vanderbilt



DR. ROBERT M. LESTER

*In his inimitable style,  
BOB LESTER dedicates  
the Joint University  
Library to the task of  
serving a great  
university center.*

University and of its library. This, he said, was a disaster to the South; the disaster was not in loss of the building, which could quickly be replaced, but of the collection of books, to replace which would be difficult if not impossible. The South had but one real college, Vanderbilt, he went on to say, and all too few public and academic libraries; the loss of the Vanderbilt library was serious, for whatever hampered education at Vanderbilt, hampered also the cause of higher education in the South. This statement, brief and incidental as it was, converted me to his faith, and

that of my parents, in Vanderbilt University, and from that faith, I am happy to say, I have not yet fallen.

From the Vanderbilt catalogs of 1906 and 1907 I first learned of those items of scholastic performance known as "Carnegie units" of which fourteen were required for admission to Vanderbilt. Thus I first encountered one of the early fruits of the philanthropy of Andrew Carnegie, little dreaming that, in years to come, my lot and my living would be intimately connected with the development of the more generous impulses of that son of a Dunfermline weaver. In 1908, having satisfied by a special trip to Nashville the exacting mind of Dean Frederick W. Moore as to my legitimate possession of such units, I entered Vanderbilt as the first matriculate for the B.A. degree ever admitted from my Alabama school, which is now the well known Birmingham Southern College, the genial and effective president of which is in this audience.

And now to bring this review of personal experience to a full circle, after more than forty years, let me say that it was my honor and privilege to be delegated to visit Nashville on November 5, 1938 to tell our present Chancellor that the Carnegie Corporation was prepared to contribute \$250,000 toward the completion of the library for which he and you had worked so earnestly. All these incidents, fitting now as it were into the pattern of a mosaic, make this evening one of unusual moment for me.

It is happily not necessary to point out the achievements of this University, or to describe its needs, or to tell you how useful this Joint Library will be to the students and teachers of the institutions which use it. Vanderbilt and Peabody and Scarritt have each been made great by their teachers and graduates; theirs is the reward that comes from



distinguished educational service. They are now providing an unusual example of institutional criticism and study, and worthy of emulation. That Peabody and Rockefeller and Carnegie funds are united with gifts from hundreds of loyal alumni and supporters of these institutions is not strange. Men of wealth and vision have often combined their funds to promote far-reaching business enterprises. So in educational undertakings, foundations frequently—but not frequently enough, I confess—make use of each other's experience and initiative. In passing, it may be of interest to tell you that John D. Rockefeller and Andrew Carnegie were friends even to the extent of exchanging gifts of cider and Scotch whiskey, of oatmeal and paper vest, and that Mr. Carnegie served for ten years as a trustee of the General Education Board, from whose coffers have come many millions for colleges and universities in Nashville.

Many of us, as we came here tonight, looked upon buildings which were dedicated in the presence of our ancestors—buildings around which center the kaleidoscopic memories of our own college life and that of a score of other academic generations—buildings red and brown and green in the tapestry which is Nashville. What those buildings have meant and still mean, we know and appreciate. Let us not forget today to render homage to those dreamers and donors of the past whose devotion and sacrifice have made these buildings a lasting monument.

The dedication of the Library, however, is probably more significant for the future of the three supporting institutions than any other dedication in their history. It is tangible evidence of the acceptance of Chancellor Kirkland's declaration in 1893 that:

The Library is the very heart of the university. Books are our life. Special laboratories, important and necessary as they are, are only for special students; the library is the workshop of every student and every professor. University work, in the proper sense, is an absolute impossibility without ample library facilities. To carry on research, to prosecute investigation in any line of knowledge, requires first of all an acquaintance with what has already been done along that line in past ages. This can only be gotten from books.

His was then almost a voice crying aloud in the wilderness.

If I may contribute anything to the record and thought of this occasion, let me do it by reminding you briefly of the phenomenal growth of libraries in the United States and by calling your attention to few general aspects of the basic problem of education; namely, that of bringing together the student, the teacher, and the book.

This Joint University Library is a part of a great public enterprise—the business of books in education. Unique as it is in its cooperative service, it is but one of thirty similar academic library buildings erected in the South during the past decade, and paid for by private, state, or federal funds. Has there ever been a decade of construction comparable to this in the history of education in the South?

From the disastrous fire of 1905, only 5,346 volumes were saved. Tonight in this spacious and modern building—itsself a tribute to man's recorded knowledge and ingenuity—we take a vast pride in knowing that the Joint Library now houses 400,000 volumes and employs a staff of some forty skilled workers, and that it is adding to its collection at a rate of 30,000 volumes a year. This in itself

is a major achievement, but we must not be dazzled by the impressive totals, for in reality this Library is really a small and barely adequate one for the purposes of a first-class university center.

There remains much to be done. This Library, on the basis of eight items by which libraries are generally judged, ranks from fourth to sixth from the top even in the South where great libraries are still relatively few. The quality of its collection and of its service under Dr. Kuhlman is, I am told by those who know, much higher than its relative rank.

Many things distinctly American have brought about the notable acceptance on the part of the American people of the theory that libraries both public and academic are essential to the enlightenment of public opinion and to formal and informal instruction. Certainly it is to be admitted that the ninety millions of dollars donated for library buildings and development of library service by Andrew Carnegie and the philanthropic trusts which he created have served to stimulate thinking Americans to realize the advantages of free access to books, until now the free public library and its academic counterpart are accepted and cherished features of American life. This is indicated in one way by the fact that the latest American Library Directory carries information as to 10,253 libraries, of which 6,588 are free public libraries and 1,447 are libraries in institutions of higher education.

On the shelves of the academic libraries in the United States are some 63 million bound volumes. From the colleges and universities in which the libraries are located, some 165,000 students annually receive the bachelor's degree; 21,000 the masters degree, and 2,900 others, the doctorate. The librarians in these institutions are associated, as responsible academic officers, with 110,000 full-time educational staff members. The annual supply of new material coming to these institutions is 1,350,000 students, and the annual educational budget is 475 million dollars, 4 per cent of which is for libraries—19 million annually for libraries. This is big business, ladies and gentlemen, important business.

As vital parts of the general library movement expressed so notably in buildings and books and services, universally recognized and generously supported by public and private funds, have come an increased emphasis on the use of college libraries and a broader understanding of how a central reservoir of books should function for faculty and students alike. College libraries, to be sure, date back for centuries; they are by no means new, but new ideas for service have come into being. Librarians now are not keepers of books. They are distributors, advisers, and teachers. No longer do they regard students with such misgiving as, it is reported, caused the librarian of Brown University a few generations ago to pass a rule that students should come to the library four at a time and only when sent for by the librarian; that they should not enter the library beyond the table of the librarian on a penalty of 3d. for every offense.

To those who study educational institutions and practices, two growing rather than established movements seem evident; one, the shift of interest from the subject matter to the student as the center of educational attention; and the other, the shift from the textbooks to books. Educators hope—maybe in vain—to make the education of the student depend less upon what he hears in the classroom or what he is told by the teacher to study, than

upon what he digs out for himself not from a textbook but from many books.

Not long ago President Wilkins of Oberlin said to a group of college presidents:

Six hundred years ago the instrument of education was the book. It wasn't a printed book, for printing had not yet been invented. It was a manuscript, in book form. The professor had it, and no one else did—except as the professor dictated the words of his book, and the student wrote them down.

You might think that the invention of printing would have changed all that, but it didn't—not very much, and not very fast. Sixty years ago, the professor still had the book—and each student had a copy of the same book. That was all. That was the textbook stage of education.

But the last sixty years have seen a change, more especially the last thirty years, most especially the last ten years. There are still plenty of classrooms from whose procedure you would never know that printing had been invented. But the trend sets strongly now from the book to books, from the single textbook to a multitude of equally accessible books, from the five-inch shelf to the transforming riches of the library.

The professor is no longer the one exponent of the law; he is no longer the slave or the critic of the author of the one textbook. The professor is but one of any number of men wise in a given field of study. Scores of other wise men, through their books, are eager to say their say to the professor's students. And the part of the professor is to say what he has to say that is really his own, but beyond that to reveal to his students the range and wealth of other opinions now available to them, and to guide them in their selection and their appraisal of their so greatly multiplied possession.

Two schools of thought have developed as to the equation between the student, the teacher, and the book. They vary chiefly in the emphasis to be placed upon teaching. In one school are those librarians and others who, from this movement to books and to the increasing use of the library, have come to dream dreams and to see visions. They look for a time when the library will be the intellectual center from which all instruction and research will proceed under the guidance of the librarian and his staff of experts. The library will no longer confine itself to the general service of books, but will include many of the materials with which books deal. The library will have books, yes, and also an art gallery, a museum of natural history, a laboratory for each of the sciences, music halls, lecture rooms, work shops, art studios, and facilities for any other general educational activity of which books treat. The librarians, through education and experience, will be the educational ringmaster. Really, this seems a bit like the modest farmer who didn't wish to be a great property owner; he simply wished to own all the land that joined his. On the other hand, the majority of librarians are more realistic about the place of the library. They are aware of what someone has recently described as "the fallacy of impossible completeness,"—a fallacy which has already carried many librarians to extremes of competition in purchase of books and duplication of items, has led specialists to incredible and useless refinements in cataloging, which has brought about expensive glorification and mechanization of service, and has given sanction to the acquisition of rare, costly and unused documents regardless of their relation to the purposes of the institution. Herein is wasted effort, unjustified expense, poor administration, and a loss of dignity and respect. Also, in undergraduate life, is it possible that gradually and unintentionally there is being built up an idea that any real study can take place only in the library; that study, examination, and use of books must be apart from the student's comfort and leisure and living; that an environ-

ment and appreciation of books can come only to one when he is seated in the musty vastness of a central library and surrounded by scores of thousands of volumes? If these things be true, may not libraries be defeating their own purpose?

In 1938, the Council of the American Library Association, adopting what is known as the national plan for libraries, declared that college and university libraries should have certain practical ends in view. The ends seem so simple that a layman wonders why they have not long ago become accepted practices. We know they have not; they are still sought-after. They are:

In a college or university—

There should be a library building, a library staff, and a collection of books adequate for the work which an institution promises to do.

The job of the librarian is to make the library do its proper share in the work of the institution.

The librarian should be equipped by education and special training to do his job.

The librarian should have a general knowledge of what teachers are teaching, what and how students are studying, and what research is going on.

The librarian or some one equally competent should teach students how to use the library.

The librarian should be regarded as a normal, necessary, responsible, and respectable member of academic society.

The library staff in addition to the librarian should be qualified to meet the specialized demands made upon them.

In a given State—

The library of a tax-supported institution should be prepared to give library service, proportionate to the place of the institution, off-campus or on-campus, to research or extension activities within the State.

A library in a privately-supported institution should be allowed equal privileges with public libraries in state advisory and information services and state collections.

In a given region—

University and research libraries should lend books to each other, should not duplicate purchases unnecessarily, and should work together in building up their services.

These aims, though simple and minimum, are yet to be widely attained; they may serve to direct libraries and librarians to a reasonable place in the educational process.

The second school wishes to emphasize the place of skillful and earnest teaching. They believe that a librarian should be a librarian; that librarianship is different from teaching; that there should be professors to teach; and that these professors, as well as students, should work. A clear expression of this view was recently made by Professor Kirk H. Porter, of the State University of Iowa, who in advocating the idea that professors should work said substantially this:

The principal reason for going to college is to get something from professors. If this were not so, young people might well stay at home and study by themselves. . . . They could take correspondence courses and learn much. Or they could go to live inexpensively in the vicinity of big city libraries and study with great profit by themselves. But few of them choose to do these things when they are able to go to college. Instead of going to the great libraries in Boston, New York, Washington, Philadelphia, or Chicago, they go to colleges and universities to "get" professors. . . . It must be realized that they have come to college primarily to get the services of professors who work hard and have something worth while to deliver. Still, students are often actually told that attendance at class is not particularly important and that what one gets by himself is all that really counts. . . .

Time spent in classroom ought to be the most valuable part of the student's experience, for time spent in contact with professors is the unique contribution to the educational process which the college has to offer, and it is the one thing of which there is for

(Continued on page 35)

# THE JOINT LIBRARY—SYMBOL OF PROGRESS IN HIGHER EDUCATION

A. R. MANN

THE DECADE that has just closed has tried the soul and the fibre of America. For most of that period Americans have been acutely conscious of fundamental changes in the economic and social policies and patterns that affect the daily lives of all of us. Concern for the economic insecurity of an alarmingly high proportion of our people and for the more general achievement of social and political justice has held central position in public discussion and action. Toward the end of the decade, the rising war clouds of world dimensions caused a reordering of the entire industrial and financial life of the nation and the personal plans and hopes of millions of our citizens; and seemingly we are crossing the threshold into complete involvement in a major tragedy and catastrophe of the nations, with end-results no man can foresee.

In the midst of this great trial of spirit and substance, many of the essential and cherished institutions of our society have quietly served and have extended their influences in our common lives. They have not wholly escaped the impact of these movements in the nation, nor failed of some changes in themselves in response to new forces in their environment.

Among these enduring institutions our minds turn on this occasion to those which sustain the role of light and learning, the discovery of truth and the spread of knowledge, the preservation and the utilization of the recorded thought and wisdom of mankind. The institutions of education characteristically pursue their courses and undergo changes and adjustments quietly and unhurriedly, for their strength lies in measured intelligence, in the careful gathering and weighing of pertinent facts and considerations, in the painstaking formulation of judgments and procedure. It is this that justifies the confidence society places in them, why it protects and sustains them, and why it will surely come to their aid when perilous days confront them. Such an educational achievement as we celebrate tonight is a representative outcome of quiet and painstaking formulation of judgments and procedures, wrought out in a period of great national stress.

The decade of the 1930's, despite its preoccupation with great matters in other realms, saw gains for education that were in all probability second in importance to no other period in American history. On the material side, provision for buildings and facilities reached new high levels. On the functional side, there has been extraordinary searching and challenge at all levels, from the elementary



DR. A. R. MANN

*The Joint University Library should be increasingly a symbol of progress in higher education in Vanderbilt, Peabody, and Scarritt and the broad areas those institutions serve.*

school to the university, which has spared neither the methods, the aims and purposes, nor the efficacy of these institutions. Some of the smaller independent colleges have been closed. Their passing has brought regrets, but many of them, having completed a term of usefulness, were no longer needed. On the other hand, the movement for physical and functional collaboration among two or more institutions in geographical proximity made notable gains during this decade

and established a principle and a procedure in higher education which may well mark the beginning of a significant new chapter in American education.

The great historic universities of England, Oxford and Cambridge, the distinguished Canadian University of Toronto, and during recent years a growing list of American colleges and universities, including the eminently important institutions here in Nashville whose collaboration has made this occasion possible, have clearly demonstrated both the practicability and the advantages of free association of independent institutions, each retaining its integrity but benefiting by fellowship in a larger society of scholars and by enlarging the opportunities for its students and faculty.

Libraries have shared in the gains of recent years. At the university level, many new buildings of great usefulness and beauty have arisen. In the South, the new libraries at the Universities of Alabama, Texas, and Virginia, at Tulane University, and now the magnificent structure for the Joint Libraries of Vanderbilt University, George Peabody College for Teachers, and Scarritt College for Christian Workers are the notable examples; but many excellent new buildings for college libraries scattered throughout the South are no less valued by their local constituencies. Book collections have greatly increased, library standards have improved, microphotography has come in as one of the foremost tools yet available for library development. The association of university libraries in cooperative cataloguing has moved forward toward a permanent service under the auspices of the

Library of Congress. Union catalogues have increased in number and scope—there are now more than sixty of them in the country, thus facilitating service not only to students and scholars locally and regionally, but also nationally through their collaboration in turn with the Union Catalogue of the Library of Congress.

The Tennessee capital has long been a center of higher education. In 1914 the Peabody Education Fund was distributed and the major part went to George Peabody College for Teachers. This College reorganized, secured additional funds, purchased a new site adjacent to the Vanderbilt campus, and there installed its present fine group of modern buildings and its far-flung services to the Southland. Shortly thereafter Vanderbilt University undertook successfully the transfer of its Medical School and the provision of adequate hospital facilities in connection with it, from downtown to its present site on the University campus. From this has arisen one of the great centers for medical education and service in this country. The wisdom of these formidable undertakings was matched soon thereafter by the decisions of the Scarritt College for Christian Workers and the Y. M. C. A. Graduate School to move into close proximity to these larger centers of learning.

It has not been accidental, but rather prophetic, that step by step these institutions have associated themselves physically and educationally. While retaining all the advantages of their individual independence, they have gained for themselves and their students vastly greater resources in educational offerings, and they have created for Nashville and the South the foundations of a well-balanced, highly competent, and widely serving University Center. The logic of events, the sound reasoning of trustees, faculties and friends, have given to the Southland and the nation a center of learning destined for great things.

It was in 1930 that the idea of a central or joint library, resulting in the present structure, first took tangible form in the approach to the General Education Board. As is common in matters of such moment, a careful survey of the library needs of Vanderbilt University and the George Peabody College for Teachers was undertaken, aided by a small grant from the Board. The report recommended the establishment of a central library on the Vanderbilt campus to serve both institutions. Then followed years of discussion, planning, and adjustment. Consideration of library needs led inevitably into the range of educational and research programs, and how the available resources of the institutions, through improved arrangements for collaboration and supplementation, might better serve the educational needs of a large area of the South in which these were the most influential and significant institutions of learning dependent upon private support. One logical conclusion was that a union catalogue was an early essential, providing a finding list not only of books held by Vanderbilt and Peabody, but also for those in five other libraries in Nashville. This was accomplished. Other steps followed. The deliberations and agreements reached satisfactory culmination in 1938, when in response to requests of both institutions the General Education Board made its grant, constituting one-half of the \$2,000,000 estimated as a minimum to erect an adequate building and to equip and endow the Joint University Library. In the realization of this large sum, credit goes to the Carnegie Corporation for its magnificent gift and to the citizens of Nashville for their extraordinary and generous response to the call for aid. The citizens of

Nashville have made an investment in a great enterprise which will yield dividends of the first order of importance for countless generations to come. In this matter their work will live after them in vital service down through the decades and presumably through the centuries.

It is of special interest to note that the Chairmen of the respective faculty committees whose work finally accomplished these fruitful results were Dr. S. C. Garrison for Peabody College and Dr. O. C. Carmichael for Vanderbilt University. The specialist who conducted the study for the faculty committees was Dr. A. F. Kuhlman. It is a happy circumstance that by action of the respective boards of trustees, these three men have since been entrusted with the greater responsibilities which both the joint and the independent interests of these collaborative undertakings will demand.

The University has two major functions: one, the advancement of knowledge through original research, the other the development of young men and women by means of the higher education. These two functions merge in the training of scholars and the maintenance of sustained scholarly achievement. Scholarly work can stand forth in integrity only when it is based on the personal acquaintance of the scholar with everything pertaining to the subject in hand that is of importance. The evolution of a field of observation and fact toward a fullness of understanding and interpretation may involve many generations of scientists and scholars and centuries in time. Growth in human intelligence is dependent upon the conservation and the continuing utilization of the recorded word and observation. It is in the libraries that the garnered knowledge of the past is preserved and made accessible to the student of the present and the future. As one writer has aptly remarked, "The people that doesn't know its past is not likely to have any future." The libraries are among the most essential safeguards of our destinies.

Here in the Southland, in this city of growing importance as an intellectual center as well as in many other respects, a great idea was conceived and nurtured. Tonight we celebrate one of its notable achievements. We are met to dedicate a building, excellent in its design, ample in its facilities for housing record of Man's progress in thought, knowledge, and behavior, and for serving the present and the generations that will follow after. The effectiveness of its practical service to those who come here to search its materials will forever vie with the richness of its collections in determining how notable it will become.

This library is more than a facility of these collaborating institutions whose wisdom has made it possible. It has meaning, potentially great meaning—for the wide area into which the influence of these institutions extends. It has relationship with every other establishment and movement concerned with the higher education of men and women and the progress of scholarship and human understanding.

May I associate myself with all who, on this occasion congratulate the trustees, faculties, and students of Vanderbilt University, George Peabody College for Teachers, and Scarritt College for Christian Workers, and as well the citizens of Nashville and of the broad region these institutions serve with distinguished ability, on this splendid facility for education, for culture and learning, and for that equipment of mind and character which is the essence and substance of real progress for mankind.

## The Library's Contribution To Scholarship

(Continued from page 8)

photographed, much of the necessary editorial work, and the housing, care and service of the finished product. In 1917 I rashly undertook a facsimile reproduction of the 18th Century years of the *Kentucky Gazette* issued in Lexington by John Bradford, and of the *Detroit Gazette*, the first newspaper in Michigan. Mr. Clements underwrote the enterprise and insured its financial success. But I little knew the labor which would fall on me in such a seemingly simple task! I shall not weary you with details. But let me warn any colleagues who are planning similar adventures in micro-photography that they are laying out for themselves an arduous job both editorial and financial. That the future will require this of them is, however, not to be doubted. And, further, let librarians beware of thinking that these new techniques will make little demands on them. Quite the contrary: a whole new series of practical problems in the cataloging, classifying, storing, serving, and preservation of micro-films and micro-prints are even now pressing on them. This new medium is certainly vastly different from the book in shape, size, physical characteristics, and ease of use. Librarians must perforce adapt their practices based on centuries of use of first manuscripts and then printed volumes to these newer rolls, strips and single leaves.

I have left to the last one obvious contribution of the university library to scholarship—the library's own publications. We have been so much concerned here in America with building up great libraries where none were found before us, that we have too often neglected to use a print in the scholarly exploitation of our wares. It has been a mistake—an error, I am confident, due to absorption in a single phase of our work. We have illustrious examples in the Vatican Library, the John Rylands Library, and the British Museum. A few libraries have issued volumes and series which are distinct contributions to knowledge. Here is an outlet for the work of scholars on the library staff. And I trust that more and more we shall see it utilized to the benefit of research.

To sum up what I have been trying to bring home to you as we dedicate a new library to the service of a group of sister universities, let me conclude by remarking on the change from an earlier day. In the mid-nineteenth century before the days of cooperative effort or of the organization of librarians with a professional association, each library provided as best it could for its own very localized clientele. Only in large cities might a scholar easily supplement its resources by visiting other libraries. He probably could own most of the books he needed for his personal researches. But today the picture is vastly different; the printing presses of the world have been very busy ever since Robert Hoe harnessed steam to move a roller press in place of the old-fashioned hand-press which had changed but little since Gutenberg's time. Millions on millions of them are of enough value to find a place in libraries. No one can possibly own *all* the books needed for work even in his own field. Libraries are a necessity, if knowledge is not only to survive but to advance. And modern librarianship, while anxious about many things in its own house-keeping, is concerned with the whole world of print and of manuscript. Quaintly enough it is the motion picture industry—that supreme enemy of abstract thought—which has placed in the library copies of any written or printed document that would over. This tremendous possibility requires both the best effort at home and the ablest cooperation abroad. The scholarship of the future

will have to depend in large measure on the organizing ability of the librarian. He must himself be a scholar of parts and must surround himself with others equally trained in scholarly habits of thought if he is to serve the needs of the world of learning. To this end he must bend his energies, his best thought, his life. The "trivial round and common task" must not discourage him or absorb all his energies. Ever he must keep before him the goal of the advancement of knowledge, not by his own creative thought or pondering, but by his humble and willing service to the creative scholar.

## Organization Of The Joint University Library

(Continued from page 4)

institutions. The educational policies of the Joint University Library are formulated by this committee.

All library funds are handled in one office. All bills are paid and all salary checks are written by the treasurer of the Joint University Library. We have thus achieved a completely unified library organization.

Through a grant from the General Education Board a card index of the books in the Library of Congress was secured, and also a union card catalog was made of all the books in the major libraries in Nashville. If a reader desires a certain book, he may go to the Union Card Catalog where the book can be located in a moment, if it is in any library in the city. Messenger service has been provided so that a book not in the Joint University Library becomes readily available. Also, if the book is not in the Union Card Catalog and, therefore, not available in Nashville, the student may borrow the book through the inter-library loan from some other library center.

The greatest transformation that has taken place in American education and probably the greatest movement in American life has been that of reading, familiarity with books, periodicals, and newspapers. Little more than a half century ago only a few books were used by students and practically none by the average man. One of the greatest and oldest of the eastern universities as late as the 1870's spent as little as \$300 per year on its library. The student and the teacher used only a textbook in the classroom. There are more books in the elementary library of the Peabody Demonstration School than were to be found in most college libraries in the South a half century ago. A boy or girl finishing the high school today is more familiar with good books than was a college graduate twenty-five years ago. The withdrawal of books by students in this center is one of the highest in the nation. Last year more than 208,000 volumes were withdrawn by students from the college libraries. Graduate work is virtually impossible without superior library resources. During one year withdrawals by graduate students averaged 69 per quarter or 207 for the college year. These figures show absolute necessity for superior library facilities where graduate work is undertaken.

We are gratified today that the joint library cooperation has attained a marked measure of success. Our success in providing library facilities through cooperative effort strengthens our belief that similar efforts in other directions will bring equally desirable results.

## The Place Of The Library In Modern Education

(Continued from page 32)

the student a definitely limited supply. Books, which he can read by himself, will be available to him all the rest of his life, . . . but it is only in college for a few short years that he can "get" professors. Their contribution thus becomes of paramount importance.

The very existence of a college implies that there is something even better to do than to try to learn by one's self. Of course there is. It is to go to college and get something from professors. It is a splendid thing to build great libraries, spacious study halls, luxurious living quarters, and extensive recreational facilities. So-called "honors" courses and programs for independent study are to be applauded. But what is of most importance is to have competent professors who can and will do the main job for which the college exists.

This brings us back, ladies and gentlemen, to where we started—back to those three fascinating variables, the student, the teacher, and the librarian, each of whom is equally uncertain as to his relation to the others, and all of whom are inextricably involved in the business of the book. There we leave them and come back to our purpose here.

We are here to dedicate this Joint University Library. To those who have contributed toward its completion—to the General Education Board, to the citizens of Nashville, to the faculty, to the students, to hundreds of scattered donors, to the architects, to the skilled artificers in steel and stone, to the unknown laborers, let us give thanks. Let us give thanks likewise to the two chancellors and the two presidents who followed the gleam, to the many committees whose labors are here but unseen, and last but not least to the Librarian whose far-ranging mind has brought these books together. As a building, it needs no description; walk through it, look about you. As a collection of books it is the result of expert judgment, sound scholarship, and common sense. As an instrument of education, its usefulness is in your hands. Vanderbilt and Peabody and Scarritt, united in this great cooperative enterprise, need no longer suffer from the unique and unenviable distinction of composing a university center without a university library. Theirs now is this boundless magazine and arsenal filled with all the weapons and engines which man's skill has been able to devise from the earliest times. Theirs, too, is the responsibility and privilege of teaching oncoming generations how to work with a strength borrowed from all past ages toward whatsoever things are true and honorable; whatsoever things are just, pure, lovely, and of good report.

### Teaching With Books

(Continued from page 27)

cedures toward an end in view other than the process. Every step and stage must be governed by the suitability and practicality of the procedures involved toward that end. The study of the processes without a corresponding attention to and occupation with the problem of educational ends and means was bound to involve loss. It is not surprising, therefore, that there have been times when librarians have seemed to regard organization and classification of the book collection and the preservation of its special unity almost as ends to be sought for their own sake. Wherever and to whatever extent this has been true, the remedy is obvious—to bring the library staff into a closer knowledge of and association with the educational program and to enlist its aid in the solution of the problem involved.

While the responsibility for the integration of the efforts of instructors and librarians rests with those who guide and direct colleges and universities, they will find a ready response on the part of the librarians. Interest in such matters is on the increase among college librarians. A reorganization of the American Library Association which has recently been carried through had, as one of its aims, to serve better the specific needs of college and university librarians. An increasing number of articles dealing with

problems of teaching as these relate to the work of librarians have appeared, and a number of interesting experiments in adjusting the library staff to college teaching programs are in process.

The temptation to describe one or two of these experiments is strong, but I prefer to close with a final word addressed to college librarians. Library work involves a vast amount of detail and attention to routine. This of course is true on some degree of all careers. Some larger end and aim is needed to give harmony and proportion to life and to illumine the detail with meaning and value. It used to be said that the ideal librarian should also be a scholar. If by that is meant creative scholarship, I doubt if it can be expected of many librarians, other than the curators of special collections or the subject specialists whom the Library of Congress and the Harvard Library may teach us all to employ. It is scarcely to be expected of the rank and file. But in this area in which the work of the faculty member and that of the librarian overlaps, a field of professional activity is developing which offers special rewards. It demands of the librarians technical training and experience, a competent though not necessarily authoritative knowledge of at least one of the subjects of instruction, and an ability to work with and for the teaching staff and many generations of students. But its returns are high. The library profession and college administrators are eager for every ray of light which can be thrown on this complex problem of teaching with books, and the librarian who makes even a small contribution to the understanding of the task will not lose his or her reward. But there are other values to be gained. Few individuals on the campus are more respected and appreciated than are those librarians in a number of institutions who have virtually made themselves the library representatives of important teaching departments. Nor are there many deeper personal satisfactions than to have played a significant, even if inconspicuous, role in the education of our successors, the next generation.

### The Program Of The Joint University Libraries

(Continued from page 14)

side there needs to be: (1) a staff in acquisition that can be useful in acquiring those materials that have teaching and research value; (2) in circulation and reference and cataloging there must be a staff that is not just concerned with good housekeeping and the technical aspects of handling books but that will be concerned with making books and periodicals count in teaching and research. Ultimately, however, integration depends upon the faculties. Only in so far as they keep abreast with new books issued in their specialty and recommend them for purchase can a university library build the most worthwhile collections. Only in so far as they choose to teach with library materials rather than student-bought textbooks will progress be made in teaching with books. Moreover, only in so far as they use the collections for research and public service can those collections become useful in the solution of baffling educational, social, economic, and political problems.

In conclusion, may I personally and on behalf of the Board of Library Trustees express to those who have helped with their moral and financial support to make the Joint University Library a reality our deep appreciation. You have enabled us to take the first important steps to provide an adequate library and with your further aid and encouragement we hope we may take the other essential steps.

# EDITORIALS

## *The Joint University Libraries*

THE JOINT UNIVERSITY LIBRARIES were established to eliminate unnecessary duplication, to coordinate and expand the library resources and services of three neighboring institutions of higher learning: George Peabody College for Teachers, Scarritt College, and Vanderbilt University. How much this coordination and cooperation can mean to the development of Peabody College as an institution of higher learning for the training of teachers; and of this center as a great storehouse in library service! Peabody and the hundreds of alumni scattered far and wide are grateful that this tremendous project has been launched and is now yielding returns to the people who believed in it. May it never be finished! The Joint Libraries should go on developing and expanding their holdings and their services for ages to come.

At the center of this development a new and endowed Joint University Library has been provided. This building and its endowment are jointly owned and directed. In like manner its book resources and services and all of the other library resources and services of the three cooperating institutions, are jointly controlled and administered by one Board of Library Trustees (composed of representatives of the boards of control of the three institutions), one joint Faculty Library Committee, one Director of Libraries, and one Treasurer.

This cooperative library enterprise is designed as the next step toward the realization of a great regional university center in Nashville in which the teaching and research resources of these neighboring institutions are coordinated. To make possible the development of such a greatly needed university center the General Education Board and the Carnegie Corporation gave substantial sums, and more than five thousand students, faculty members, alumni, employees, and friends of these schools contributed generously.

The plan for such a cooperative university center, supported by an adequate library, in Nashville was the direct outgrowth of a comprehensive survey in 1935-36 of the educational and research programs, and the library facilities and needs of the three institutions. This joint self-survey by the faculties and librarians culminated in a twofold program: On the instructional and research side an effort was made to coordinate the curricula and to eliminate unnecessary duplication of courses. A new plan of affiliation was adopted providing for the free interchange of courses between the institutions. The goal was to strengthen undergraduate, graduate, and professional offerings with a view of providing a university center equipped in personnel library, and laboratory facilities to do superior work on all these levels, and to provide adequate resources for research. On the library side, the preliminary plan for the Joint University Libraries was projected and agreed to by the heads of the three schools and an interim organization was set up.

Since 1936 a Union Catalog of the holdings of Nashville libraries has been completed; a Library of Congress catalog has been acquired; and the basic book resources of this center have been increased from 285,000 to 400,000 volumes. The current administration of the libraries on the three campuses has been under one director; the permanent organization and financing of the Joint University Libraries was consummated in 1937-38; and a new building, adapted to the instructional and research needs of this university center, has now been completed.

The urgent necessity of having several regional university centers of first rank in the South, one of which would be located in Nashville, is now fully recognized by Southern and national leaders who are interested in the progress of the South as a part of our national economy. Such centers are needed to develop the great human and natural resources that abound here; to train the leadership requisite for the solution of the complex social and economic problems of this region, and to keep promising young men and women from migrating to other sections for educational, professional, and economic opportunities, to the great loss of the South.

## **The Significance of the University Libraries**

(Continued from page 24)

and service in higher education. At times this movement has been slow. But at all times it has been forward.

Today as I consider this new achievement, I congratulate you, individually and collectively, who have made this building possible. Through the plans which you have perfected and through the building which you have added to the enduring resources of these three institutions, you have made a contribution to the extension and enrichment of education, the full significance of which cannot now be foreseen. You have placed here at the center of these campuses a library building functionally designed to serve the various interests of a distinguished community of students and scholars. Rooms for leisure and required reading and for the consultation of periodicals and reference works are available to the undergraduate; carrels in the stacks and special reading rooms are at the disposal of the graduate student; seminars and studies are set apart for the faculty members; space for bibliographical apparatus, for microphotography, for the exhibition and use of special collections, and for the administration of the library as a whole, rounds out the full complement of the requirements of a modern university library. And all of these essentials have been skillfully organized in a building which in beauty of line and impressiveness of form stands as a symbol of the dignity and worth of learning. These are the obvious results of your conscious collaboration. But what you have so splendidly begun will, I am confident, demonstrate what has so frequently been demonstrated of the work of planners and builders heretofore. It will demonstrate that, splendid as have been your vision and accomplishment, you have actually planned and built better than you knew.

# CAMPUS NEWS

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### Joint University Library Dedicated

Official dedication of the Joint University Library of Peabody College, Scarritt College, and Vanderbilt University was appropriately observed December 5-6. The three institutions shared equally in preparing and participating in the two-day program, which brought to Nashville prominent representatives of the great foundations and of institutions of learning over the country.

Gothic in architecture, the new building occupies a commanding site on the Hillsboro side of Vanderbilt campus, easily accessible to students of the three colleges. It is the second largest library building in the South, capable of housing 500,000 books and so planned that it can be expanded vertically to meet any future needs. The dedication of this magnificent plant marks the fruition of a movement begun in 1930 to provide superior library facilities for the students of Nashville's university center, a movement to which the trustees, faculties, alumni, students, two great philanthropic organizations, and the citizens of Nashville loyally contributed.

The dedicatory exercises opened in Neely Auditorium on Vanderbilt campus at eight o'clock Friday evening, December 5, with Chancellor O. C. Carmichael, of Vanderbilt University, presiding. President J. L.

Cuninggim, of Scarritt College, delivered the invocation.

A special Phi Beta Kappa program preceded the opening address by President S. C. Garrison, of Peabody College. This special program included a brief tribute to Dr. J. T. McGill, who has been a member of the Vanderbilt Chapter for forty years, by Dr. Charles E. Little, and the presenting of honorary Phi Beta Kappa keys to President Garrison; Dr. A. F. Kuhlman, director of the Joint University Library; Dr. Merrill Moore, of Boston; and Professor Emeritus James A. Robbins, of Vanderbilt.

President Garrison spoke on "The Joint University Library." He outlined the history of the movement which resulted in the joint university library and expressed gratitude for the cooperation which had

made its realization possible. He stated that the past few years had seen a marked advance toward two goals of which those in this educational center had long dreamed. The twin goals have been superior library facilities and a closer cooperation among the three neighboring higher institutions.

Following a musical number by the Peabody College Choir, Dr. W. W. Bishop, librarian of the University of Michigan, delivered a ringing address on "The University Library and Scholarship." He acclaimed Nashville's Joint University Library the most notable achievement in American library cooperation. He predicted

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that the cooperative enterprise of the Nashville institutions would be observed, pondered, and probably imitated in many places. Inspection of the library building followed Dr. Bishop's address.

The Saturday morning program opened at nine-thirty o'clock in Scarritt College Chapel, with President Garrison, of Peabody College, presiding. "The Development of University Centers" was the theme of discussions by Dr. Goodrich C. White, vice-president of Emory University, Atlanta, Georgia; Dr. Roger P. McCutcheon, dean of the Graduate School, Tulane University, New Orleans, Louisiana; Dr. Harvie Branscomb, director of libraries, Duke University, Durham, North Carolina; and Chancellor Carmichael, of Vanderbilt University. A panel discussion followed.

The Saturday afternoon meeting was held in the Auditorium of the Peabody Demonstration School, with Dr. John Pomfret, dean of the Graduate School, Vanderbilt University, presiding. "The Library and Higher Education" was the theme.

Dr. A. F. Kuhlman, director of the Joint University Libraries, speaking on "The Program of the Joint University Libraries," discussed all phases of the work and explained the facilities of the new building. Dr. Louis R. Wilson, dean of the Graduate Library School, University of Chicago, spoke on "The Significance of the Joint University Libraries", and Dr. Harvie Branscomb, director of libraries, Duke University, on "Teaching with Books."

The final program took place in Neely Auditorium, Vanderbilt campus, on Saturday evening, with President Garrison, of Peabody College, presiding. The Board of Library Trustees, composed of representatives of the boards of control of the three institutions, occupied the platform. Following the invocation by President Cuninggim, of Scarritt College, brief addresses were made, by Chancellor Carmichael, of Vanderbilt University, on behalf

of the institutions; by Commander James G. Stahlman, on behalf of the community; and by Dr. Charles H. Brown, president of the American Library Association, on behalf of the association.

Musical numbers by the Vanderbilt University Chorus preceded the address of Dr. Robert M. Lester, secretary of the Carnegie Corporation. Dr. Lester stressed the advantages of the cooperative enterprise and the responsibility resting upon the three institutions to teach oncoming generations how to work with a strength borrowed from all past ages toward whatever things are true and honorable.

An address by Dr. Albert Russell Mann, vice-president of the General Education Board, closed the formal program. Dr. Mann envisioned Nashville's university center as destined for greater things.

Following the program, an informal reception in the library building was attended by approximately one thousand persons. A receiving line, composed of the heads of the three institutions, representatives of foundations, and Nashville citizens welcomed the guests, after which they were taken over the building by trained guides. Refreshments were served in the reserve reading room on the first floor.

The Joint University Libraries of Nashville were established to eliminate unnecessary duplication, to coordinate and expand the library resources and services of three institutions of higher learning. The new building and its endowment are jointly owned and directed. Also the book resources and services of the three cooperating institutions are jointly controlled and administered by one Board of Library Trustees, one joint Faculty Library Committee, one director of libraries, and one treasurer. A Union Catalog of the holdings of Nashville libraries is available; a Library of Congress catalog has been acquired; and the basic book resources of

this center have been increased from 285,000 to 400,000 volumes.

Truly, as stated by Dr. Mann, an investment has been made which will yield dividends of the first order of importance for countless generations to come.

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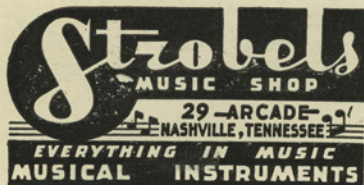
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Index to Advertisers

Alloway Brothers Company	40
Belmont Theatre	Cover III
Bond-Chadwell Company	Cover II
Burrus & Webber Cafeteria	Cover III
Capitol Dry Goods Company	Cover III
College Pharmacy	Cover III
Cullom & Ghertner Co.	40
Dury, Geo. C., Company	40
Eagan's Beauty Shop	Cover III
Family Service Laundry	Cover II
David R. Gebhart	1
Grimes Co., H. J.	Cover IV
Harper Method	40
Hettie Ray's	39
Hermitage Laundry	Cover II
Hillsboro Pharmacy, The	Cover III
C. M. Hunt Co.	1
Life and Casualty Insurance Company	Cover II
McClure's Department Store	Cover III
McEwen Laundry Company	40
McQuiddy Printing Co.	40
Methodist Publishing House	1
Model Shoe Rebuilders	40
Nashville Surgical Supply	1
Nashville Pure Milk Company	38
Ottenville Tire Company	Cover II
Overton & Son, R. T.	39
Peabody College Training Camp	1
Rollow's Chapel	Cover III
Shake n Steak, Inc.	38
Stokes-Bandy Company, Inc.	39
Street Piano Company, Claude P.	39
Strobel's Music Shop	40
Stumb Ice Cream Company	39
Walker Bros. Garage	Cover III
Wenning	38
White Trunk & Bag Company	1

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# ORGANIZATION OF THE JOINT UNIVERSITY LIBRARY

S. C. GARRISON

*It was a fine party. Beginning Friday evening, December 5, 1941, dedicatory events for the Joint University Library extended through Saturday evening, closing with a reception in the library and conducted tours through the building. In the two days many people from Vanderbilt, Peabody, and*



President S. C. Garrison and Dr. A. F. Kuhlman, Director of the Joint University Libraries, receiving keys upon the occasion of their being elected to honorary membership in Phi Beta Kappa.

*Scarritt, from Nashville, and from other points took part in the dedication, listened to the programs, and visited the building.*

PRESIDENT GARRISON discusses the origin of the Joint Library, the execution of the plan to bring it about, its present organization.

THE PAST FEW YEARS have seen a marked advance toward two goals of which those of us in this educational center have long dreamed. The twin goals have been superior library facilities and a closer cooperation among three neighboring higher institutions.

The library has always been recognized by our institutions as the heart of the educational program. Vanderbilt in almost the first building erected on the campus made provision for a library; and as other buildings were added departmental libraries were provided. In one of his earliest addresses Chancellor Kirkland emphasized the need for a library building and for ample funds with which to provide library facilities. For more than a century a steady but painfully slow accumulation of library resources was made by those ancestral institutions which became Peabody College; and in recent years more rapid progress was made under the aggressive leadership of President Payne, who frequently stated that the library, when used by great teachers, should receive at least half the weight in the rating of an educational program.

In 1914 the two institutions made a beginning, although a feeble one, at instructional cooperation. Also the library of each institution was made available to the students and faculty of the other. These beginnings showed the value of library and instructional cooperation; and out of these efforts grew the result which we see today.

Along the way many people contributed to the growing movement for better library facilities through joint effort. Scarritt College was moved to Nashville. Its president, Dr. Cuninggim, took an active part. A distinguished scholar who will address us this evening also contributed through what is now known as the Bishop-Wilson Library Survey. The great philanthropic foundations, especially the General Education Board and the Carnegie Corporation, gave encouragement both in advice and in funds.

Finally, after many years of study a plan was evolved whereby all the library resources of the three cooperating institutions would be pooled under a joint administration. We recognize that regardless of the amount of interest on the campuses concerning the Joint Library program, our efforts were successful in the main, because the citizens of Nashville, the trustees, faculty, alumni, and students of the institutions, and two great philanthropic organizations believed the cooperative enterprise was worth while and made it possible by their contributions which amounted to approximately two million dollars.

Those of us who evolved the plan express our appreciation and gratitude for the cooperation which made possible the Joint University Library.

The Joint University Library may be thought of from the point of view of both its administrative operation and its educational use. Let me speak briefly relative to its administrative operation.

All the library resources of the three institutions are under the direction of one administrative head. The Joint University Library has its own board of trustees; the members of which are selected from and by the board of trustees of each institution. The Joint University Library Board of Trustees is, therefore, responsible to the boards of trustees of the several institutions, and these boards, in turn, hold the property in trust for the use of the three institutions. The chief administrative officer of each institution is an ex-officio member of the board of trustees of the Joint University Library as he is also of his own institutional board. These three administrative officers constitute the executive committee, and the administrative authority comes through them from the board of trustees of the Joint University Library to the Director.

There is also a joint library committee composed of faculty members selected from the faculties of the three

(Continued on page 35)