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you one of the numerous public who thinks a librarian does nothing but stand behind a desk and check out books for you? If so, may I disillusion you? Miss [redacted], the librarian here at Eau Claire, says that many people ask her and her assistants about the library training one receives in school. She has asked me to tell you about the Library School at the University of Wisconsin. This School was provided for by an act of the state legislature in 1905, and was established a year later. Although it is a part of the University, it is maintained and supervised by the Wisconsin Free Library Commission. The purpose of the school is to provide a one year course to fit the students to become competent library workers. One may take what is called the "short course" which is given during the summer session, but the usual course is the length of the regular school year. During this time, the students are instructed in the fundamental principles of library work in all of its branches. You will notice that I said fundamental principles....perhaps that needs a bit of explanation. Each library varies somewhat according to the needs and demands of the community which it serves. Therefore, only the underlying principles can be taught, while the small details must work themselves out in the individual library. Because very little of the work of a library actually takes place behind the desk, wouldn't you like to come behind the scenes? I think I can best explain our training in concrete terms. Do you have a good imagination? All right, here's the set up. We need some new books in our library. Now, every year thousands of them are published and there is only one library in the country where all these books may be found....the Library of Congress in Washington, D.C. which is the national library. When smaller libraries such as New York, Boston, and Chicago can't have all the books, what can we expect for our small one? Here we encounter our first course at the school.....Book selection and evaluation....and it is well named. Choosing all of these books naturally involves a selection and no librarian feels himself capable of doing it without help. Help comes in the form of "book sel-

"aids". In most cases these are lists of current books which have been selected from the great mass of all those published with the small or medium sized library in mind. Perhaps it should be said here that, according to the standards of the American Library Association, a library is not classed as "large" until it has over 100,000 volumes. At present I believe Milwaukee is the only library in the state which reaches this qualification. These lists of books frequently have annotations, or brief, critical or descriptive comments about the book which enable one to know what the contents are about. Titles are quite often misleading. From these aids, the librarian makes her choice always keeping in mind many considerations. Some of them are: Is the book really needed in our library? Will it be popular and good enough to justify its purchase? What is the authority of the author? Is the book authentic as regards factual material? Not only must the librarian know her aids but also the tests which are applied to books in the different classes to be found in the library. Now that our books are chosen, we must make out our order list. On it must be the author, title, publisher, and price for each book. Here our Trade Bibliography course comes in. We must know where to get this information for every book...where to find it for old books, foreign ones, rare and out of print books, juvenile, and new ones. The list is finished, off it goes. When the books come, they must be checked against the bill and accessioned. Accessioning means giving a number to a book in the order of its arrival in the library. Do you have a library book with you now? Turn to the label on the back cover. Do you see a number on the upper right hand corner of the pocket? That is the accession number...no other book in this library has had or ever will have that same number. Now we are ready to start preparing the book for circulation. When wandering among the stacks in the public library, have you ever wondered what the number on the back of a book stands for? Eau Claire, as do most other libraries, uses the Dewey Decimal classification system. I shan't have time to explain the whole thing to you....that's a semester's course of study in itself....but maybe this will do: all the books on the same subject are given the same number and those on related subjects are

near. That takes care of the top half of the number. The bottom half is derived from the author's name and has no bearing whatsoever on the subject of the book.....it merely makes it more convenient to locate a particular volume. The numbers form what is called known as the call number. The name originates from the time when no patron was permitted in the book stacks, and this number was used when asking for the book at the desk. How many of you have ever used a catalog? Unfortunately it is not used as frequently as it should be. It is cataloged that a patron may know whether or not it is owned by the library. It will be listed under author, subject, and title and the cards are filed in what is called a dictionary catalog. That means simply this.....the author, subject, and title cards are filed alphabetically and anyone who can use a dictionary can use a catalog. Each card stands for a separate book....there is never two listed on the same card. Many people ask why it is necessary to list books under all three things and a librarian has a very ready answer for that. Supposing you want to find material on a certain subject but you do not know the author or title of any book. You can still find the material. If you know the titles of the books, you can find the authors, and vice versa. The number on the left side of the card corresponds to the one on the right of the book for which you are looking. In cataloging, the librarian must keep up to current topics in order that she may know what subjects are being borrowed for, which old ones are changing, and which are still good. Old subjects which differ are changed so that the catalog is kept alive and up to date. I think that it all sounds very simple when I stand here and tell you about it, but you must realize that in each of these courses there are aids which must be learned and learned so that we may do our work competently. We must learn the definite rules of cataloging and classifying so that our work is uniform and consistent. If the style of cataloging were changed whenever a new librarian came into a library, you can easily see what a chaotic condition would result. When a book has been cataloged and classified, it is pocketed, marked with its

Wisconsin Library Commission and the libraries of the state. Sometimes we are help establish on during these two months to organize a new library or help with the re-organization of an old one. We find presented to us not only the concrete problems which constantly confront regular librarians, but with them we are given practical solutions. Our two months field work is supervised by the Heads of libraries where we are located and the faculty of the Library School. Would you like to have a rough idea of how a field practice student spends a week? This is my schedule: Monday mornings there is desk work which includes charging books, reference work, caring for the mail, registering new borrowers, etc. In the afternoon I work at the high school library and on publicity. Tuesday finds me in the document room and children's rooms. Wednesday is practically a duplication of Monday. On Thursday, I spend the morning at one of the school branches and at the main desk at night. I catalog, do hospital work, and am in the juvenile department on Friday, and Saturday's work is general. Having told you briefly about my work and the library school and of which every student and alumnae is justifiably proud, would you'd like to know the entrance requirements. First of all, they vary..... One may be admitted if he is a graduate of an accredited college with an acceptable official record; he may take the course as his senior year if he has high enough grades; or he may enter by passing an examination if he has completed sufficient work to rank him as a junior of an accredited college. Many people entering the school have had several years work in a library. Those who have not are required to spend one month before school begins in an accredited library in order that he may become familiar with library routine, terminology, and so forth. There is an unfortunate and false idea which persists that, unlike teachers, nurses, and others in similar fields of work, librarians do not need state licenses. They do. The statutes of the state of Wisconsin provide that one being employed in a library in the state after Jan. 1, 1923 must hold a certificate. Upon presentation of credentials stating the applicant's education, professional training, and practical experience, this certificate is

by the state library certification board. There are four grades of certification which may be obtained. The first, and of course highest, grade requires at least three years of college and one year in an accredited library school plus three years of successful library experience. If any of you have any questions which you wish to ask and will come into the public library, I shall be very glad to try to answer them to your satisfaction.