DECLASSIFIED E.O. 12333 SECTION 3.4(b), NARS Date 7-24-2012

The Contribution of the Nurse in the Schools to Venereal Disease Control[1]

Jane Barbara Taylor, R. N., Director of Field Work; and Mildred F. Wills, R. N., Assistant Director of Field Work

Syphilis and gonorrhea remain major communicable disease problems in the United States. Every worker in every professional public health category has a responsibility to give his or her utmost to the eradication of these diseases. The nurse working in the school is in an enviable position because she is dealing with those who will be the future leaders of our country.

The well-qualified public health nurse in the school, through her work with school children, parents, and teachers, can participate in the venereal disease control program by (1) assisting in case finding through her knowledge of symptoms and epidemiology; (2) teaching and setting a standard of good health in the schools; (3) assisting the schools in an over-all program for the prevention of venereal disease through sex or social hygiene education; (4) recommending reading material for parents, teachers, and students in this field and assisting in interpreting the vocabulary of such books; (5) acting as an ambassador of understanding in the school and in the home.

In order to assist properly with the venereal disease problem, the nurse should have a well-rounded medical background in the various venereal diseases, including an understanding of symptoms, the recent changes in treatment, and the normal growth and development of children in relation to physical, endocrine, and psychological changes. The knowledge and special training in the epidemiology of the venereal diseases can be secured in courses offered at various universities in the country, if the nurse has not had such courses in her basic training. She should also include in her educational experience a course similar to the one given in health and human relations at the Institute for the Study of Venereal Diseases, University of Pennsylvania, which is planned for teachers, nurses, social workers, and others concerned with educational programs in the schools, churches, and community. She should keep herself posted on the new textbooks which are published in these fields, and on the current articles in medical and nursing journals.

Role of the School in the Prevention of Venereal Disease

Through years of experience, physicians and public health administrators have learned that a long-time objective in venereal disease control and prevention should include sex education as well as venereal disease education. Progressive educators also recognize that if their goal of "educating the whole child" is to be reached they must include sex education as one of the child's needs.

Dr. John H. Stokes (*1*) states that the basis for a sex education program is laid in the home and that an essential part

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[1] From the Institute for the Study of Venereal Disease, University of Pennsylvania, Philadelphia. Director: John H. Stokes, M. D.

NOTE: This paper is sixth in a series of articles concerned with the contribution of the public health nurse to the venereal disease control program. The series is published in the *Journal of Venereal Disease Information*. (See Special Nursing Issue, November 1946, and April 1947.)

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DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS NO.

of this information should be given to the child by the parent. He says, "The family is the key social unit ideal in the history of man thus far. The farther we take sex practice from it as the ideal, the more basically we change all human relations and social organization." Many parents need to be made aware of the fact that learning about sex is gradual and begins almost at birth, and continues throughout the child's life.

Studies show that in order for parents to give proper guidance to this learning process in children they need to have more information regarding the physiology and normal growth processes of the body; a suitable vocabulary and the ability to use it without hesitance or embarrassment; a knowledge of the psychological viewpoint that deals with sex behavior; and adequate information regarding the venereal diseases.

The school, through the Parent-Teachers' Association, can stimulate and reenforce the knowledge of the parents through the organization of study groups to discuss the various sex problems found in both the preschool and school child. By this method the faculty will gain the support and cooperation of the parents in handling this very important part of every child's education.

The school should use this opportunity to show how it can supplement the parents' teaching by integration of information regarding the reproductive processes in the sciences that aid in promoting knowledge of the other physiological processes and of family relationships. As very young children are full of questions and are not yet self-conscious, this teaching is preferably done in mixed groups. In the junior high schools most boys and girls are at the "giggly" stage and are having normal emotional problems, so that their groups are usually segregated. This can be done by having teen-age clubs, or through the natural division of the sexes in such classes as physical education and home economics. Most authorities believe that in senior high school there is need for another course, preferably in a mixed group. The schools most successful in this field have avoided labeling this course with the word "sex," and have found that a title such as "Education for Family Living" approaches the subject from a broader base and one in which the emotions do not play so important a part. With this or a similar title, sex information can assume its place as only one of the problems of living and growing up.

The school nurse's contribution in such a program, if her training has been adequate, is that as a member of the school planning committee she can act as a liaison between parents, community, and school. She can act as a consultant to groups of students, teachers, and parents; and can discuss the problems of venereal disease, menstruation, and baby care. By conferring with these groups she can assist them in the solution of individual problems. Through individual conferences with children the school nurse can evaluate their problems and suggest teaching content and materials for the courses given in the school curriculum.

Venereal Disease Problems in Schools

Congenital or acquired infectious syphilis and gonorrhea may be encountered in the school child. The nurse familiar with the symptoms and complications of the venereal diseases will recognize the need for immediate referral for medical care. In congenital syphilis the complications of interstitial keratitis, bone and joint involvement, eighth nerve deafness, and juvenile paresis present problems of great importance in the child of school age. Stokes (*2*) emphasizes that in the congenital syphilitic a loss in the mental activity or energy of the child is frequently an initial sign of neurosyphilis. Another type of mental disturbance associated with juvenile paresis, that of the unruly or wild child who is difficult to manage and at times distinctly inclined toward outright delinquency, may be observed by the nurse. Spinal fluid examinations are indicated in both of these types of cases. The congenital syphilitic, particularly the adolescent, often presents social and emotional problems as a

DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS NO.

result of learning the diagnosis. If the nurse is cognizant of this problem she can arrange for the family to be referred to a social case-work agency or to a child guidance clinic for help. The follow-up of the treatment of syphilis is a problem in which the nurse can be helpful in directing the child to the clinic for these examinations. In helping the child, the nurse, of course, works through the parents in cases requiring medical care and assistance from welfare agencies.

The following is an example of some of the problems a congenital syphilitic child can present in school:

John, aged 14 years, white, was in seventh grade, and was observed by the teacher to have a severely inflamed eye, burning and watery discharge, blurred vision, and inability to read. The teacher had heard that the family had syphilis, and she was concerned about possible infection of others in the class. She went to the school nurse, who had a long conference with the teacher and explained, among other things, the noninfectiousness of late congenital syphilis. Later, arrangements were made for the school nurse to discuss this same problem with all of the teachers at the next faculty meeting. The nurse sent for the youngster and, since the family had no private physician, she made arrangements for the parents to take him to the eye clinic of the University Hospital. John was given local treatment for the inflamed eye, but as he was also found to have a strongly positive blood test for syphilis, he was referred to the dermatology clinic for consultation. A diagnosis of late congenital syphilis with interstital keratitis was made, and treatment was started. After the acute eye symptoms subsided, the child was advised by the doctor to return to school, but to wear dark glasses for a short period of time. The nurse in the syphilis clinic arranged with the school nurse for the child's readmission into his classroom. The clinic physician sent a medical report to the school medical department giving the diagnosis and treatment, and suggested that John could be in school. He also recommended John for sight-saving class because of a temporary impairment to his vision, and asked that he return to the eye clinic every 10 days. As soon as the eye involvement had completely subsided he was to have a refraction and corrective glasses fitted. He should attend school, however, until his eye was ready for refraction. He had had adequate syphilis therapy with penicillin during the 2-week period he was out of school, and was advised to return to the clinic for monthly follow-up examinations.

When the report from the clinic came to the school nurse (there was no regular school physician at the school) she had another conference with John's teacher. As this school had no sight-saving class, arrangements were made for John to sit near the front of the room, where the light was good and where there was a minimum of glare. Plans were made for the other children in the class to take turns reading aloud some of the lessons to John in order to save his eyesight. The nurse visited the child's home and discussed his physical condition with the parents. They had both been examined at the syphilis clinic and had started on treatment for latent syphilis. The nurse in the clinic had explained John's case to them, and arrangements had been made for his 4-year-old sister to be examined. As the family could not afford to provide John with the glasses recommended, the nurse interested the Parent-Teachers' Association in providing them for him; of course, without revealing his diagnosis or identity. In her contacts with John the nurse noticed that he had some resentment toward his father and rather blamed him for infecting the mother. As both parents and child were registered at the hospital clinic, the nurse discussed this with the social worker, who arranged to give them some case-work assistance.

This case illustrates a problem which may be created by a child with congenital syphilis in the school. A misunderstanding on the part of the teachers can arise as far as the infectiousness of the disease

DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS NO.

is concerned, particularly when there are very noticeable signs and acute symptoms as seen with this 14-year-old child. The nurse is in a position to explain these complications of the disease and also to reassure the teachers that any congenital syphilitic child of school age is not infectious to others. It is necessary for school teachers to realize that the acute symptoms as seen in this child might result in permanent damage, such as an impairment of vision and scarring of the cornea.

Another type of school problem, acquired infectious venereal disease, is seen in the following example:

Margaret, aged 16 years, a Negro, in the ninth grade, was referred to the physician and nurse for her routine physical examination. At this time, she was found to have a maculopapular rash in the palms of the hands and stated that she had a discharge from her nipples and that her "stomach was swollen." Margaret was referred to a hospital clinic for further study, where she was found to be 3 months pregnant and to have early infectious syphilis. She was admitted to the hospital for rapid treatment with penicillin. The syphilis clinic sent a report of Margaret's clinical findings and the treatment to the school authorities. Because of the pregnancy, exclusion from school for an indefinite period of time was necessary. The public health nurse on interviewing Margaret found that two of her contacts were attending school. She worked with the nurse in the school in persuading these boys to be examined. After several individual conferences with the boys and their parents, arrangements were made for their examinations, one at the hospital clinic, and the other by his family physician. One boy was found to have early syphilis and was given intensive treatment. The other boy had negative findings on his first examination, but 2 weeks later developed a penile lesion that was darkfield-positive for Spirocheta pallida. He was then given penicillin therapy.

The contacts of the first boy with early syphilis were girls who were not attending school; and who, therefore, were referred to the health department for examination, diagnosis, and follow-up.

This case illustrates that the school nurse, with her knowledge of symptoms and epidemiology of syphilis, participated in case finding which resulted in early diagnosis and treatment of three cases of infectious syphilis, with the probable prevention of a syphilitic infection in the infant. This case also shows that through referral of patients, the relationship between agencies is strengthened and duplication of work is avoided.

Another venereal disease frequently found in the schools is gonorrhea. Since casual observation of the child either by the teacher or the nurse is less likely to reveal evidence of gonorrhea than of syphilis, the child must be depended upon to report symptoms to the nurse. Student conferences help to establish confidence so that when the school child feels that there is something wrong, he will turn to the nurse for assistance.

Gonorrhea is too often considered as unimportant because, with early diagnosis and present methods of treatment, it now can be cured in a very short time. However, with the school child there often are social and emotional complications with which the nurse must deal and which arise in her relationships with parents and children while securing medical care for the child.

Exclusion from school is not a significant factor in this disease as it is seldom necessary for the student with gonorrhea to be absent for more than 24 to 48 hours for treatment. With present knowledge of mode of transmission, a child is not kept out of school because he might pass on the infection through use of the toilet facilities. The theory that gonorrhea can be acquired from the toilet seat, even by preadolescent girls, has been pretty well exploded. Dr. P. S. Pelouze (*3*) has said: "If a gonorrhea patient is a menace to schoolmates it is through contacts more intimate than school hours afford and at times and places over which the school authorities have no direct supervision."

DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS NO.

In dealing with these and many other problems which arise in various aspects of the venereal diseases among school-age children, the school nurse is making a contribution to the venereal disease control activities, and in her assistance in family life education in the school she is working toward a basic public health objective of preventing disease.

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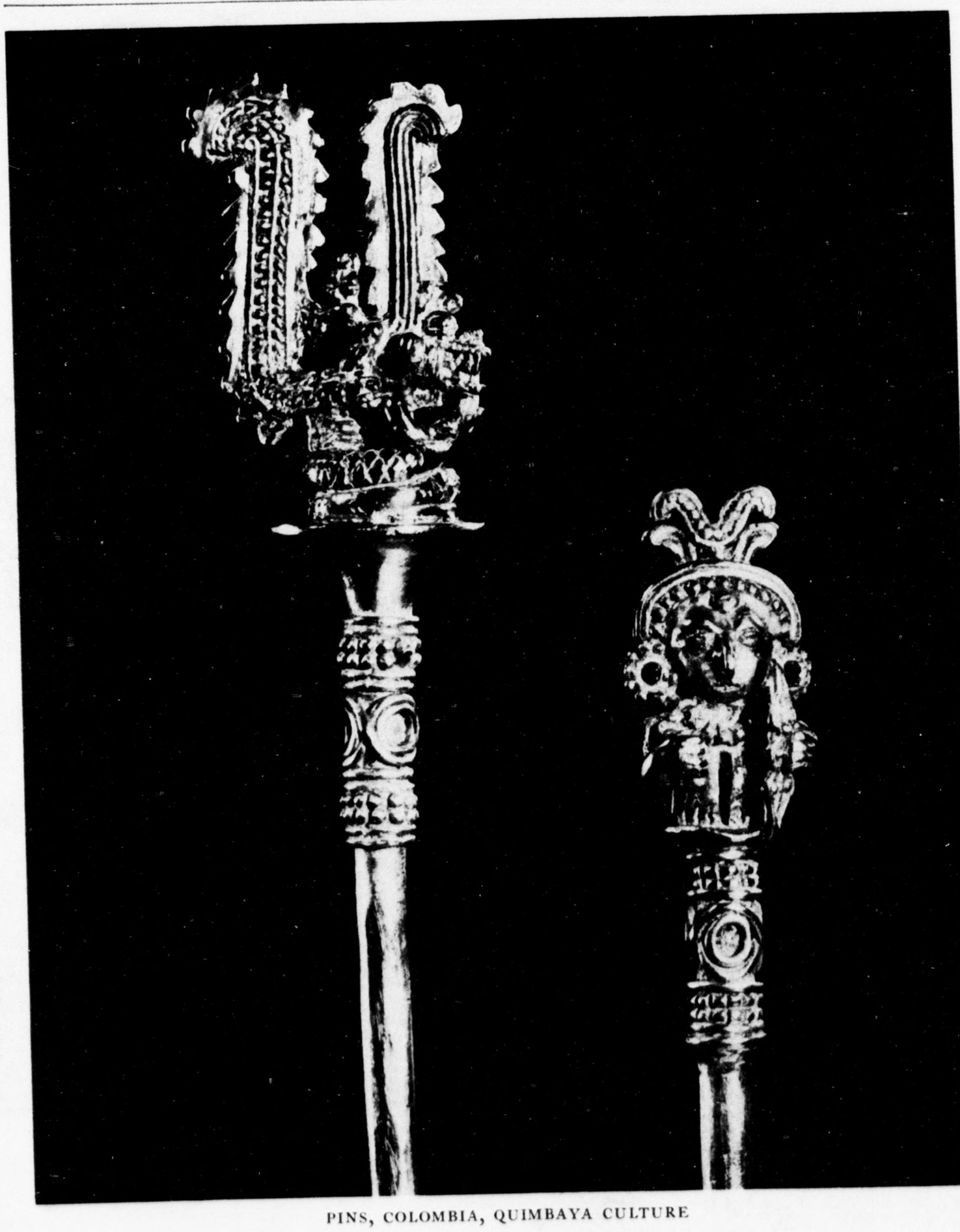
DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS NO. _____

Mrs. W. Lutz

THE BULLETIN OF
THE CLEVELAND MUSEUM OF ART
CLEVELAND, OHIO

CIVIL EDUCATION
SECTION

THIRTY-FOURTH YEAR NOVEMBER, 1947 NUMBER NINE



PINS, COLOMBIA, QUIMBAYA CULTURE

GIFT OF MRS. BENJAMIN P. BOLE, 1946 PURCHASE FROM THE J. H. WADE FUND, 1947

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TAPESTRY FROM DESIGNS BASED ON PAINTINGS BY DAVID TENIERS THE YOUNGER. FLEMISH, BRUSSELS, XVIII CENTURY

GIFT OF MRS. HOWARD M. HANNA IN MEMORY OF HOWARD M. HANNA, 1945

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THE BULLETIN OF
THE CLEVELAND MUSEUM OF ART

THIRTY-FOURTH YEAR NOVEMBER, 1947 NUMBER NINE

EXHIBITION OF GOLD

GOLD—the name brings with it drama, drama of material which from the earliest times has been sought for greedily. Heavy, lustrous, of great value, beautiful in color, it possesses qualities which from the first civilization have made it the handmaid of man; it is malleable, ductile to the greatest degree. When combined with other metals, its potentialities as a material are enormously increased. Through choice of alloy, various effects of color can be achieved and the desired hardness or softness necessary.

The Cleveland Museum of Art is holding, from October 31 through January 11, an "Exhibition of Gold," featuring gold, the material, as it has been creatively fashioned through the ages by the fingers of the goldsmith. The exhibition makes no pretense at being exhaustive. Held together by an idea and a material, it shows the changing tastes in the more sumptuous pages of history.

The majority of the pieces exhibited come under the general term, jewelry, made for personal adornment, but there are supreme examples of goldsmiths' work, as well: the Gertrudis altar and the crosses from the Guelph Treasure, the gold and rock crystal cross, all from the Museum's collection; and a wonderful tiny triptych in gold and translucent enamel, Burgundian, fifteenth century, a Mycenaean cup, a Persian ewer, all generously lent for the exhibition.

Gold was known and used by the Egyptian, Cretan, Achaemenid, Etruscan. The Greek and Roman employed it extensively. The gorgeous ceremonial garments of Byzantium were enriched by chains, necklaces, bracelets, earrings of astonishing intricacy and richness. Iran, Mesopotamia, Syria were past masters in the handling of this fascinating material. The races of the Folkwandering time fashioned sword fittings, buckles, fibulae, other articles of personal adornment from it.

Published monthly, excepting July and August, by The Cleveland Museum of Art, in Wade Park, University Center Station, Cleveland, Ohio. Subscription included in membership fee, otherwise $1.50 per year. Single copies, 15 cents. Copyright, 1947, by The Cleveland Museum of Art. Entered as second class matter March 6, 1930, at the Post Office at Cleveland, Ohio, under the Act of August 24, 1912.

DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS NO.

The tenth and eleventh centuries were literally an age of gold. In the twelfth century taste changes, or is it an economic question? Then, many of the church ornaments were made of silver-gilt or gilt-copper, instead. However, in the earlier centuries mentioned, gorgeous church ornaments of gold were decorated with cloisonné enamel and jewels. The Cathedral Treasuries of Europe retain precious examples of the golden era to this day, and the Cleveland Museum's greatest treasure, the Gertrudis altar, ranks with the most notable of these.

Gothic and Renaissance centuries used this workable metal freely, combining it at times with other materials, with translucent and opaque enamel, with precious and semi-precious stones. The characteristic Renaissance jewel, usually conceived of as an architectural composition, was particularly dependent on these enrichments, used with often bewildering complexity.

Textiles, where gold has been woven into the fabric, are an unusual feature of the exhibition. All of the earlier pieces feature the use of "Cyprian gold," that is, gold applied to parchment, cut in narrow strips, and wound around a core of silk. For the later pieces a variety of techniques are used, the more usual being metal foil wrapped around silk.

Paintings with burnished background of leaf gold, illuminated miniatures, glass, enamel, complete the pattern of an exhibition which features this precious golden metal in its many varied and characteristic uses.

Generous loans from museums, private individuals, and galleries have made possible the success of the exhibition, and the Museum wishes to express its appreciation to the following lenders: Art Association of Montreal; The Brooklyn Museum; Brummer Gallery; The Detroit Institute of Arts; Harvard University, the Dumbarton Oaks Research Library and Collection; Duveen Brothers, Inc.; French & Company, Inc.; Edward Gans; Mrs. E. B. Greene; Heeramaneck Galleries; Dr. Jacob Hirsch; Dikran G. Kelekian, Inc.; C. T. Loo & Company; Paul Mallon; Pierre Matisse Gallery; Mr. and Mrs. George X. Mechir; The Metropolitan Museum of Art; The Pierpont Morgan Library; Museum of Fine Arts, Boston; Mrs. R. Henry Norweb; The Rochester Memorial Art Gallery; Rosenberg & Stiebel; Mrs. Paul Sachs; Wadsworth Atheneum; The Walters Art Gallery; Mr. and Mrs. John Wise; and the M. H. De Young Memorial Museum.

WILLIAM M. MILLIKEN

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THREE EIGHTEENTH-CENTURY PASTEL PORTRAITS

During the past year, by the very generous gift of Edward B. Greene, there have come to the Museum three excellent eighteenth-century pastel portraits, which represent a field heretofore wholly lacking in the collection. All three of these pastels have the soft brightness native to this chalky medium, are most highly keyed in color, and, in their more subdued portions, possess the airiness inherent in the substance. Pastel, so-called from the "paste" of which the dry pigments are first compounded, was used in the early seventeenth century by artists like Guido Reni. But it was Rosalba Carriera (1675-1757), of the next generation in Venice, who perfected the technique and herself became identified with the use of the medium. It was this method which was used by the artists of the Museum portraits—Maurice Quentin de La Tour (1704-1788), Jean Etienne Liotard (1702-1789), and Francis Cotes (1725/6-1770), three of the most significant masters of pastel during the eighteenth century.

The La Tour, the "Portrait of a Man,"[1] is an oval in which bright reds and whites predominate. The unidentified sitter is placed in the frontal pose characteristic of La Tour's portraits, and wears the court costume and the headdress of the time of Louis XV. The facial expression serves as an autograph of La Tour's style: the eyes are so handled as to accentuate the lurking, satiric expression ever-present, even though hardly indicated, in the smile of La Tour's sitters.

The second work, by Liotard, the "Portrait of a French Actress,"[2] is softer in color than the La Tour and is unusual in its mixture of blacks, chocolate-browns, and pinks. The lady, supposedly a French actress, also unidentified as yet, is drawn in half-length and appears to be leaning upon a ledge; in her left hand she holds a black domino mask as an attribute of her calling. Obviously not royal, she is dressed in a simple costume with pink edging, the bodice and sleeves trimmed with white lace, and a ruff of black lace around her neck. On her head is a small hat with a pink feather. In Liotard's work the noticeable feature is not, as in that of La Tour, the facial expression with its penetrating analysis of character, but rather it is the typi-

[1] No. 46.465. Height 23"; width 19¼". Illustrated on p. 236.

[2] No. 46.464. Height 25 15/16"; width 18 13/16". Illustrated on p. 236.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO.

cally melting facial contours, softened by an oblique lighting.

The third pastel,[3] dated 1755, by Cotes, a portrait of the Right Honorable Lady Mary Radcliffe, wife of a certain Francis Eyre, Esq., shows an English lady of fashion of that period, dressed in the current mode, with a peacock-blue jacket fringed with ermine, a scarlet bodice, and a period headdress surmounted by feathers and bound with pearls.

La Tour, by all odds one of the greatest pastelists of history, was also one of the greater portraitists, possessing a keen and penetrating understanding in the rendering of the character of his subjects. His numerous self-portraits, the portrait of Mlle. Fel, and those of Voltaire, the Abbé Hubert, D'Alembert, Chardin, the Dauphin, as well as the official series of the royal family, deserve a place beside those of Velásquez and Goya. La Tour's early training not only set him against the stultifying traditions of the Royal Academy, but accounted in great measure for his choosing to work in a field then relatively unused. From 1737 on for thirty years he exhibited a roster of portraits at the successive Salons; in 1746 he was elected to the Academy, and shortly thereafter he became painter to the king. His work succeeded in becoming the fashion without the lowering of its high standard of artistic merit. La Tour achieved the goal of flattering his sitters and at the same time capturing a sure and striking likeness, which, according to the contemporary connoisseur Mariette, La Tour rarely ever missed. La Tour's career was lived wholly in France, and with the wealth amassed during his long life he furthered the efforts of artists and of charitable institutions in his own town of St. Quentin, to which also he left a large collection of his own works.

Liotard, on the other hand, traveled widely. Born in Geneva, Switzerland, he went to Paris at an early age, studying there under LeMoyne. From thence he went to Italy, where his facility as a portraitist gained him favor at the Vatican. He visited Constantinople and, in 1742, Vienna, where he painted portraits of the imperial family. He paid two visits to England, one in 1753, and one in 1772, exhibiting at the Royal Academy while there. He also visited Holland, returning to Switzerland for the last thirteen years of his life. He can be regarded, along with La Tour, as one of the most brilliant of pastelists, his most

[3] No. 46.463. Height 23⅞"; width 18".

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widely known work being "La Belle Chocolatière de Vienne," latterly in Dresden. In his sojourns in London, Liotard undoubtedly came into contact with Cotes, who was responsible for the highest accomplishments in the use of the medium in England, although he differed from Liotard and La Tour in both style and technique.

HENRY S. FRANCIS

AN EIGHTEENTH-CENTURY FLEMISH TAPESTRY

An important addition to the Museum's already rather comprehensive collection of tapestries has been made by the recent acquisition of a fine Flemish tapestry,[1] given by Mrs. Howard M. Hanna in memory of Howard M. Hanna. It was woven in Brussels in the eighteenth century from designs based on paintings by David Teniers the Younger (1610-1690).

Although Teniers was the master of a wide variety of subjects, he is best known for his genre scenes, the inspiration for which was mainly derived from the peasants of the countryside about his estate at Perck. His genre subjects were already extremely popular with his contemporaries, and it is only natural that the Brussels weavers should have turned to his paintings for inspiration when, toward the end of the seventeenth century, they began to seek pastoral subjects in order to compete with the growing popularity of the genre tapestries that were being produced at Aubusson. It is not clear whether Teniers, himself, ever actually produced cartoons for the tapestry weavers; but it is certain that many other artists did adapt his subjects to cartoons. The first of these seems to have been Jan Van Orley, who produced cartoons for the weavers, Hieronymus (Jerome) Le Clerck and Jacques Van der Borght.

The Teniers subjects became so popular that most of the Flemish weavers began to employ them. Certain subjects, as for example the Village Fête, were especially favored and were repeated over and over again in an almost standardized form. The sons of Jacques Van der Borght, Peter (c. 1712-1763) and Frans (c. 1720-1765), continued to produce Teniers tapestries, utilizing many of the designs which they had acquired from their father, but also introducing new designs. The style was continued until the end of the eighteenth century under Jacques Van der Borght, a nephew of Peter and Frans.

[1] No. 45.134. Height 8′ 8″; width 23′ 6″. Illustrated on inside front cover.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNBS NO.

The Museum's tapestry is composed of three principal scenes, set among large trees in the foreground: peasants before an inn; a man helping a woman on donkey-back to cross a stream; and a group in conversation by a roadside. In the background are cottages and more impressive buildings, and around about little figures of peasants can be discerned going about such daily tasks as tending sheep, driving the cows to pasture, etc. The colors are soft shades of brown, green, and blue, picked out by the bright blues and red of the costumes and the deep red employed for the shadows. In the lower right-hand corner is the Brussel's mark, B⛊B, followed by the initials, F. V., which, as required by Flemish law, must be the initials of the weaver.

The two scenes of the peasants before an inn and the man helping the woman to cross a stream are to be found almost identical on two panels formerly in the collection of Basil Dighton,[2] one of which is signed: F. V. D. BORGHT, the customary signature of Frans Van der Borght. The appearance of only the letters F. V. on the Museum's piece is difficult to explain, since elsewhere Frans seems always to have used either the four initials of his name or the first three initials and the last name written in full. However, the similarity between these two panels and the Museum's tapestry leaves little room for doubting that they were done by the same hand and that for some reason lost in history Frans Van der Borght chose to use just the first two initials of his name in this instance.

DOROTHY SHEPHERD

A COPTIC SILK

The gradual development of the Coptic Church of Upper Egypt out of the earlier Orthodox Church of Alexandria and the Greek colonies of the Delta is clearly reflected in the early Christian art of Egypt. There may be traced the evolution of Coptic art from an early, purely Hellenistic style to the fully developed Coptic style. The same evolution can be traced in the development of Coptic iconography. Among the most important documents for the study of the early Christian art of Egypt are the textiles which have been preserved in great quantities.

One such document of Coptic art is the silk fabric,[1] herewith illustrated, recently acquired by the Museum as a purchase

[2] H. C. Marillier, *Handbook of Teniers Tapestries* (London, 1932), Pl. 45a, b.

[1] No. 47.193. Length 11⅛"; width 7⅝".

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SILK FABRIC

FROM EGYPT, VI CENTURY

PURCHASE FROM THE J. H. WADE FUND, 1947

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IBIS AMULET — EGYPTIAN, NEW KINGDOM

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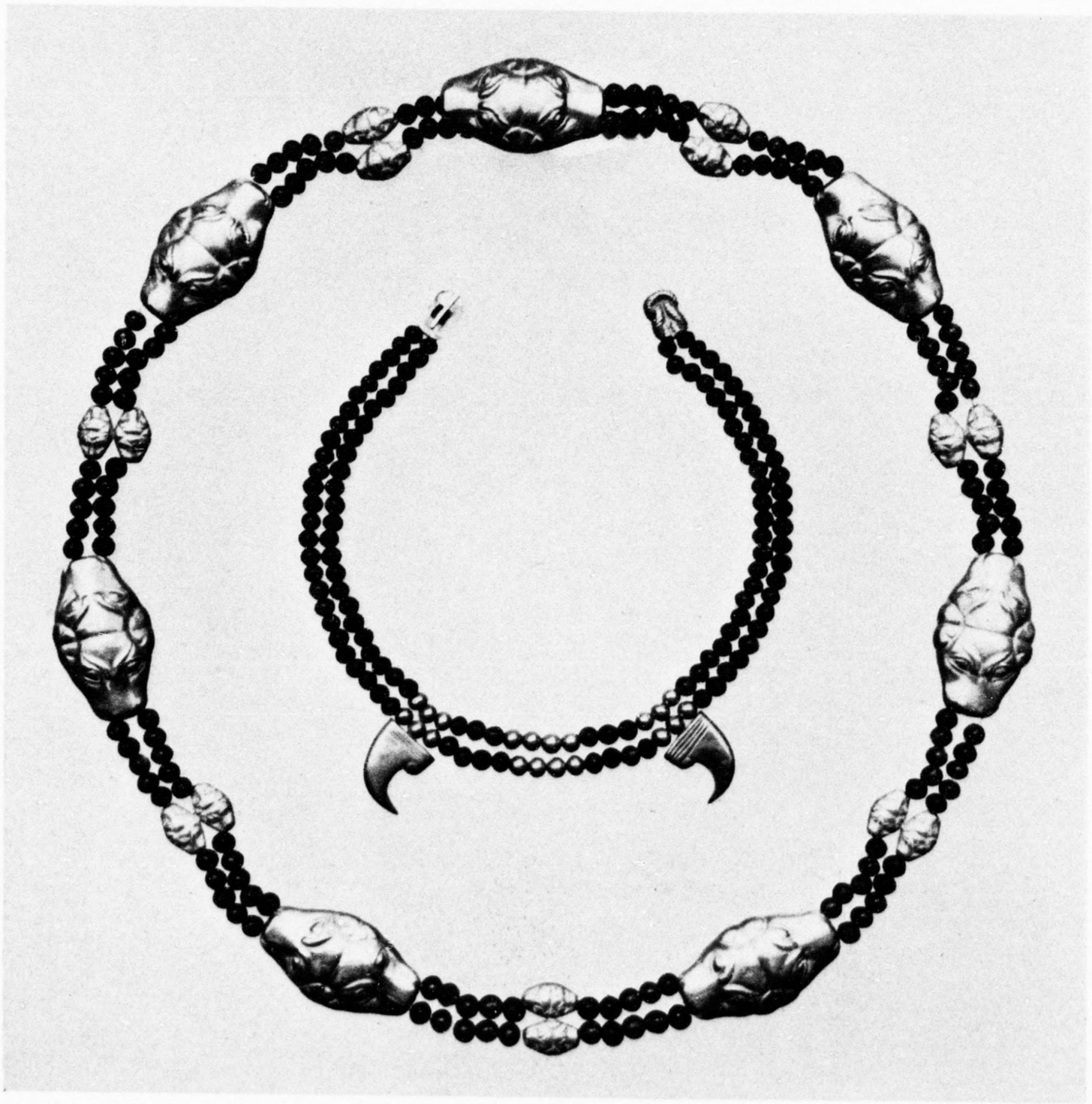

GIRDLE AND NECKLACE, GOLD AND AMETHYST — EGYPTIAN, C. 1900-1840 B. C. (XII DYNASTY)

LENT BY THE METROPOLITAN MUSEUM OF ART, NEW YORK

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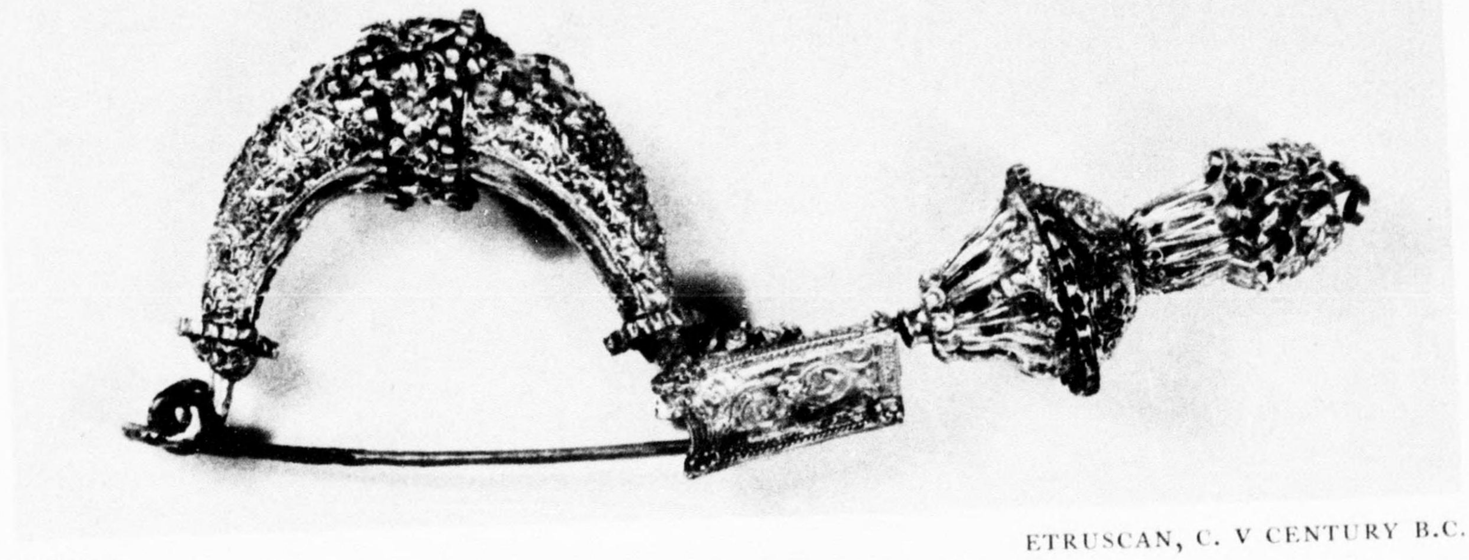

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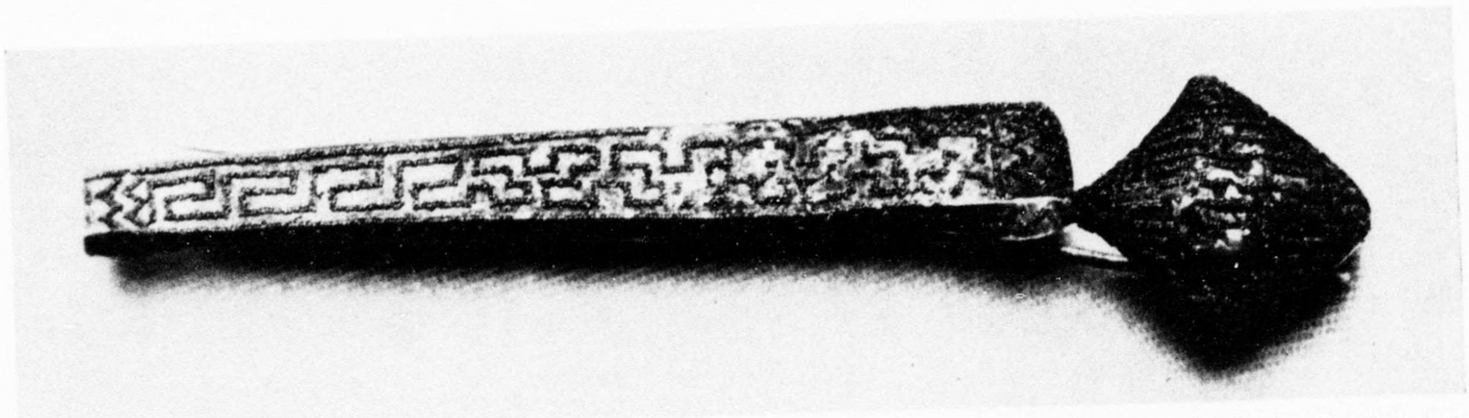

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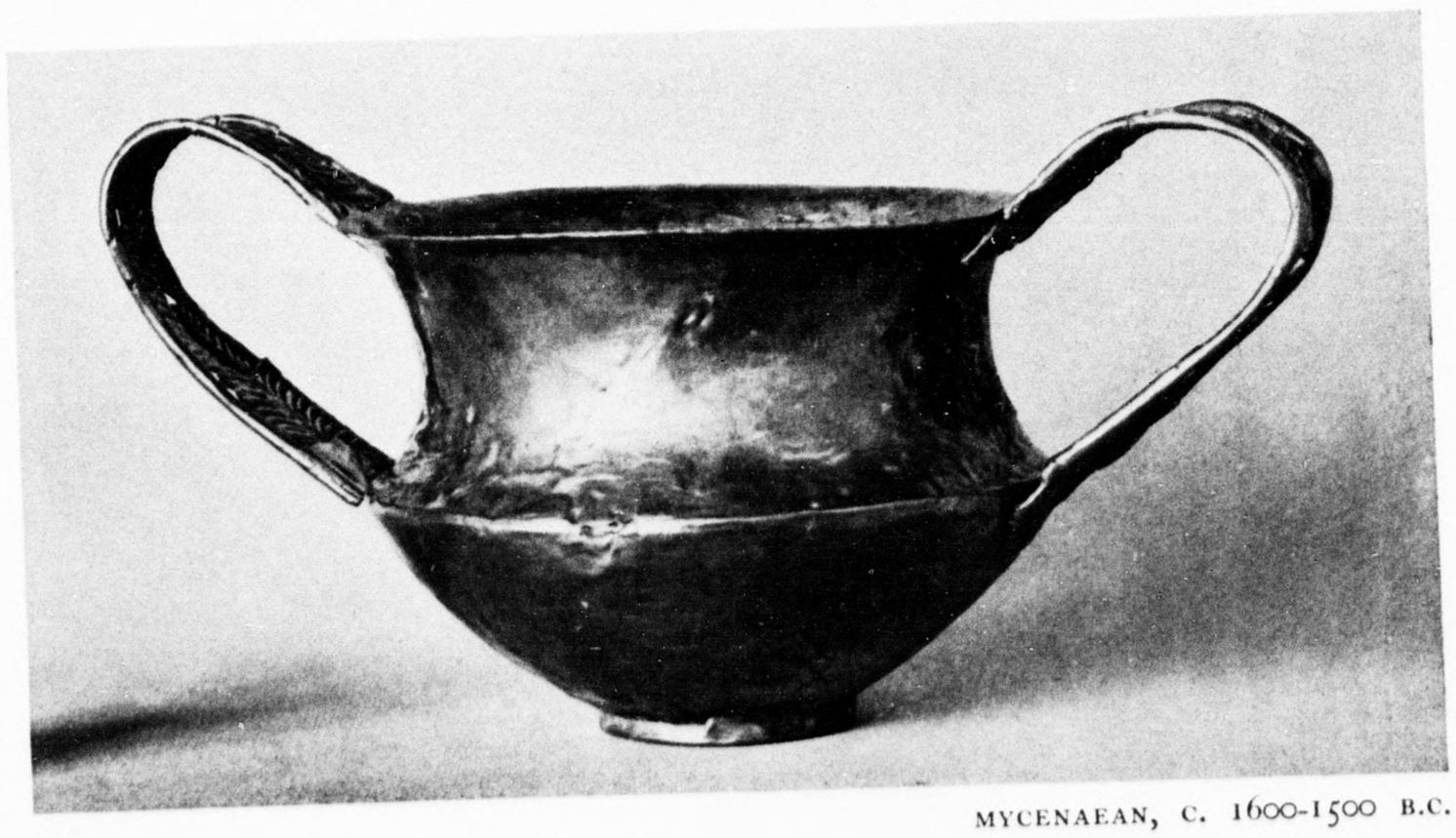
ETRUSCAN, VII-VI CENTURY B.C.

LENT BY M. H. DE YOUNG MEMORIAL MUSEUM, SAN FRANCISCO



CUP

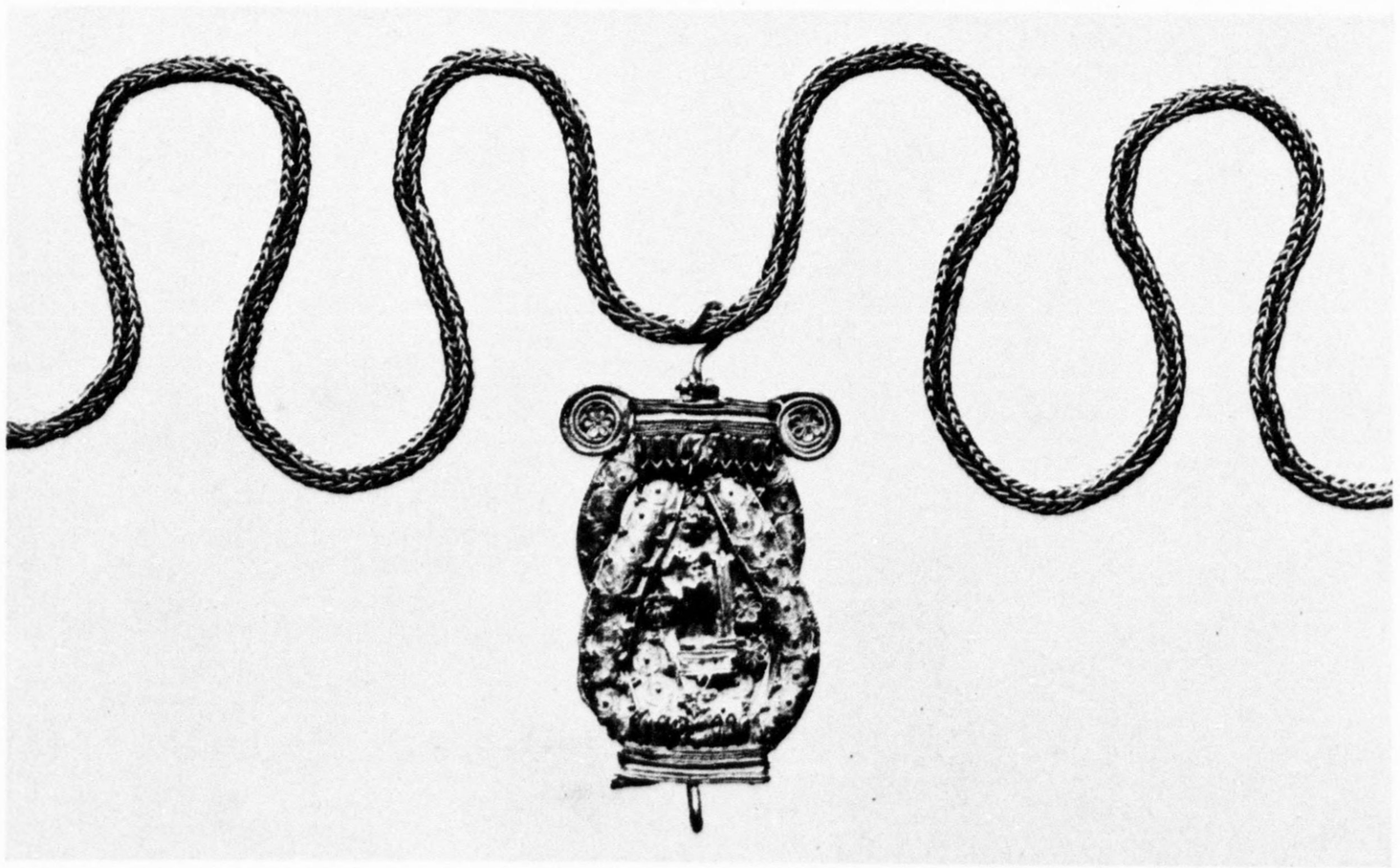
MYCENAEAN, C. 1600-1500 B.C.

LENT BY THE METROPOLITAN MUSEUM OF ART, NEW YORK

DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS NO.

FUNERARY WREATH — GREEK, CORINTHIAN, III-II CENTURY B.C.

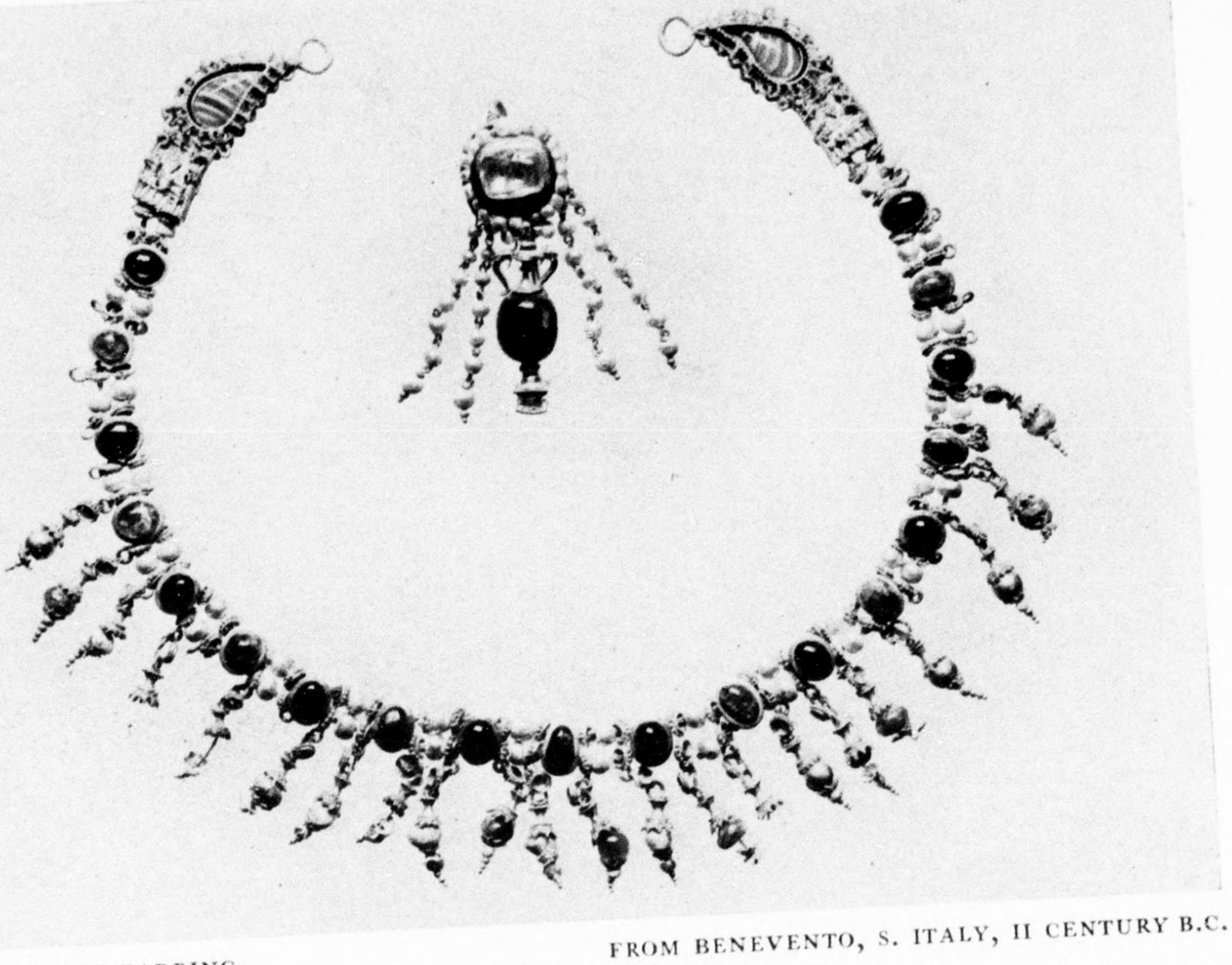
LENT BY THE BROOKLYN MUSEUM



CHAIN WITH PENDANT — FROM ALEXANDRIA, EGYPT, III CENTURY B.C.

LENT BY DR. JACOB HIRSCH, NEW YORK

DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS NO.



NECKLACE AND EARRING

FROM BENEVENTO, S. ITALY, II CENTURY B.C.

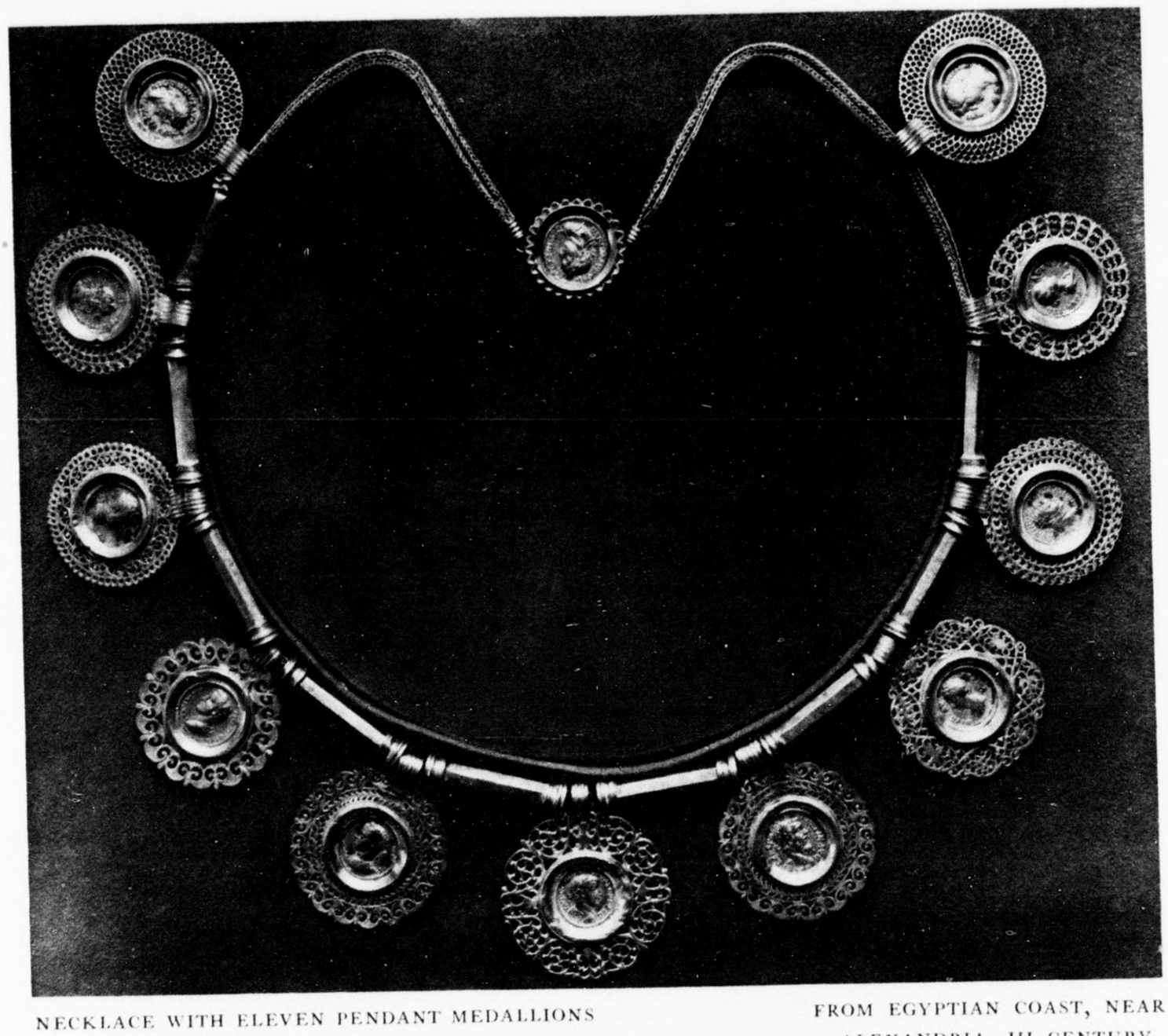
LENT BY DR. JACOB HIRSCH, NEW YORK

NECKLACE WITH THREE
PENDANT MEDALLIONS

FROM LEONTOPOLIS (DENDERA),
EGYPT, END OF III CENTURY B.C.

LENT BY DR. JACOB HIRSCH, NEW YORK

DECLASSIFIED E.O. 12065 SECTION 3 402/NNDS NO. [illegible]

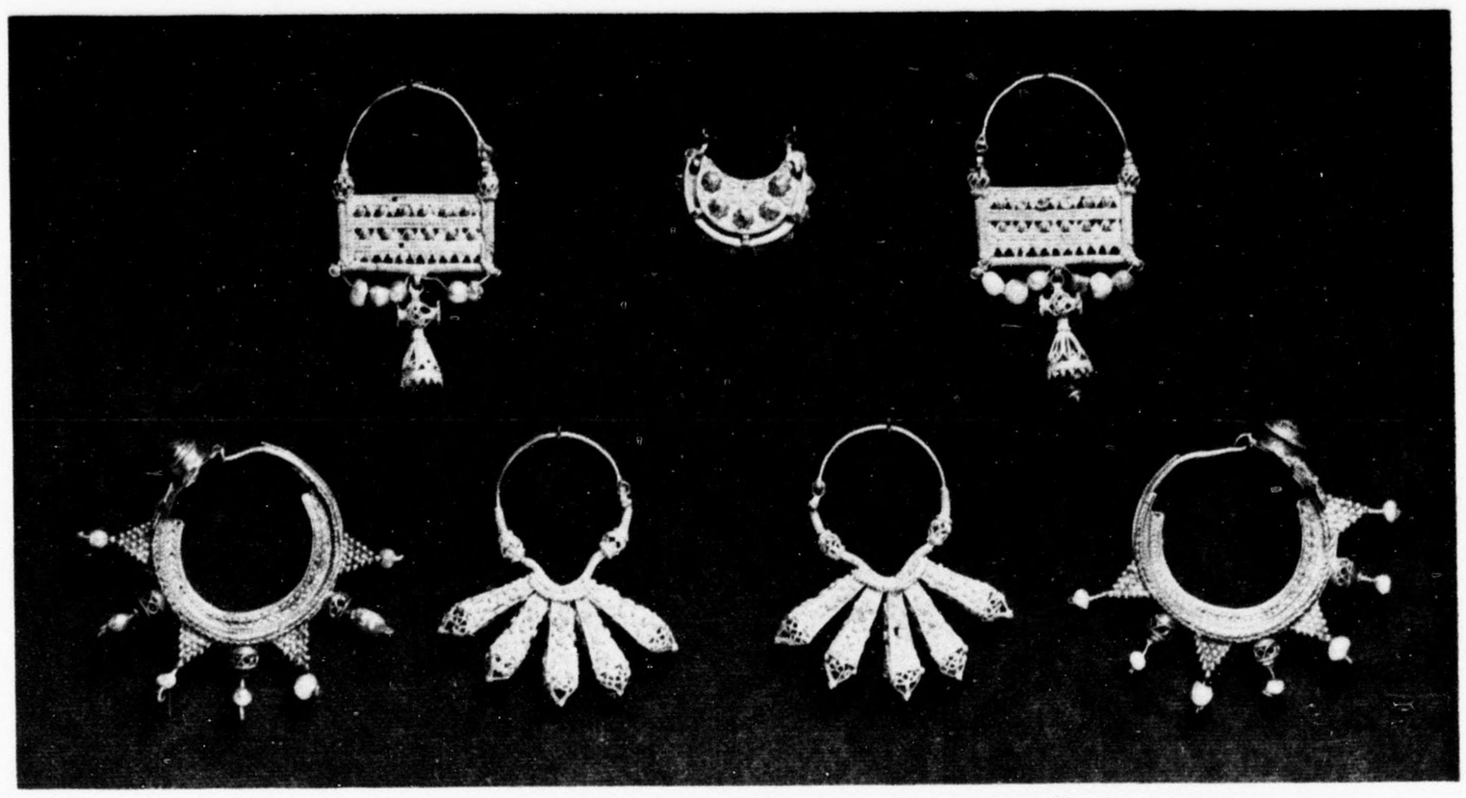


NECKLACE WITH ELEVEN PENDANT MEDALLIONS
FROM EGYPTIAN COAST, NEAR ALEXANDRIA, III CENTURY
LENT BY DR. JACOB HIRSCH, NEW YORK

MEDALLION GREEK, III CENTURY B.C.
LENT BY WADSWORTH ATHENEUM, HARTFORD

CHAIN WITH PENDANT
FROM EGYPT, NEAR ALEXANDRIA, 238-243
LENT BY DR. JACOB HIRSCH, NEW YORK

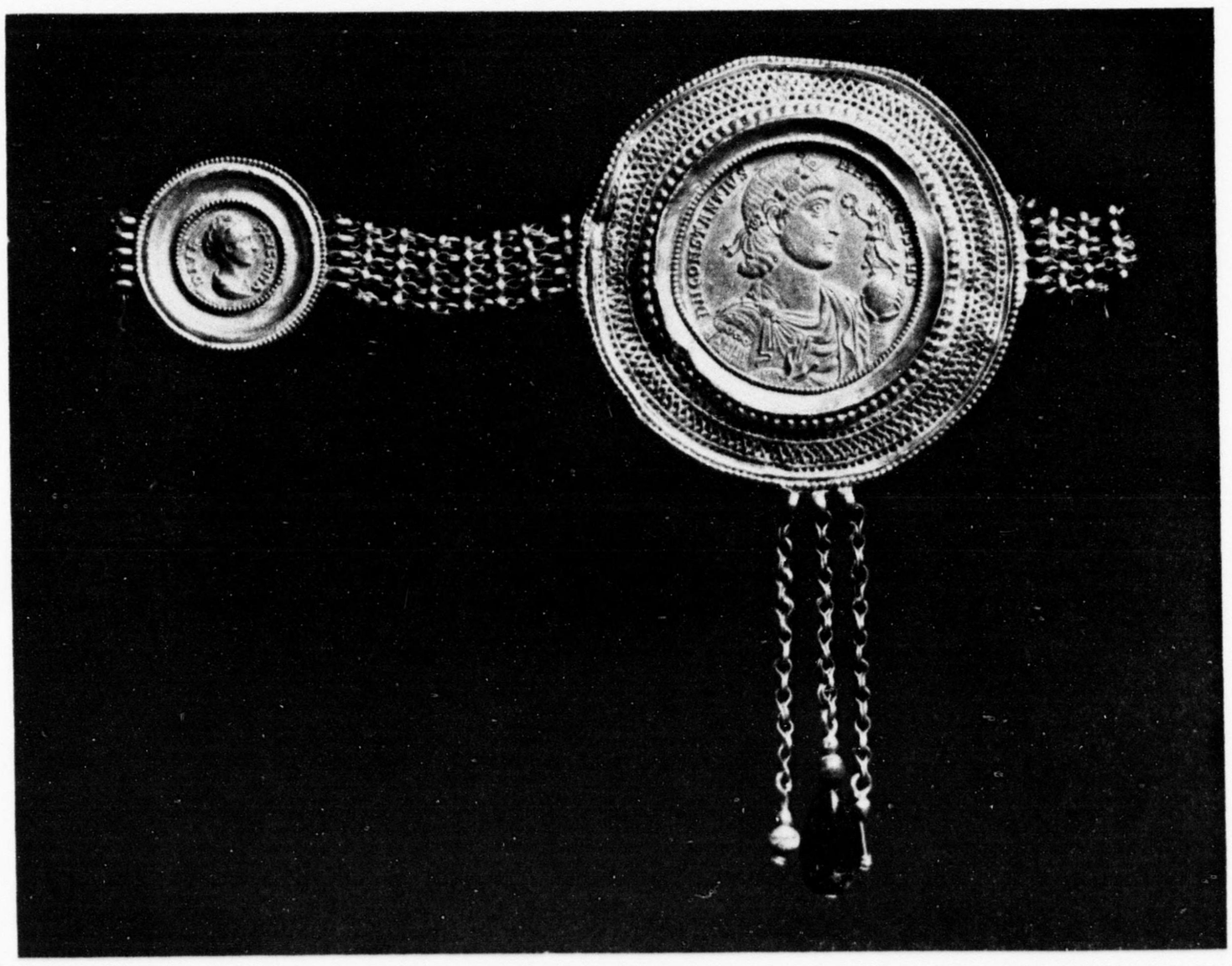
DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS NS: [illegible]



1 2 3 4 5 6 7

BYZANTINE EARRINGS 3, 5, VI CENTURY 1, 7, 2, 6, X-XI CENTURY 4, XII (?) CENTURY

LENT BY THE WALTERS ART GALLERY, BALTIMORE



FRAGMENT OF A GIRDLE BYZANTINE, IV AND V CENTURY

LENT BY THE WALTERS ART GALLERY, BALTIMORE

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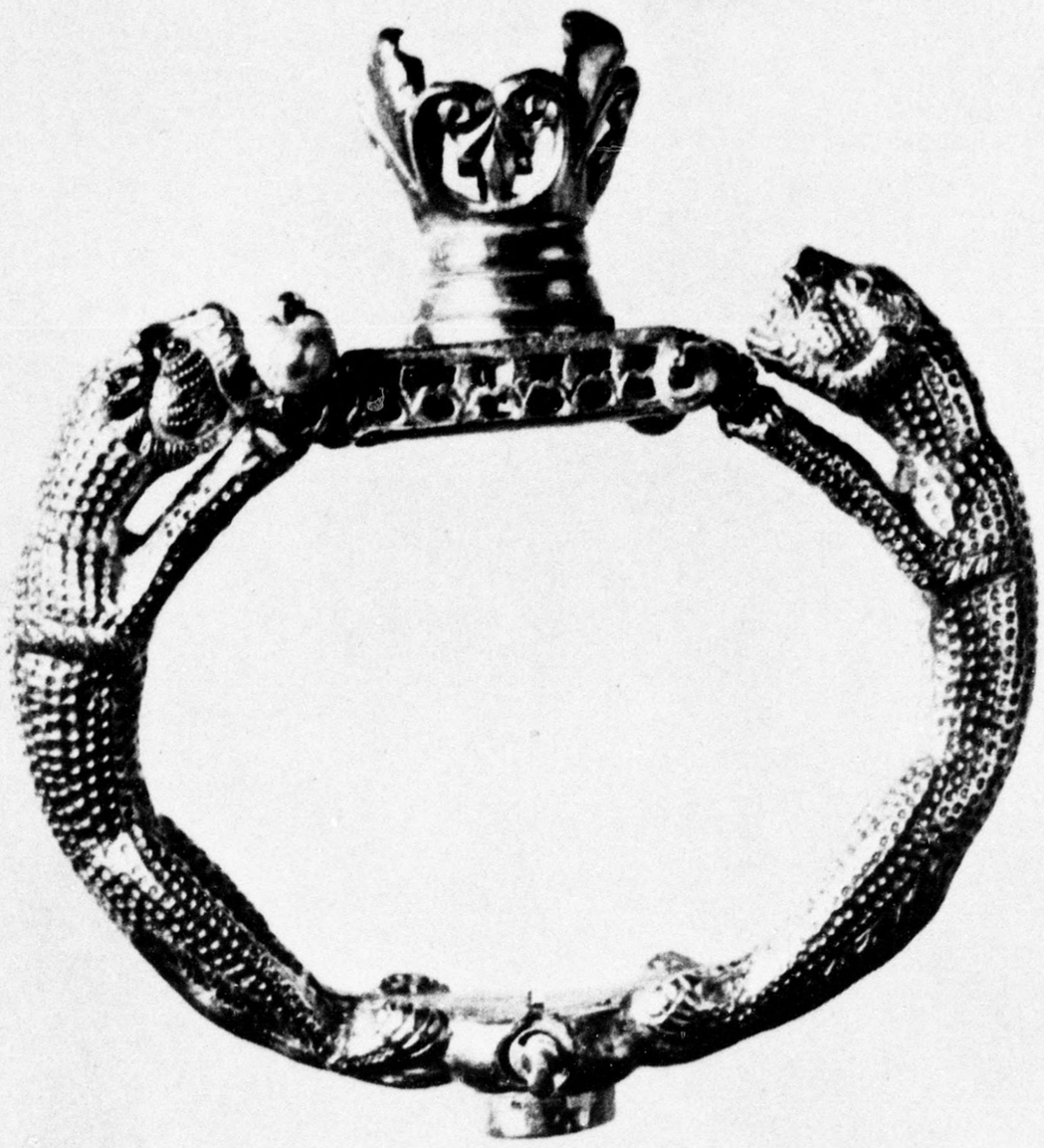

BRACELET WITH TWO LEOPARDS — FROM EGYPT, NEAR ALEXANDRIA, V-VI CENTURY

LENT BY HARVARD UNIVERSITY,
THE DUMBARTON OAKS RESEARCH LIBRARY AND COLLECTION, WASHINGTON, D.C.

FOOT BRACELET — SYRIAN, X CENTURY

LENT BY PAUL MALLON, NEW YORK

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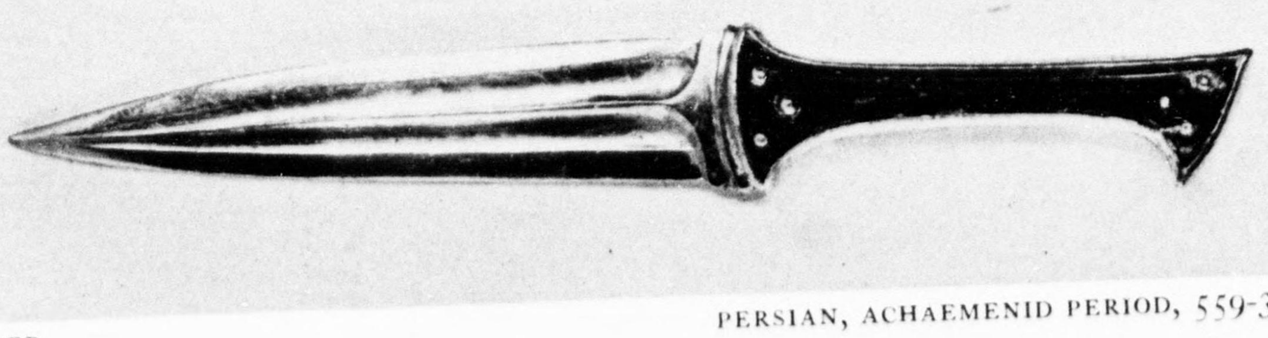
EWER

PERSIAN, X (?) CENTURY

LENT BY PAUL MALLON, NEW YORK



DAGGER

PERSIAN, ACHAEMENID PERIOD, 559-331 B.C.

LENT BY PAUL MALLON, NEW YORK

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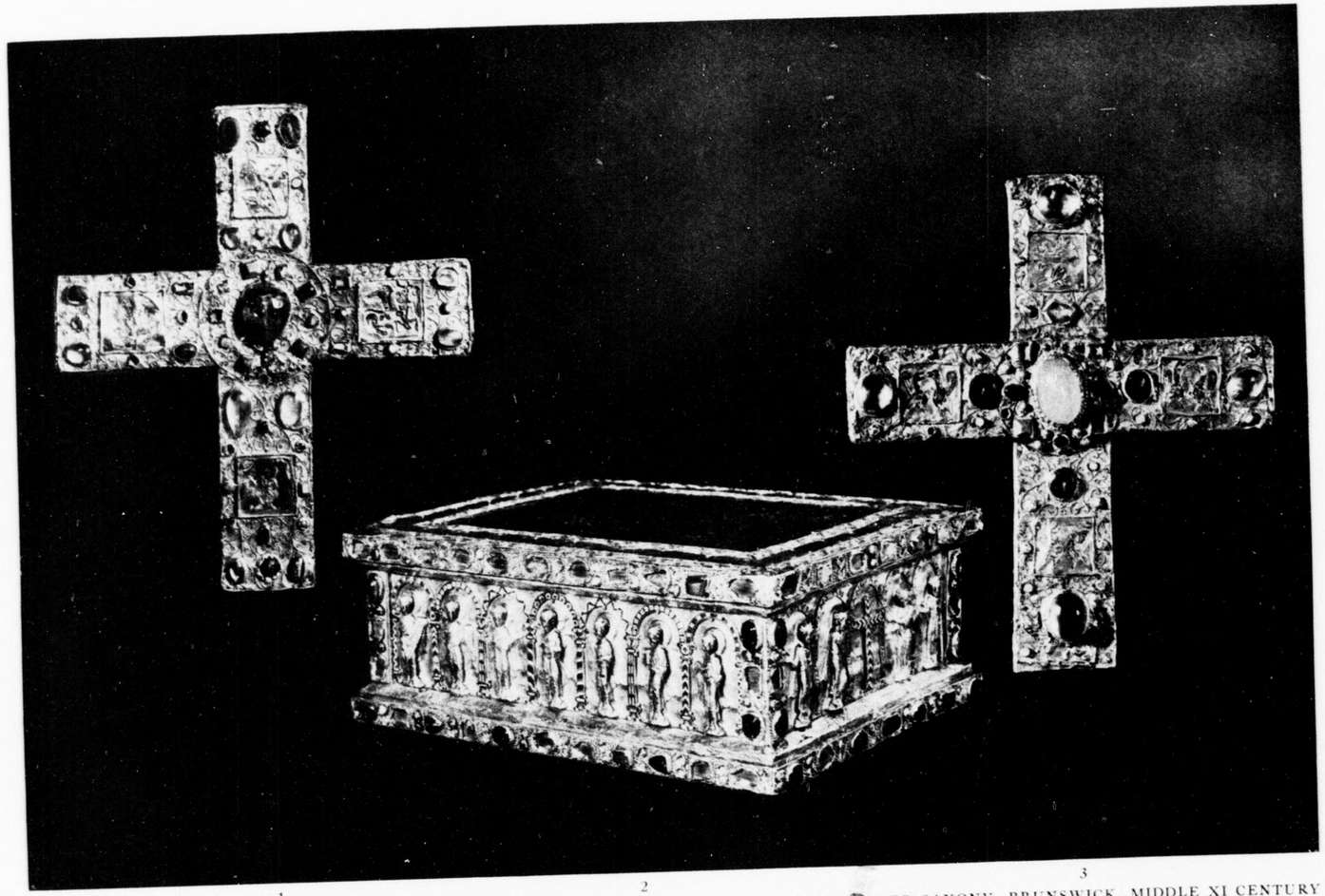
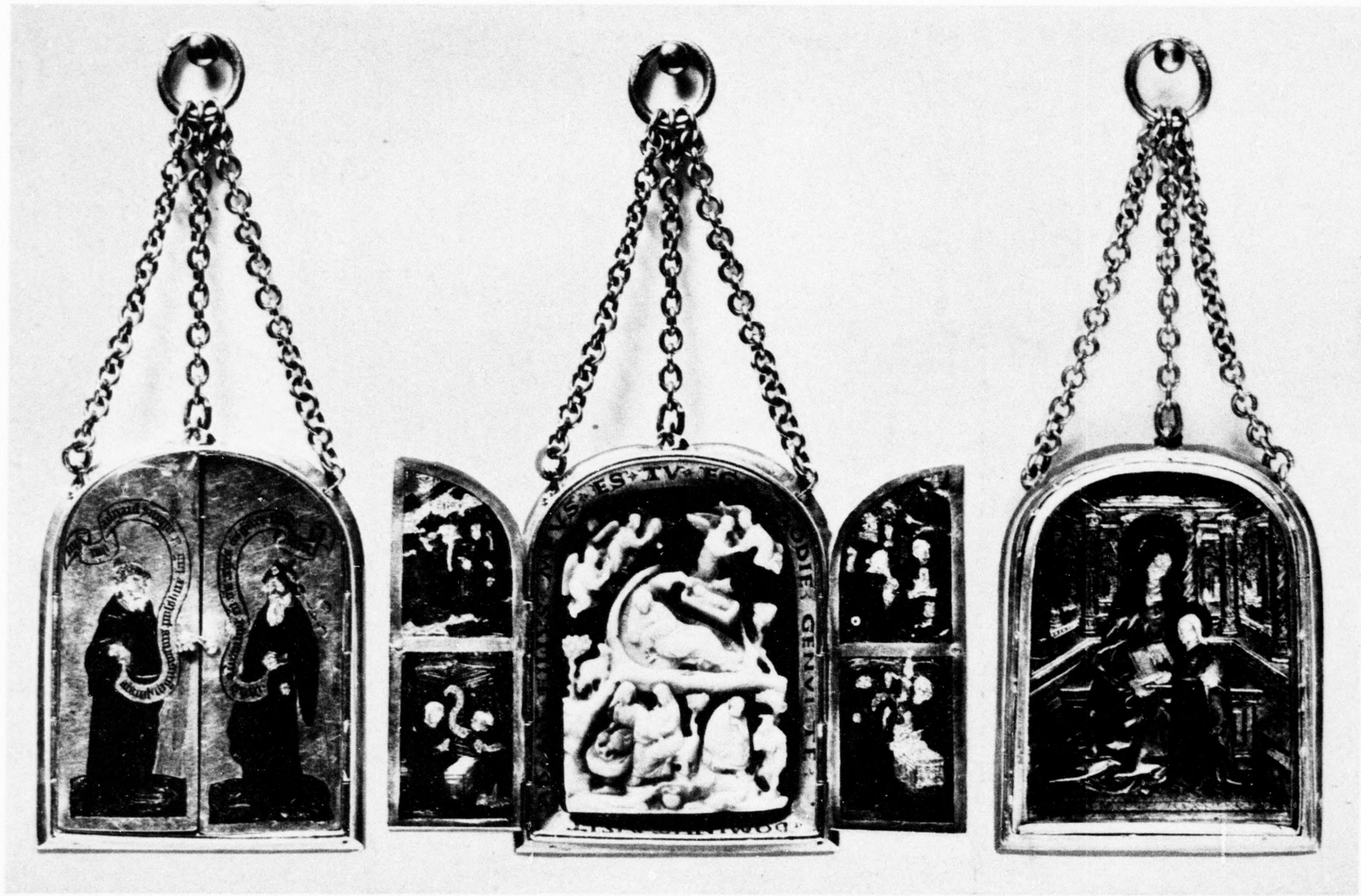


1 2 3

GERTRUDIS PORTABLE ALTAR AND CROSSES FROM LOWER SAXONY, BRUNSWICK, MIDDLE XI CENTURY

1, J. H. WADE FUND WITH GIFT OF MRS. E. B. GREENE, 1931; 2, 3, THE JOHN HUNTINGTON COLLECTION, 1931

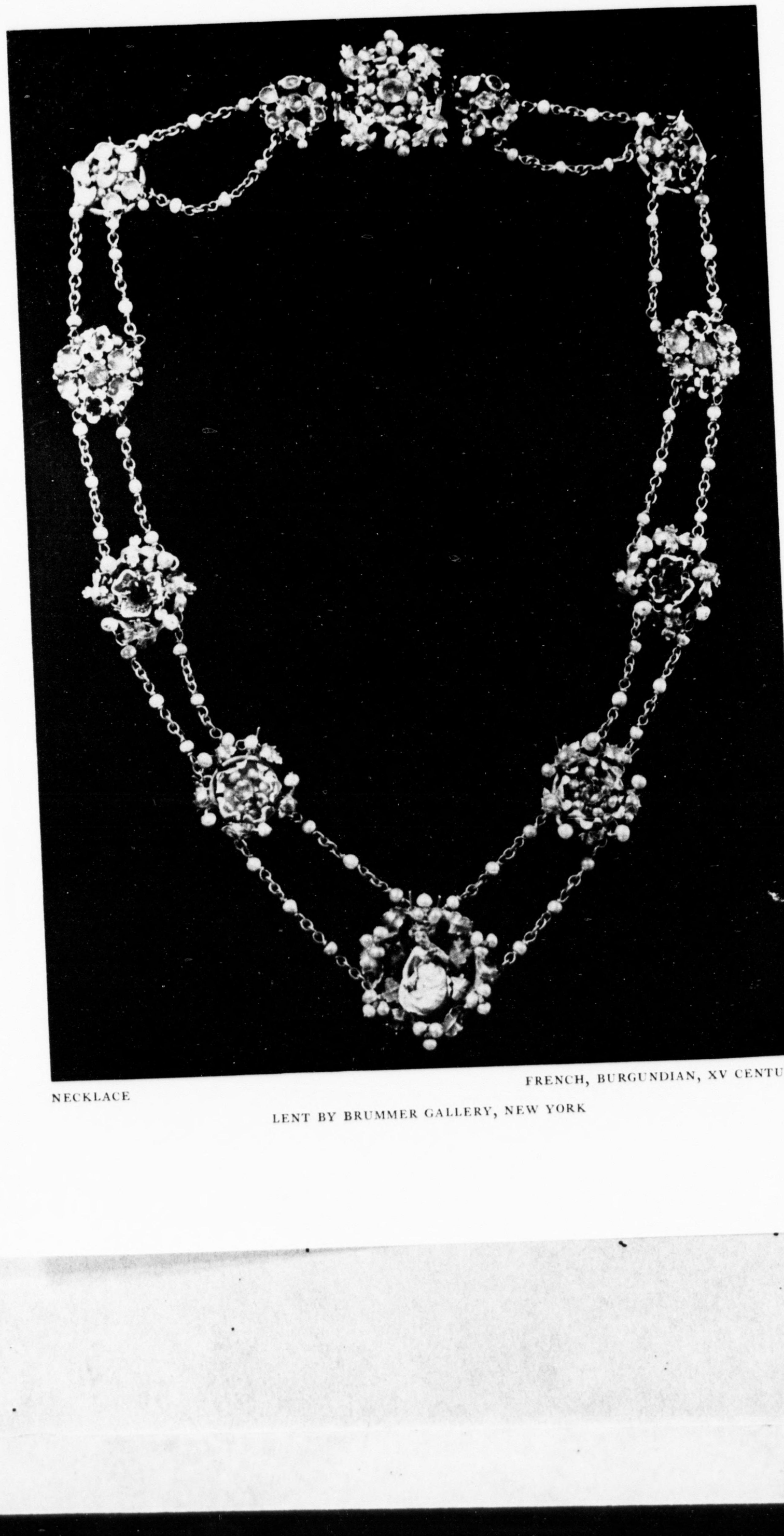


TRIPTYCH (FRONT, INSIDE, BACK)

FRENCH, BURGUNDIAN, FIRST HALF XV CENTURY

LENT BY ROSENBERG & STIEBEL, NEW YORK

DECLASSIFIED E.O. 12065 SECTION 3 NND NO.

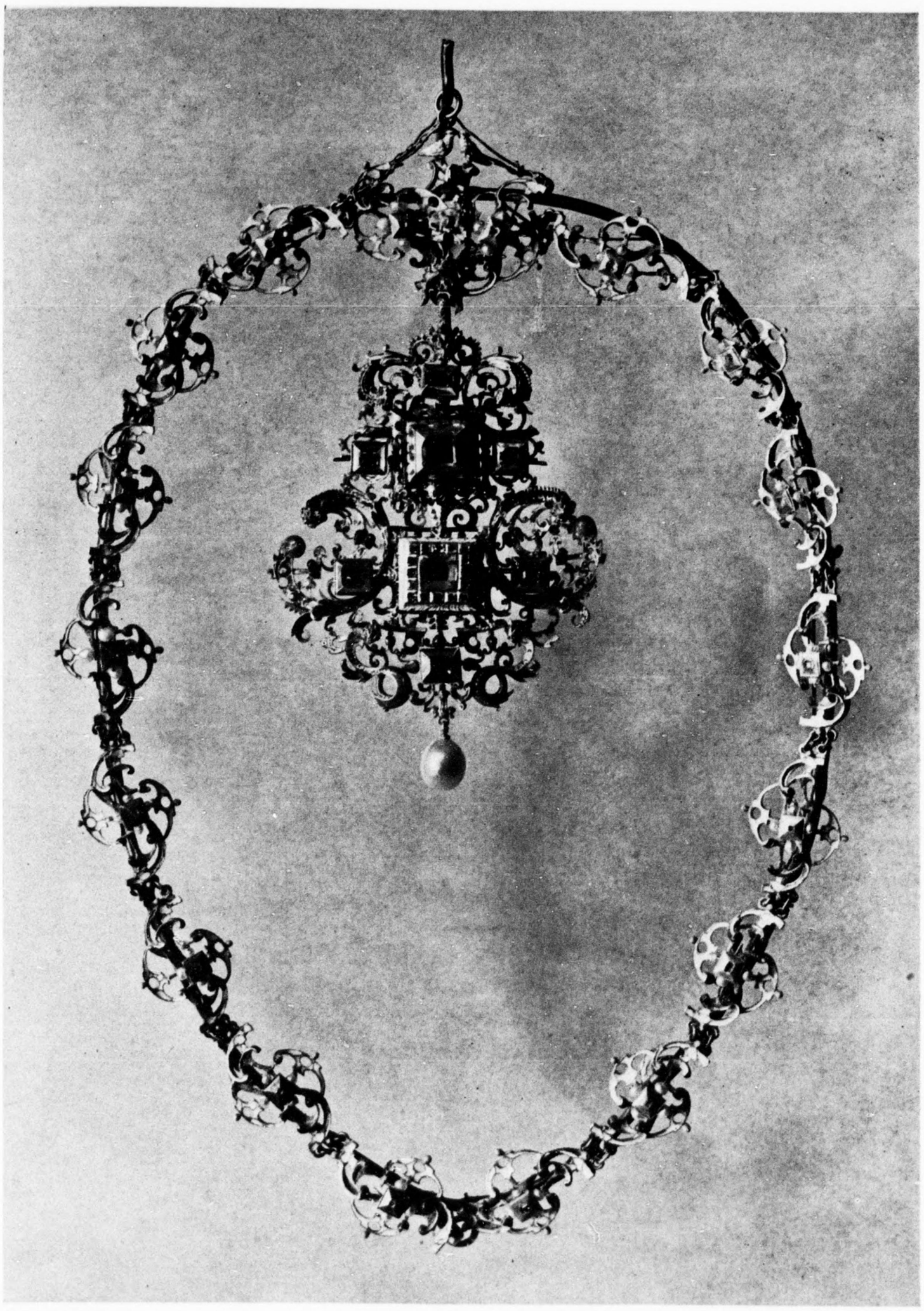


FRENCH, BURGUNDIAN, XV CENTURY

NECKLACE

LENT BY BRUMMER GALLERY, NEW YORK

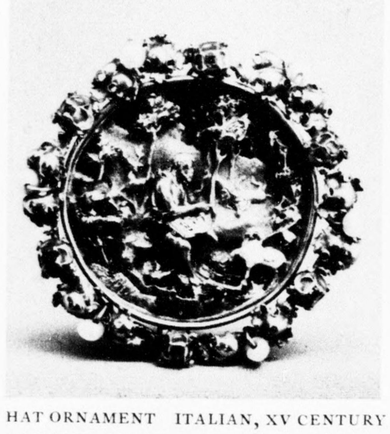
DECLASSIFIED E.O. 12065 SECTION 3 NSC MEMO



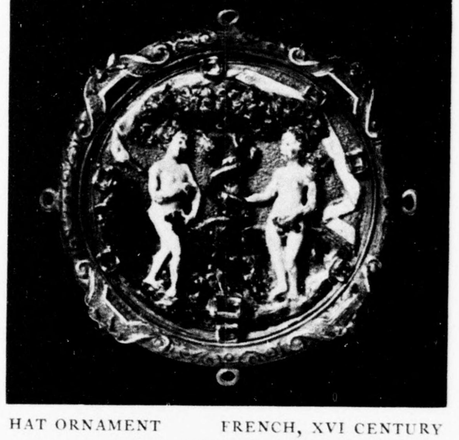
NECKLACE — ITALIAN, XVI CENTURY

LENT BY DUVEEN BROTHERS, INC., NEW YORK

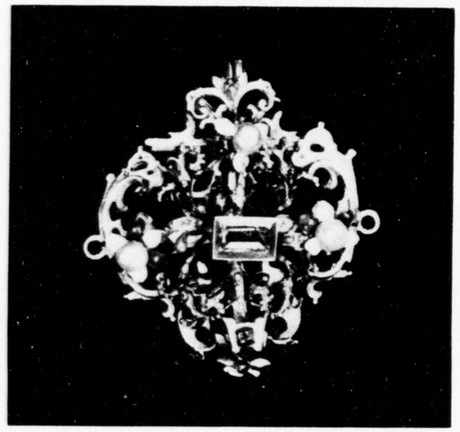
HAT ORNAMENT FRENCH, C. 1540
PURCHASE FROM THE J. H. WADE FUND, 1938



HAT ORNAMENT ITALIAN, XV CENTURY
LENT BY METROPOLITAN MUSEUM OF ART

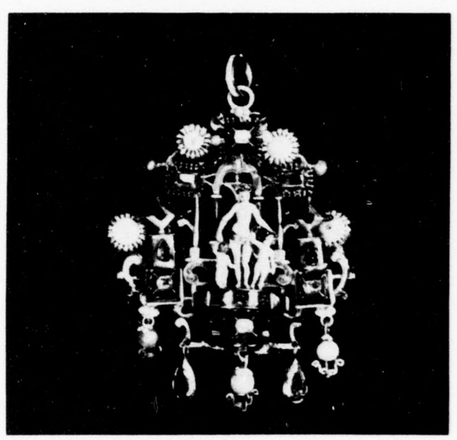


HAT ORNAMENT FRENCH, XVI CENTURY
LENT BY THE WALTERS ART GALLERY

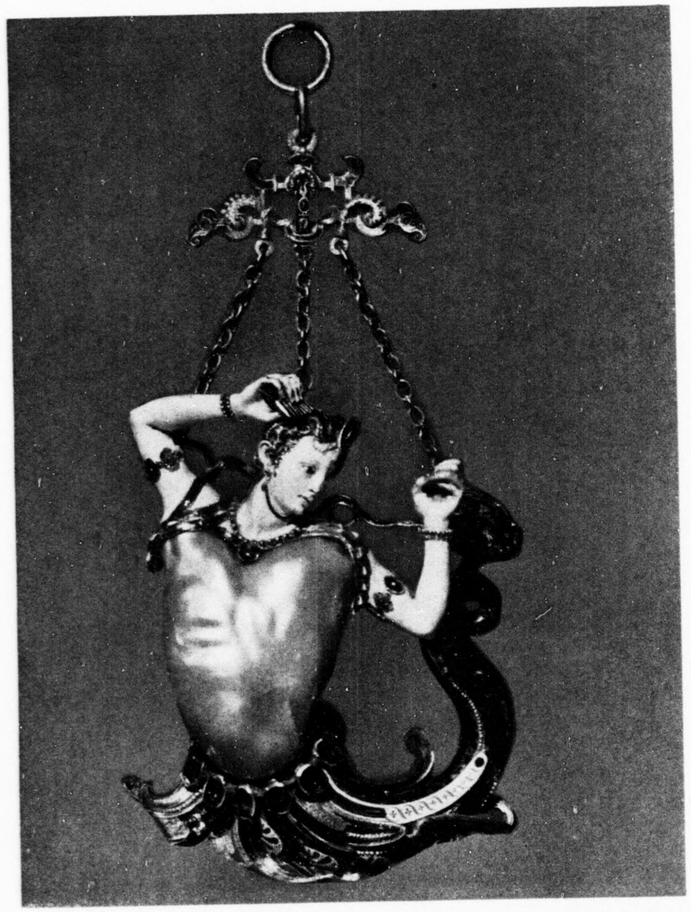


PENDANT AUGSBURG, LATE XVI CENTURY
LENT BY FRENCH & COMPANY, INC., NEW YORK

DRESS ORNAMENT FRENCH, C. 1500
LENT BY THE WALTERS ART GALLERY



PENDANT FRENCH, LATE XVII CENTURY
LENT BY FRENCH & COMPANY, INC., NEW YORK



PENDANT ATTRIBUTED TO BENVENUTO CELLINI, ITALIAN, XVI CENTURY

LENT BY DUVEEN BROTHERS, INC., NEW YORK

AGATE CROSS JACOPO DA TREZZO, ITALIAN, C. 1550

LENT BY DR. JACOB HIRSCH, NEW YORK

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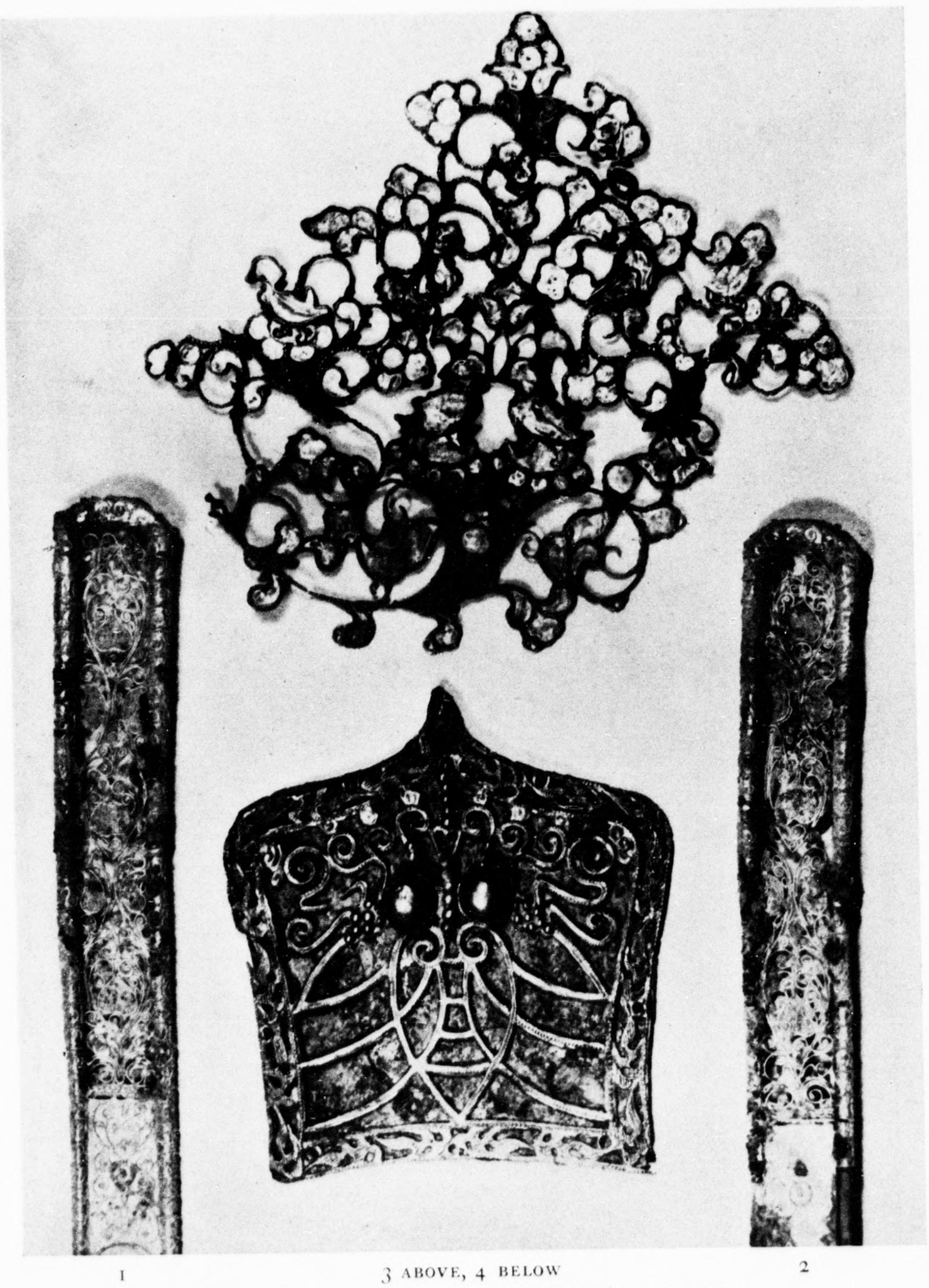


1 3 ABOVE, 4 BELOW 2

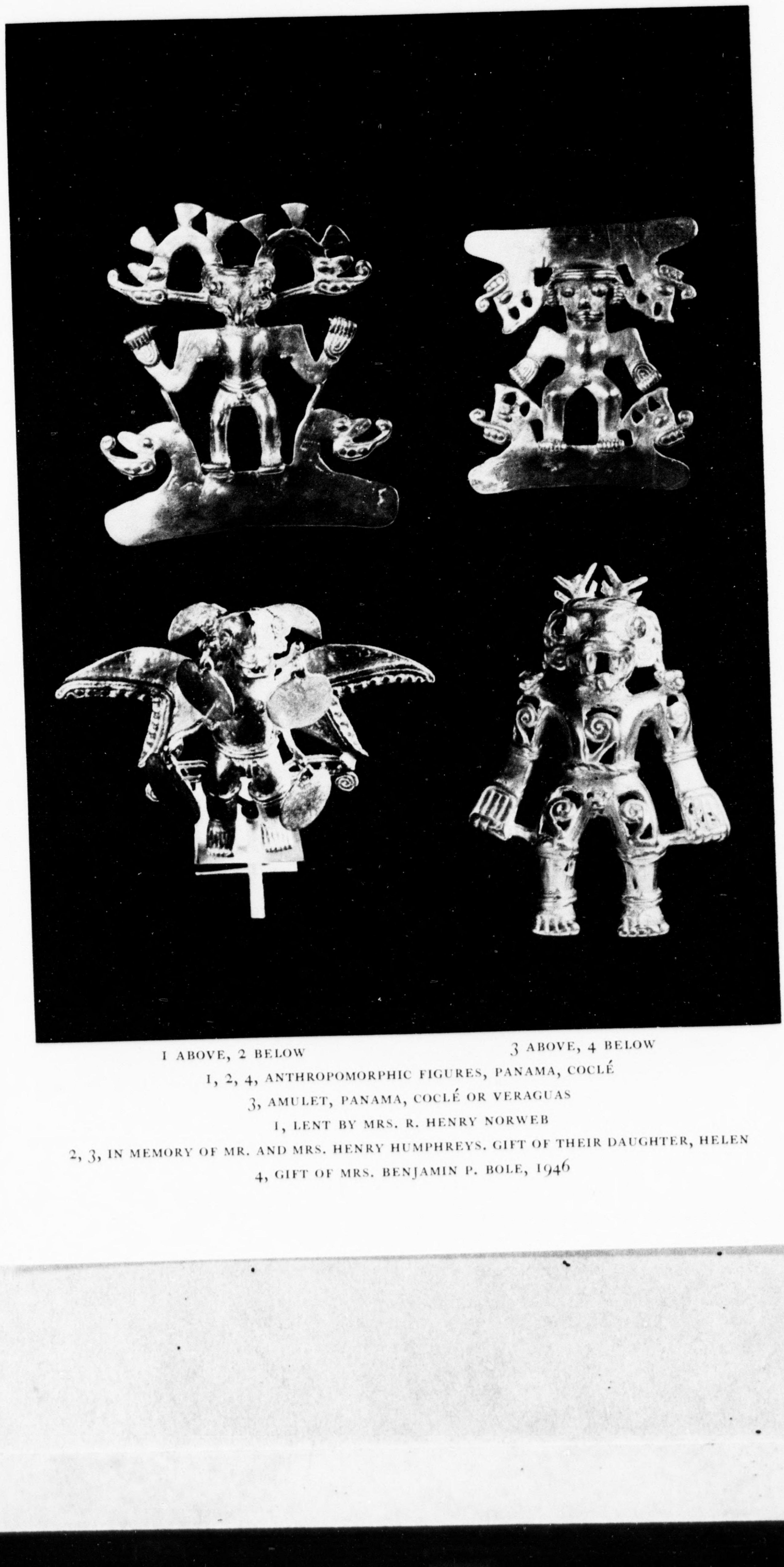
1, 2, PAIR OF HAIRPINS (TOPS), CHINESE, T'ANG DYNASTY

3, HAIRPIN (TOP), WITH CONFRONTED DUCKS, CHINESE, T'ANG TO SUNG DYNASTY

4, SHIELD-SHAPED PLAQUE, CHINESE, EARLY T'ANG DYNASTY

LENT BY C. T. LOO & COMPANY, NEW YORK

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [illegible]



1 ABOVE, 2 BELOW — 3 ABOVE, 4 BELOW

1, 2, 4, ANTHROPOMORPHIC FIGURES, PANAMA, COCLÉ

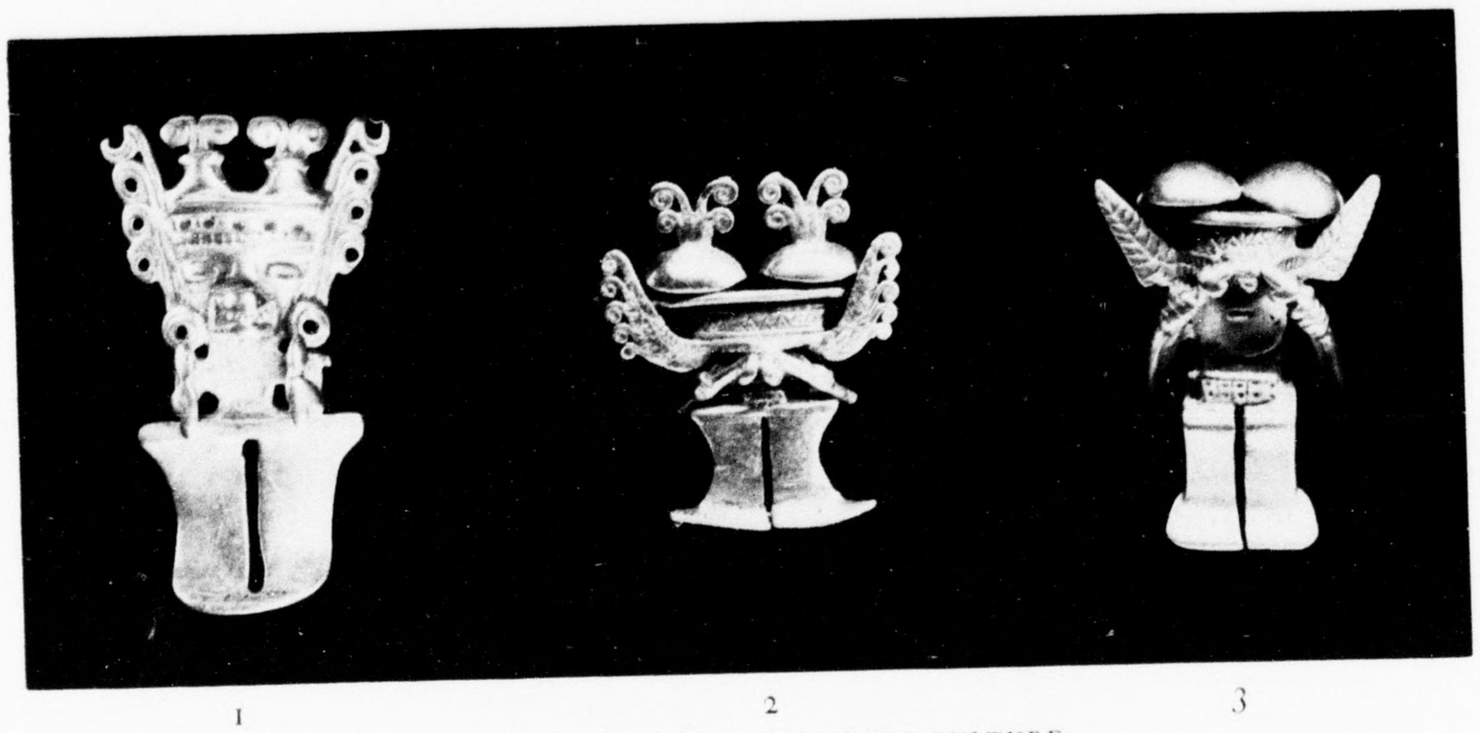
3, AMULET, PANAMA, COCLÉ OR VERAGUAS

1, LENT BY MRS. R. HENRY NORWEB

2, 3, IN MEMORY OF MR. AND MRS. HENRY HUMPHREYS. GIFT OF THEIR DAUGHTER, HELEN

4, GIFT OF MRS. BENJAMIN P. BOLE, 1946

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [illegible]

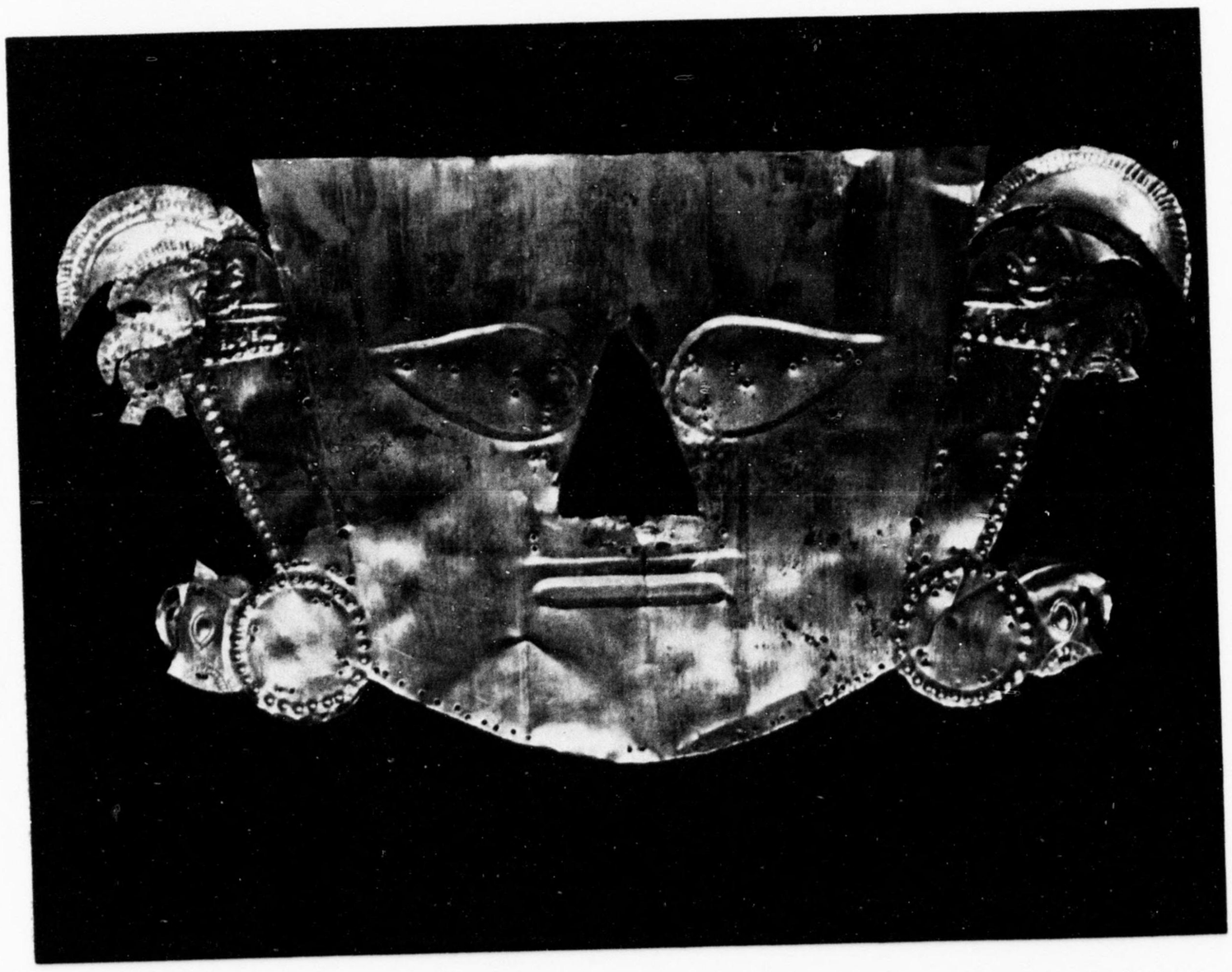


1 2 3

AMULETS, COLOMBIA, QUIMBAYA CULTURE

1, 3, IN MEMORY OF MR. AND MRS. HENRY HUMPHREYS. GIFT OF THEIR DAUGHTER HELEN, 1947

2, PURCHASE FROM THE J. H. WADE FUND, 1939



MOCHICA MASK

PERUVIAN, 800–1000

LENT BY THE ROCHESTER MEMORIAL ART GALLERY

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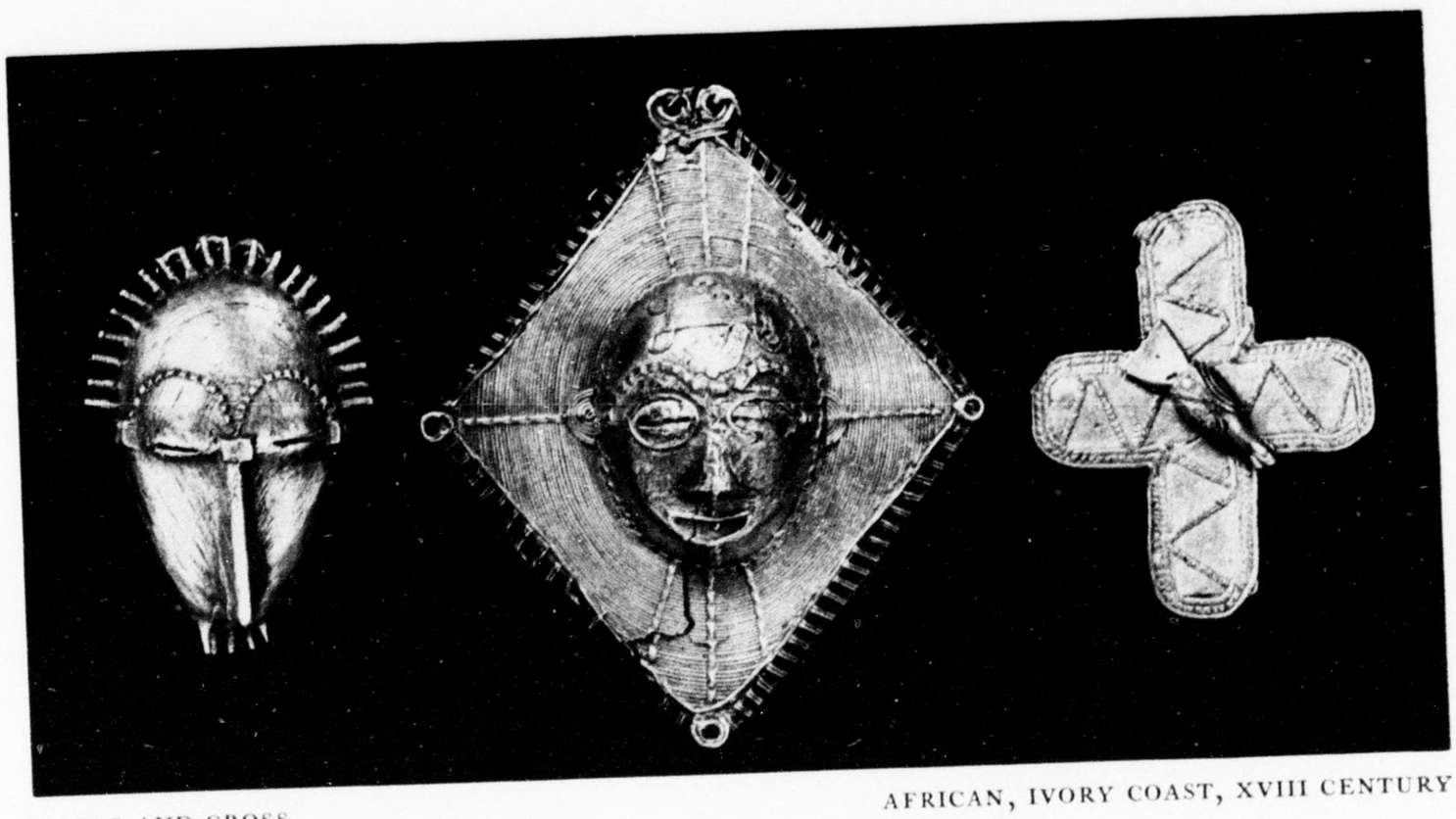
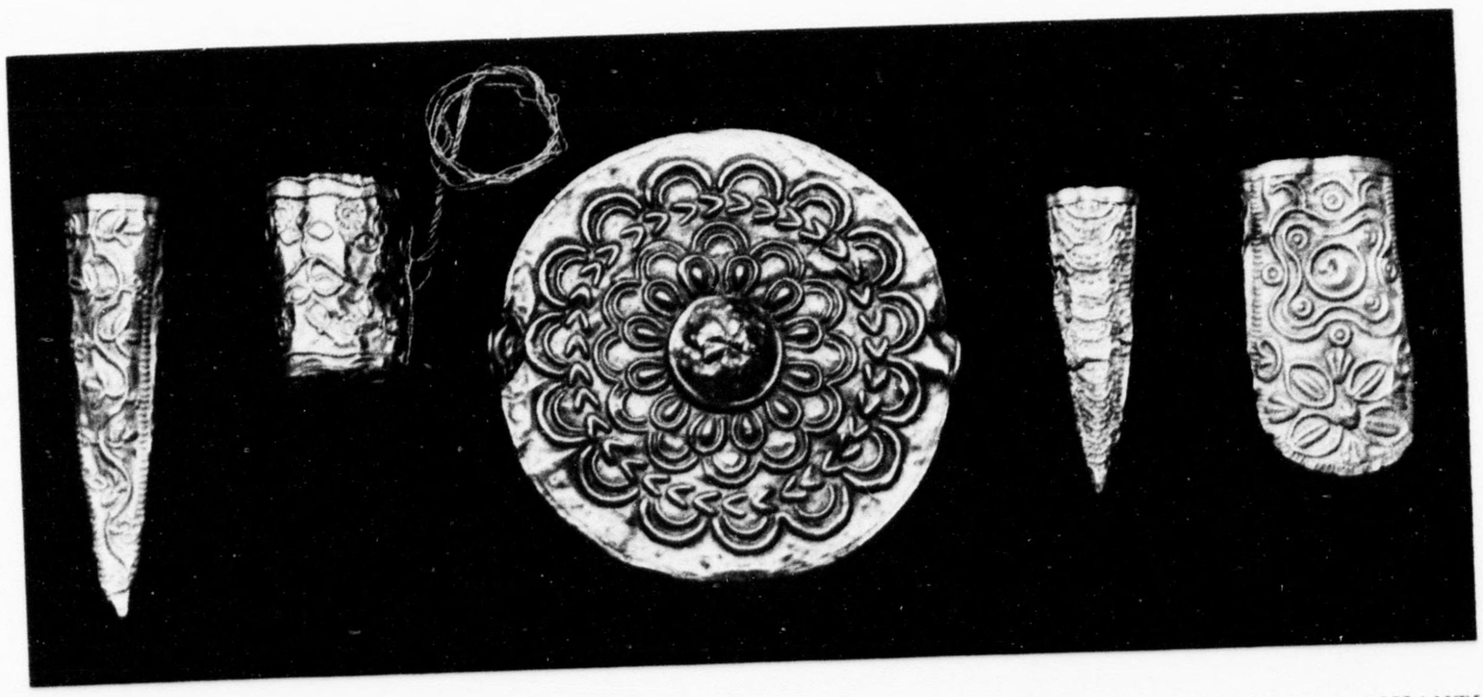


MASKS AND CROSS

AFRICAN, IVORY COAST, XVIII CENTURY

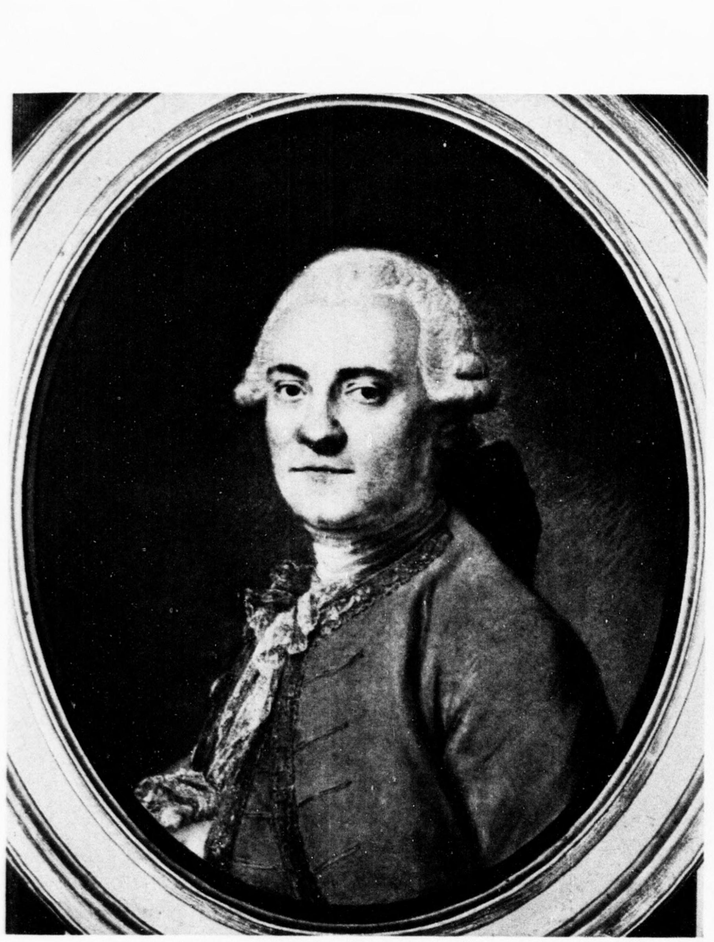
THE JAMES ALBERT FORD MEMORIAL COLLECTION, 1942



ORNAMENTS

AFRICAN, GOLD COAST, ASHANTI

THE DUDLEY P. ALLEN COLLECTION, 1935



PORTRAIT OF A MAN

MAURICE QUENTIN DE LA TOUR,
FRENCH, 1704-1788

PORTRAIT OF A FRENCH ACTRESS

JEAN ETIENNE LIOTARD,
FRENCH, 1702-1789

GIFTS OF EDWARD B. GREENE, 1946

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DECLASSIFIED E.O. 12033 SECTION 3 402/NNSG NO.

from the J. H. Wade Fund. Although the piece comes to the Museum without specific information as to its provenance, it clearly belongs to the large group of similar textiles that have been excavated at Akhmîm in Upper Egypt. A small fragment of an identical fabric was actually dug up at Akhmîm by Forrer.[2] Typically Coptic are the horsemen-saints that dominate the lower panels. Such mounted saints are well known from the Coptic frescoes at Bawit[3] and Saqqara.[4] Above the horseman is a Greek inscription: JOSEPH. Another series of textiles, almost identical in composition though usually better drawn, bears a Greek inscription reading: ZACHARIAS.[5] Until now no very satisfactory explanation of these inscriptions has been made. It occurs to the writer, however, that these two names may refer to Joseph, the father of Christ, and to Zacharias, the father of John the Baptist. In a fourth-century Coptic church at Deir Abu Hennis[6] are frescoes depicting the annunciation to Zacharias of his future fatherhood. In the same series are the Warning of Joseph, and the Flight into Egypt. These representations do not seem to occur in early Christian art outside of Egypt and may indicate that Zacharias and Joseph had a special importance to the Copts, which would account for their repetition in this group of textiles. This then provides further evidence that these textiles are the products of the local workshops of Akhmîm.

DOROTHY SHEPHERD

FRANCESCO GUARDI'S "HEAD OF A WOMAN"

Francesco Guardi (1712-1793), perhaps more than any other artist, revealed the sentient atmosphere of Venice, which he projected again and again into the multitude of shimmering works from his hand. In a lifetime spent in and around Venice, he painted endless aspects of the city, minor but glowing variations on the theme of the city and its lagoons. Canaletto, Bellotto, and Guardi's famous decorator brother-in-law, the elder Tiepolo, were perhaps greater in stature as artists than Guardi, yet though they had more accuracy of technique and

[2] R. Forrer, *Römische und byzantinische Seiden—Textilien aus dem Grabenfelde von Akhmim—Panopolis* (Strassburg, 1891), Pl. V, No. 1.

[3] Jean Clédet, *Le Monastère et le necropole de Baouît, Mémoirs de l'Institut français d'archéologie orientale du Caire*, Vol. XII (1904).

[4] T. E. Quibell, *Excavations in Saqqara* (Cairo, 1907-1909).

[5] A. F. Kendrick, *Catalogue of the Textiles from the Burying-Grounds in Egypt*, Vol. III, Pl. XXII.

[6] W. de Grüneisen, *Les Caractéristiques de l'art copte* (Florence, 1922), Pl. XXXI.

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style, they could not surpass Guardi in capturing the poetic essence of the time and place.

One side of Guardi's ability, which for long passed unnoticed, was his capacity to paint subjects other than pure landscapes, especially large figure subjects. The gradual sorting out by critics of the figure paintings which are by him, but few of which are signed, has pointed up the fact that his style stemmed, not from that of Tiepolo, as was formerly believed, but from that of the baroque masters of the preceding generation, especially from Piazzetta. Evident in the various pieces now attributed to Guardi are the tenuous drawing, the dark, rich palette, and the mannered distortions of Piazzetta's style. Fiocco, von Hadeln, Morassi,[1] and others have gradually sifted and clarified these neglected pictures by Guardi, which have hitherto masqueraded as the paintings of others. One of them, the "Head of a Woman,"[2] a small canvas recently acquired for the Museum through the Mr. and Mrs. William H. Marlatt Fund, was considered to be the work of Giovanni Battista Tiepolo until recognized as a Guardi by Morassi in 1929. It has borne, successively, ascriptions to Ricci, Pittoni, Bazzani, and to Tranquillo Cremona, to the latter of whose work Morassi says it comes the nearest, although a hundred years out of date.

The picture shows the head and shoulders of a young girl, seen from the back, her head turned towards the spectator over her right shoulder. She is dressed in a yellow costume, over white; there are red feathers held by a jeweled tiara in her hair, and she wears a pearl necklace and pearl earrings. The picture is painted in luscious, rich, liquid colors, thick pigmentation upon a red underpainting, a feature which results in a technical resemblance to the painting of Piazzetta, from whose style it mostly derives. If the picture is analyzed in detail, the head is found to be structurally incorrect throughout. The faulty structure could well have been deliberate in order to heighten the effect of *contraposto* and to obtain the effect of motion with which Guardi always appears to have been concerned.

In the matter of discerning which of the Guardi brothers

[1] Antonio Morassi, "Francesco Guardi as a Figure Painter," *The Burlington Magazine*, Vol. LV (Dec., 1929), p. 293.

[2] No. 47.71. Height 17¾"; width 14 15/16". Illustrated on inside back cover. Ex Colls.: Toschi, Ravenna and Forli; Mucchi, Bologna; J. S. Oliver, Pembroke Lodge, Richmond, Surrey. Exh.: "Mostra fiorentina della pictura italiana del 600-700," Bologna, Spring, 1922 (*Cat.* No. 40 bis).

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painted the various figure pieces now labeled Guardi, Morassi points out that Francesco had an unerring sense for fine color, but in the hands of his brothers color became muddy, flat, and dull. In his publication of the Museum acquisition and other pictures, Morassi's arguments and deductions in this instance are thoroughly convincing. Fiocco in his book did not accurately distinguish between Francesco's work and that of his elder brother, Giovanni Antonio, yet he enlarged the general knowledge of the subject. Since there were almost no signed works, von Hadeln's[3] discovery of two signed pictures was of value to inductive research by supplying documentary evidence. Today there are four or five signed pictures which act as the springboard in this study.

HENRY S. FRANCIS

THE WORK OF THE ARTS AND MONUMENTS DIVISION IN TOKYO

The Arts and Monuments Division in Tokyo is a part of the Civil Information and Education Section, General Headquarters, Supreme Commander for the Allied Powers, and, in some respects, corresponds to the more famous Monuments, Fine Arts and Archives Section of the American Military Government in Germany.[1] There are two main differences: (1) the European group is an operating branch of the military government of a country that had no government of its own at the time it was conquered, whereas the Arts and Monuments Division advises in the making and execution of policy by the civil government of a conquered country; (2) the former Imperial Japanese Government, unlike the former German Government, did not sponsor an organized campaign of looting cultural property, so that it is not expected that a very substantial quantity of loot will be found.

Various projects and activities have been of interest to the Arts and Monuments Division. First of all, of course, came the protection and preservation of cultural property. In order to

[3] Detlev Baron von Hadeln, "Two Allegorical Figures by Francesco Guardi," *The Burlington Magazine*, Vol. L (May, 1927), p. 254. The two pictures are in the possession of Mr. John Ringling, Sarasota, Florida.

[1] Activities of the Monuments, Fine Arts and Archives Section in Europe were well covered in the "Report of the American Commission for the Protection and Salvage of Artistic and Historic Monuments in War Areas, 1946," for sale by Superintendent of Documents, United States Government Printing Office, Washington 25, D.C. Price $1.50. The work of the Arts and Monuments Division in Japan has received almost no publicity.

DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS NO.

obtain information as to what measures were required, basic reports were requested from the Military Government and the Japanese Government. At a later date Japanese civilian field examiners were appointed to work under Military Government officers in the different regions. These field examiners are all men of high training and their reports are of great value. The next step is not so simple. Many buildings, for example, are in need of repair, owing to natural decay, fire, typhoons, or war damage; but the depreciation of Japanese currency is so severe that only a fraction of the money needed is actually available. Very careful consideration, therefore, must be given to the over-all picture, so as to ensure the appropriation of funds for only the most outstanding situations.

On May 3 of this year, with the promulgation of the constitution, the former Imperial Household Museums in Tokyo and Nara were turned over to the nation, and the National Treasures Investigation Branch of the Ministry of Education and the Institute of Art Research were incorporated with the museums. Thus, there are now the National Museum and the Nara Branch Museum.[2] A meeting of a group of government and museum officials resulted in the establishment of the museum as under the jurisdiction of the Minister of Education, a situation in which it functions as a semi-independent institution. A board of thirty councilors will soon be appointed by the Prime Minister, after which it is proposed to work out a plan which will make it possible for the museum to be responsible directly to the Prime Minister, while cooperating closely with the Ministry of Education. It is thought that such a plan will make the operation of the museum similar to the operations of the National Gallery in Washington and the National Gallery and the British Museum in London.

The Arts and Monuments Division was originally directly concerned with the restitution of looted cultural property, but this function was transferred to the Civil Property Custodian at the time of the establishment of that section. Owing to the special qualifications of Arts and Monuments personnel, however, the Division is cooperating with the Civil Property Custodian in matters pertaining to the restitution of cultural

[2] Since the Kyoto and Osaka Museums are municipal, they were not influenced by the change in the National Government.

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property. At the present time efforts are being exerted to obtain inventories of objects of art that may be subject to restitution, so that, when claims are finally submitted, they may be dealt with both expeditiously and justly. This is a very complicated problem, the details of which are inappropriate to this article.

There are two classifications of registered objects of art; namely, National Treasures and Important Art Objects. Strenuous attempts are being made to see that they are not exported, but the fact that laws governing their disposition have not been enforced for a number of years makes it next to impossible to locate those that have disappeared, especially since some of them may have been destroyed. Moreover, owners' fears of government control and taxation make them disinclined to report possession to government officials.

All of these projects require field trips and inspections by members of the Division. Additional information is furnished by the Cultural Resources Research Unit of the Analysis and Research Division, Civil Information and Education Section. Much of the work of the Division is not yet subject to publication, but the above suggestions are sufficient to give a general impression of the scope of activities. HOWARD HOLLIS

CALENDAR FOR NOVEMBER, 1947

Saturday	1.	2.00 p. m. Young People. Film: The Mark of Zorro, with Douglas Fairbanks, Sr.
		3.30 p. m. Young People. Our Famous Treasures Program.
Sunday	2.	2.00 p. m. Radio-Phonograph Program (until 5.00 p. m.).
		3.00 p. m. Gallery Talk: Exhibition of Gold, Gertrude S. Hornung.
		3.00 p. m. Film: The Mark of Zorro, with Douglas Fairbanks, Sr.
		5.15 p. m. McMyler Organ Recital. Walter Blodgett.
Friday	7.	2.00 p. m. Film: A Short History of Animation. (For Members.)
		8.00 p. m. Film: A Short History of Animation. (For Public and Members.)
Saturday	8.	2.00 p. m. Young People. Our Famous Treasures Quiz.
Sunday	9.	2.00 p. m. Radio-Phonograph Program. Helen Leino.
		3.00 p. m. Gallery Talk: Work of Salvador Dali. George D. Culler.

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		3.45 p. m. Lecture: Cleveland, a Garden City. Arnold M. Davis, Director, The Garden Center of Greater Cleveland. (Holden Lecture on Outdoor Art.)
		5.15 p. m. McMyler Organ Recital. Walter Blodgett.
Friday	14.	8.15 p. m. Piano Recital. Vivian Harvey Slater.
Saturday	15.	2.00 p. m. Young People. Marionette Play: The Fox, the Rabbit, and the Rooster. Folktale Marionette Studio, Thetford Center, Vermont.
Sunday	16.	2.00 p. m. Radio-Phonograph Program (until 5.00 p. m.).
		3.00 p. m. Gallery Talk: Work of Louis Sullivan. Marguerite Munger.
		3.45 p. m. Marionette Play: The Fox, the Rabbit, and the Rooster. Folktale Marionette Studio.
		5.15 p. m. McMyler Organ Recital. Walter Blodgett.
Wednesday	19.	8.15 p. m. McMyler Organ Recital. André Marchal.
Friday	21.	8.15 p. m. Lecture: Riots for Art's Sake. Houston Peterson, Rutgers University, New Brunswick, N. J.
Saturday	22.	2.00 p. m. Young People. To be announced.
Sunday	23.	2.00 p. m. Radio-Phonograph Program. Helen Leino.
		3.00 p. m. Gallery Talk: Exhibition of Gold. Dorothy Van Loozen.
		3.45 p. m. Lecture: Design for Fuller Living. Leon Gordon Miller, designer, Cleveland.
		5.15 p. m. McMyler Organ Recital. Walter Blodgett.
Wednesday	26.	8.15 p. m. McMyler Organ Recital. André Marchal.
Friday	28.	8.00 p. m. Lecture with Color Films: Fabulous Siam. Colonel Homer Kellems.
Saturday	29.	2.00 p. m. Young People. To be announced.
Sunday	30.	2.00 p. m. Radio-Phonograph Program. Helen Leino.
		3.00 p. m. Gallery Talk: Exhibition of Gold. Dana Church.
		3.45 p. m. Dance Experiment Production. Members of Dance Experiment.
		5.15 p. m. McMyler Organ Recital. Walter Blodgett.

EXHIBITIONS

Gallery I	Exhibition of the Month: Textures in Art.
Gallery VI	Decorative Arts of the Georgian Period.
Gallery IX	Work of Louis Sullivan.
Gallery X	Exhibition of Gold.
Gallery XVI	Work of Salvador Dali (through November 9).
Educational Corridor	Venice: Photographs circulated by *Life Magazine* (opens November 4).

Museum Galleries Closed on Mondays.

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HEAD OF A WOMAN — FRANCESCO GUARDI, ITALIAN, VENETIAN, 1712-1793

THE MR. AND MRS. WILLIAM H. MARLATT FUND, 1947

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Open free at all times.
Hours from 9 a. m. to 5 p. m. except as follows:
Closed Mondays.
Open Wednesdays 9 a. m. to 10 p. m.
Open Sundays 1 p. m. to 6 p. m.
Open Friday evenings 7 p. m. to 10 p. m. during lecture season.
Closed July 4, Thanksgiving, and December 25.

LIBRARY

The art library is free to the public at all times. Books and current magazines for reference and photographs for loan are located on the ground floor. Lantern slides for loan are on the mezzanine floor. Open daily from 9 a. m. to 5 p. m. except Sunday and Monday. From October through May the reading room is open Sunday, 3 p. m. to 6 p. m. and Wednesday, 9 a. m. to 7 p. m.

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Luncheon is served from 12 m. to 2 p. m.
Afternoon tea is served from 3 p. m. to 4:30 p. m.

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AMERICAN LIBRARY ASSOCIATION

ALA

Bulletin

Vol. 41 · OCTOBER 1 · 1947 · No. 10

Gift of the
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Civil Information and Education
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Cain and Sauer Speeches on Cultural Cooperation
Inter-American Acquisitions Problems

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BOOKS

Suggested by the Booklist Staff

The High Cost of Prejudice

BUCKLIN MOON

The effect of race prejudice on economics, culture, and morals in the U.S.

Jefferson, War and Peace, 1776 to 1784

MARIE G. KIMBALL

The second volume of Jefferson's biography covers his career from the Declaration of Independence through the Revolutionary War years.

The Moneyman

THOMAS B. COSTAIN

A French financier of the fifteenth century comes to grief because his views on feudalism and economics are ahead of his time.

Maine Ways

ELIZABETH COATSWORTH

Pleasant, simple sketches of life and people on farms and in villages along the Maine coast.

The Balkans, Frontier of Two Worlds

WILLIAM B. KING AND FRANK O'BRIEN

Analysis of one of the most concentrated trouble spots in the world.

Star-Spangled Mikado

FRANK R. KELLY AND CORNELIUS RYAN

A breezy account of life in Japan under the rule of General MacArthur.

Revolution Before Breakfast

RUTH AND LEONARD GREENUP

Two American reporters give an informal account of their four years as members of Argentina's middle class.

TO EDITORS: MATERIAL IN THE *A.L.A. BULLETIN* IS NOT COPYRIGHTED

AS THE official organ of the American Library Association, the *A.L.A. Bulletin,* sent to members, carries news of the Association, its officers, boards, committees, divisions, sections, round tables, and staff; addresses of conference speakers; articles by official representatives of the Association; and brief professional communications to or from members. Its scope does not include articles on library matters unrelated to the Association. Its authors' opinions should be regarded as their own unless A.L.A. endorsement is specifically noted. The *Bulletin* is partially indexed in "Current Library Literature" in the *Library Journal* and by the *Education Index.*

Published monthly, except August, and semimonthly in September, October, and December by the American Library Association, 50 E. Huron St., Chicago 11. Entered as second-class matter August 26, 1947, at the Post Office at Chicago, with an additional entry at Menasha, Wis., under Act of Congress of August 24, 1912. Acceptance for mailing at special rate of postage provided for in United States Postal Act of October 3, 1917, Section 1103, amended February 28, 1925, authorized on July 8, 1918.

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VOLUME 41 · NUMBER 10 · OCTOBER 1 · 1947

A.L.A. Bulletin

AMERICAN LIBRARY ASSOCIATION

CARL H. MILAM · EXECUTIVE SECRETARY LUCILE DEADERICK · EDITOR

CONTENTS

PEACE THROUGH CULTURAL COOPERATION, *Julien Cain* 305

LIBRARIES IN OUR CULTURAL PROGRAM ABROAD, *Carl A. Sauer* 312

INTER-AMERICAN ACQUISITIONS PROBLEMS, *Phillips Temple* 316

FUTURE OF THE BIBLIOGRAPHICAL CENTER, *John VanMale* 318

SHOULD ALL PEOPLE READ? 320

WHAT THEY'RE DOING 322

PICKUPS 326

A.L.A. NEWS 329

THE CLEARING HOUSE 331

POSITIONS 334

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Our Thanks to These, Too!

WE ARE GLAD to announce that, since our last report on March 12, the following have joined the American Library Association as supporting members:

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M. Cain Spoke at the Second General Session of the San Francisco Conference on July 1

Peace through Cultural Cooperation

JULIEN CAIN

FIRST OF ALL, I wish to tell you of my deep satisfaction in being in your midst and to express my gratitude to your Association, which truly represents the powerful body of American librarians. Throughout the world our colleagues everywhere are familiar with your sense of hospitality. Your general secretary, Mr. Carl Milam, by his activity, has contributed to your renown in an exceptional way. You are pointed out and proposed as an example to all those who believe in the efficacy of organization in the cultural field; and when, at the General Conference of UNESCO, your delegates spoke, it was clearly with their personal authority but also with the authority given to them by your cohesion and your power of action.

Today, at San Francisco, I find myself at the end of a trip of several weeks throughout your great and beautiful country—a survey trip which has enabled me to visit, together with a number of your museums and your renowned universities, your most important libraries. Shall I tell you that, without having seen them, I knew them already? For seventeen years I have had the honor to direct the Bibliothèque Nationale in Paris—seventeen years interrupted, it is true, by the five years of the German occupation. During these seventeen years I have read a great many books, a great many articles, many pamphlets, lots of reports, through which I have been able to become acquainted in detail with the organization of your institutions. I have sent to your country young librarians, men and women, who have studied your methods and, amazed, have brought back to us the results of their inquiries. And still I can say in your presence that the experiment—for it is an experiment—which I have been carrying on is beyond my anticipations. These are indeed great lessons which we thus come to learn from you.

I am addressing an assembly of men and women who have organized their profession, who have brought it to a high degree of perfection, who have carried very far their researches upon technical matters. Yet I am sure that none of you will contradict me if I repeat here the words of the head of your delegation at the UNESCO Conference in London, Archibald MacLeish, who declared that technical matters must always be controlled by the spirit, by the

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NOTE—This final translation of M. Cain's speech for purposes of publication was made by Milton E. Lord, Boston Public Library, to whom the editor is indeed grateful.

M. CAIN for the past seventeen years has been the national librarian of France with the title of director of the libraries of France. He was wounded in the First World War, is an officer of the Legion of Honor, and upon the German occupation of France was removed from his position and sent to the Buchenwald concentration camp. He is recognized internationally as an expert on bibliographies and documents, was the French delegate to UNESCO, and was the rapporteur on the Commission on Libraries of UNESCO.

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acquisitions of the spirit, and in the final instance by culture. There may be dead libraries; indeed there are such. I am not speaking of those magnificent collections which succeeding ages have formed, which have ceased to grow, and which remain as monuments of the past, which must be venerated and maintained without changing anything in them. I am thinking instead of the many libraries formed without a plan, left at random, of which the acquisitions have been by chance. Numerous are those who feel that such institutions do not serve intellectual work in any way, that they hinder rather than lighten it. American libraries, on the contrary, have been conceived under the sign of efficiency. And this efficiency has been obtained only because those who direct them are fully aware of the usefulness of the task which is entrusted to them, whether it be a question of scientific research or of popular education.

It is this belief in the book, in its own efficacy as a means of culture for the isolated individual as for the human group, which gives all its import to your efforts, at whatever level you may be placed, whatever may be your rank or function. Your ultimate goal is always to distribute the book exactly and rapidly. You thus enable the scientist to go back easily to the very sources of knowledge, to avoid useless researches, to rely upon that which is known in moving toward the unknown. The student finds in you a guide, and you help him to avoid the long and painful gropings which turn so many young people away from higher studies. But I do not admire less the faith, the enthusiasm, with which you wish to spread the fruits of science and culture everywhere, even among the most diverse levels of the population. The readers' adviser is an educator in the most accurate meaning of that expression. Your library schools, which we look at with respect and envy, develop not only the knowledge indispensable to the profession; they create a social sense, they incite new forms—sometimes curious—of devotion to the citizenship at large.

Space Not Limited

THENCE comes the importance which you attribute to the setting in which the book, thus animated by you with new spiritual life, is presented to the reader. Your space is not limited, as is too often the case with us; you know how to utilize it fully and how to create everywhere order and clarity. Architects who are also engineers place themselves at your disposal. I shall not describe, I shall not enumerate their successes, which are striking. From having studied them closely, at the time of preparing the alterations for the Bibliothèque Nationale, I have appreciated the precision of their plans, which attest a constant collaboration between the constructor and the user.

It has sometimes been said that the citizens of the United States neglect the past, because above all they look toward the future, in the domain of cultural institutions. Your universities, your libraries answer these assertions. There is no country in the world where the local history is, even to its very details, accorded more care; it even forms, with its section of genealogy, a department in the most modern libraries. Even small villages of five hundred inhabitants, in certain areas, are proud to support a historical society, where the least fact pertaining to their annals is gathered in archives which are carefully maintained. And those who are members of such societies are often men engaged in the most active kind of life. Your trees are kept lovingly, and your cemeteries are laid out freely in the centers of your towns. Your colleges and your universities, famous for their great researches, preserve religiously

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their first buildings of the seventeenth, of the eighteenth, centuries which were their primitive cell.

The Yale University Library, in the immense building which was recently erected for it, has reserved a small space for the room with wooden panels in which, in the early eighteenth century, its collections were kept. It shows with pride the first manuscript catalog which was made of them and the little booklet which was printed shortly after. The books are arranged in it carefully according to an order which is intended to be systematic, and Shakespeare is listed, at the end, under the category of "miscellaneous." A total of 2500 volumes; the author of its preface emphasizes, however, that the preparation of this catalog was hard and painful. He appeals to the opinion of his descendants in the Yale library. A cataloger always feels that his work is hard and painful, whether it be a question of 2,500 or 2,500,000 works.

French Libraries

WILL YOU allow me to call upon this respect for the past, so cultivated by you, but which has never interfered with your enterprise, in speaking to you about the French libraries? Many among them are the heirs of a past even older than yours.

You have allowed me to address you in my own language. In speaking to you about our own experience I shall put your good grace and your patience to the test even to the end. The fact is, however, that I have been able to ascertain, by the number and the precision of the questions which have been put to me almost everywhere during my trip, that this subject is nevertheless of interest to American librarians. It interests you, first, not only because the nation in question is one to which you are attached by all the bonds that both history and community of culture have woven, but also because, in the work of international cooperation on which you set a special importance and of which UNESCO is the most recent expression, the libraries of the various countries must play their part.

I shall talk to you with complete frankness, acquainting you rapidly with our plans and of our first realization of them and not concealing the difficulties which we encounter in adapting institutions, often old, to the needs of both scientific research and popular culture.

I know that many among you have visited France and its libraries. But Paris especially attracted you, and in Paris, the Bibliothèque Nationale, and at the Bibliothèque Nationale, its ancient collections. Their richness and their variety, whether of printed books, manuscripts, prints, or medals, are such that one cannot undertake far-reaching research in the field of history, literature, or archeology without having recourse to them. From the universities and the libraries of the United States there come to Paris requests without end for information, photographs, microfilms. The Bibliothèque Nationale could have considered itself as a sort of museum and have contented itself with a glorious but quiet life—in some ways a soft life—which the preservation alone of its ancient collections would have assured it. It is, on the contrary, the center of an activity which surprises the visitor. It does not content itself simply with absorbing the totality of French production; it concentrates as well—at least it attempts to do so—on the essentials of the foreign book production, and in this direction the generous receipts from your own country are of particular help to it. This constant flow of new productions has posed difficult problems. It has been necessary to construct at Versailles an annex as a deposit for periodicals and in Paris itself to create inside of our venerable palace, of

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which certain parts go back to the seventeenth century, the most modern installations to be found in Europe. Our new Department of Prints, and the stacks of our Department of Manuscripts, are cited as models everywhere.

Activities of the State

SINCE THE liberation great efforts have been undertaken in other directions also. In order to bring out the necessity of a community of views, the general director of the Bibliothèque Nationale in Paris has since 1946 filled also the office (created two years earlier) of Directeur des Bibliothèques de France. Upon his inititative sizable additional appropriations have been obtained from the state for the university libraries in Paris and in the provinces and also for the specialized libraries, particularly in Paris. Paris, thanks to the variety of its libraries, remains still a center of research such as few others in the world. Some of our other cities, however, are justly proud of their ancient collections too, sheltered in municipal libraries, often charming, which answer the needs of the educated and cultured classes who are interested in local researches. But most of them need to be adapted to the needs of a larger public: the lending services should be improved, satellite establishments similar to the branches of your public libraries should complement the activity of the central establishment even to the most distant outskirts. All of this will have to be a cooperative activity between the municipalities and the state.

This activity of the state is found at all levels of our cultural organizations; I know very well that this surprises many citizens of this free America. We, indeed, envy your tradition of local independence which brings into play the finest civic virtues, introduces everywhere the notion of direct control, and strengthens in each citizen the feeling of personal responsibility. All observers of your country have developed this theme. But you must understand the historical process which has created elements of centralization in all sectors of our public life. It happens often that these elements of centralization constitute the very factors of progress. It is precisely this which has happened in the case of the libraries. The nationalization of the personnel in the municipal libraries has frequently made available to them librarians who are truly remarkable; and the general inspectors, representing the Directeur des Bibliothèques de France, are spreading a new spirit everywhere; they bring the financial help of the state to the improvement of collections and watch over the maintenance of the catalogs. There is no constraint. The Direction des Bibliothèques desires to be simply the coordinating agent which gives the necessary impulse, supports the librarian in his city or his university, and makes every effort to provide him with increasing resources.

Public Reading

THE Direction des Bibliothèques is also a creative organism in the field of public reading. It was not possible to hope that in France—a country which has remained in great part rural, where small communities hold the majority of the population—libraries could be established everywhere. It was preferred to establish, in each province, a central depot feeding communal deposits by bookmobiles. These exist at the present time in forty-seven provinces; they would have been doubled if the state of the national budget had not postponed the realization of the initial plan, which was to cover, after some years, the whole territory. The results so far obtained are remarkable; the number of communes thus served has never ceased to grow. I wish to point out, finally, that the coopera-

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tion with the local authorities is constant and that, while the impulse comes from Paris, there has been created in each provincial center an advisory committee in which are widely represented the various groupings, trade union, family, and cultural. Its powers are very wide, and it is to be foreseen that, more and more, the administration of the most important interests of the center will belong to it. Once more it appears that, even in a centralized country such as France, it is possible to find adaptable working methods conciliating the various tendencies.

This effort towards creation, adjustment, and reorganization in the field of libraries is being carried on in the midst of difficulties of which some among you are aware and of which the greater part were born from the war and its consequences. Everywhere the premises, sometimes decaying and left without maintenance, are too small. The collections show serious gaps, which your Association, for more than two years, has been trying to fill by sending books and periodicals. This generous assistance has been particularly appreciated by the French libraries, and they express their gratitude to you through my voice. You have helped us also in rebuilding the collections of some of the libraries which were destroyed during the military operations. I shall cite only two figures: thirty-five municipal libraries have been destroyed totally, forty in part. The old collections, especially valuable, of Caen, Chartres, Tours could not be saved. These are the shadows, the sad shadows in the brief picture of the French libraries which I have had to outline for you.

Improving Cultural Institutions

FRANCE, which is attempting to repair the ruins caused by the war, which has surmounted the moral ordeal of the Nazi occupation during which its best elements lived in resistance to the oppressor or in camps of extermination, is pursuing at the same time, on both the local and national levels, the improvement of its cultural institutions. It was the fact that she has conserved, unaltered, her belief in the supremacy of the life of the spirit that the United Nations wished particularly to recognize when, late in 1945 at the Preparatory Conference in London, Paris was selected to become the seat of UNESCO, as it had been chosen, more than twenty years before, to be the seat of the International Institute of Intellectual Cooperation.

The nations which have the most deeply experienced the hardships of war are now the most earnest in wishing to prepare the conditions of a lasting peace. They have learned—as was said by the poet—that "civilizations also are mortal just as human beings." Because they know the precariousness and the fragility of civilizations, they wish to make every possible effort to protect them against a renewal of barbarity, against a new outburst of the evil forces which bring wars. They wish, frequently almost desperately, to place their whole faith in the efforts which have been carried on now for three years to organize the peace and which have found their center in your great country.

UNESCO

AMONG ALL the specialized agencies which gravitate around the United Nations organization and which, each on its own particular plane, work in common, the task of UNESCO must be considered as essential. This will be admitted if the present conditions of international life are considered objectively. All organizations, whether they be political or technical, operate through consultations of experts; and it is after long and numerous meetings of committees, subcommittees, commissions, subcommissions, that solutions come to

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light. But it may occur—and this did happen between the two world wars, in spite of the efforts of the League of Nations—that reality elbows aside the best established texts and the most highly elaborated treaties and that the waves of opinion coming from the depths even of the popular strata in the various countries submerge these paper structures which seem to have to shelter the peace. I shall not cite any examples; the history of the last twenty-five years is full of them.

Act on Public Opinion

It is, then, on public opinion that it is necessary to act, and not by the means, often stupid, employed by so-called propaganda—this propaganda which does not always dare tell its name and which slowly, infallibly, deforms the public mind, when it does not poison it. The work to be undertaken is one of education of what you willingly call the "masses." But the task of UNESCO has been conceived on an even wider plan. The agreement by which it was created states this: "The member countries, determined to insure for everyone full and equal access to education, the free pursuit of objective truth, and the free exchange of ideas and knowledge, decide to intensify and multiply the communications among their people." This text, voted in London in December 1945, has been often quoted. It was to be quoted again one year later at the Conference of Paris, which specified that UNESCO, to contribute to the peace, must promote cooperation among nations: by *preserving* the knowledge which men have of the world in which they live; by *increasing* that knowledge through research and study; by *expanding* that knowledge through education and general information. Around these three essential notions of conservation, of research, and of diffusion, a vast program has been built up to interest all of the disciplines.

Now the question is to undertake the realization of that program in accordance with an order and a method clearly determined. Through this only will it be possible to be in the right of the criticism and the mockery which cannot fail to arise toward a new institution. Mr. William Benton some months ago quoted some journalists who accused UNESCO of "riding on clouds." To such skepticism answer will have to be made more through the precision and the reality than through the affirmation of a belief.

A happy sign is to be seen in the harmony which was established from the start and which has never been discontinued between the American and the French delegations. I am able to attest to this, since I have been a member of the latter, as I was also on the other hand the representative of France to the Preparatory Commission. I shall also attest, with a special pleasure in your presence, that the part of the program which is concerned with libraries has been the object of thorough studies and that it is in addition among those parts of the program which have encountered no objections from the delegates. Not only have the problems concerning libraries been considered, but also most of those which regard the book itself, its production, its distribution, the obstacles which restrain its free expansion from country to country. In each of the sectors, whether it were a question of the exact sciences or the social sciences, pedagogy or the fine arts, when the best means to establish exchanges from people to people was to be determined, it was always to the book that we came back.

Written Civilization

You will allow me to stress this point, because this has created great responsibilities for us all. There are, of course, other means of expression of thought which

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDS No.

have developed themselves in a surprising manner; but I do not believe that the movies or the radio, for example, can ever substitute themselves for the written word. "Written" civilization has not ceased since 1939 to be threatened and injured. It is of that you were certainly thinking when you gave to this evening's meeting as a theme the topic of "The Preservation of Peace through Cultural Cooperation," but you were also thinking more particularly of all that can be done through the book as the agent of that culture. The book is the memory of man; memory which would be quite fugitive if not thus set down by it.

It should not be a question of creating among nations, through the book, an artificial unity which would be uniformity, but instead a living humanism, diverse in form, adapted to the most varied of climates and temperaments. There have been, in the past, happy periods—the eighteenth century is one of them—when the same ideas, most often through the book, arose to make fruitful the natural genius of peoples. Across continents, in spite of all the things which disunite governments and states, in spite of intrigues and even wars, there has been able to exist a society of minds which has devoted itself to the perfecting of mankind. The history of the United States has been nourished on such magnificent concepts. It is not because a narrow, limited, sectarian nationalism has slowly driven them back that we need to despair of seeing them triumph someday. It will not be through constraint. In any case, we can declare here that we will never contribute to the spread of works in which a will to unification is baldly asserted. We know too well the fate of the European nations which burnt the books in their libraries and purged their universities. And we will take up willingly once more the words, "Cursed be the people of an only book."

UNESCO and Libraries

IN THE EFFORT which UNESCO proposes to itself for promoting free exchanges around the book, it is aware of the fact that it cannot do anything, that it will not be able to do anything, without the cooperation of those who have the responsibility for the distribution of the book; that is to say, the librarians. That is why in establishing its program it cannot fail to take into consideration the opinions expressed in international meetings such as that recently at Oslo, as well as national meetings such as that which a section of the United States National Commission for UNESCO held in March in Philadelphia under the chairmanship of Luther H. Evans. The precise conclusions in the report presented there by Ralph A. Beals show what UNESCO can expect from the spirit of enterprise and the experience of American librarians. Thus, you add to all that the world already owes to the United States in the cultural field and of which a great French poet, Paul Valéry, declared, on the eve of the war, that they had become the guardians. In inaugurating an exhibition of "The American Book" in November 1938, Paul Valéry pronounced this allocution, to which the succession of events was to give a prophetic meaning:

> I address to the citizens of the United States the words of a poet of the old continent. I say to them that the American continent is for the ancient European culture the only hope which remains to us. All our civilization is seriously threatened by the increasing bestiality of hatred and of political covetousness. Our monuments, our artistic masterpieces, our libraries can be destroyed in a few weeks. Our spirit is more threatened still. Only America will be able to preserve and maintain the treasures of knowledge and the works which Europe has accumulated during so many centuries.
>
> I should wish that the American people be conscious of that responsibility so magnificent and so essential for mankind.

DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS NO.

Mr. Sauer Spoke at the Second General Session of the San Francisco Conference on July 1

Libraries in Our Cultural Program Abroad

CARL A. SAUER

AS YOU ALL KNOW, one of the fundamental tenets of the foreign policy of the United States is the encouragement of mutual understanding among the peoples of the world. That tenet is currently expressed in legislative language in the preamble of H.R. 3342, which you know as the Mundt Bill, recently passed by the House and now being considered by the Senate Foreign Relations Committee:

> An Act to Enable the Government of the United States more effectively to carry on its foreign relations by means of promotion of the interchange of persons, knowledge, and skills between the people of the United States and other countries, and by means of public dissemination abroad of information about the United States, its people, and its policies.

The Department of State has, of course, been carrying on the activities just listed since 1939 and before, but on a basis of partial, indeed piecemeal, legislation, or informally. No doubt the first American ambassador ever appointed took books along with him to his post and conducted, in effect, a United States information library, disseminating abroad "information about the United States, its people, and its policies." You have met, at this conference, notable examples of the program of interchange of persons. The Department of State played its part, in collaboration with the Library of Congress and the American Library Association, in bringing to this country the distinguished librarians who are here as your guests. The Mundt Bill, would merely provide a world-wide, inclusive, and conclusive recognition of the vital role already being played by cultural and information activities in our foreign policy.

Those activities are carried on, in simultaneous and complementary fashion, on two planes. This government participates in and contributes to multilateral international efforts such as UNESCO. At the same time the department carries on bilateral international programs, sometimes officially cooperative, sometimes not, with most of the nations of the globe. On both planes the department invites the active collaboration of other government agencies and of private organizations and agencies. In the last-named category, the collaboration between the department and the American Library Association has been outstanding for its harmonious intimacy and for its effectiveness. I shall have more to say on that point later. At the moment I wish to address myself exclusively to the second of the two planes I mentioned, namely, the bilateral international programs.

MR. SAUER, acting chief of the Division of Libraries and Institutes of the Department of State, is a native of Minnesota and graduated from the University of Minnesota in 1923. In 1937 he became head of the Foreign Language Department of Ventura Junior College, and he began his international career when he was made director of the Centro Colombo-Americano, Bogota.

DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS NO.

From the beginning the department has given full recognition, in the question of the increase of mutual understanding among peoples, to the book and to the library. It has done this by making possible the international interchange of librarians, by the distribution of thousands and thousands of American books in the other American republics, in the Near East, and in the Orient (here again with the aid of the A.L.A.), by the provision of book services in American cultural centers abroad, and by the founding and the continuing operation of American libraries in foreign lands.

I shall not bore you with statistics, though we who have the unenviable responsibility for the administration of all these services think them most impressive in spite of our having scarcely scratched the surface. Nor shall I let my feet leave the ground and soar into a high San Francisco fog with a recital of grandiose but nebulous plans for the future. Let me instead tell you very simply what the situation is and how it came to be.

American Cultural Centers

AFTER THE enactment of the so-called "Cooperation with the American Republics Act" of 1939, there came into being a chain of American cultural centers in this hemisphere. These are autonomous corporations whose boards of directors are made up of nationals of the host countries and Americans resident there. They carry on a multiplicity of activities, chief among which are the teaching of English and the provision of book services. The department assists them by providing administrators, teachers, and, as funds permit, professional American librarians, in an effort to improve their book services to the point where such services can be dignified with the name of libraries and be worthy of being pointed to as exemplars of the library profession as we understand it. To date there are twenty-seven such centers, with forty-four branches. Their continuance is assured, for the Congress made appropriative provision therefor without question.

American Libraries

AT THE SAME time that this government began assisting cultural centers it entered the library field abroad. The Office of the Coordinator of Inter-American Affairs, in conjunction with the Department of State, turned to the American Library Association for the professional know-how which neither government agency then possessed. The result was the founding and operation, under contract, of three institutions with which I am sure you are all familiar: the Benjamin Franklin Library at Mexico, the American Library at Managua, and the Artigas-Washington Library at Montevideo. With the later creation of the Division of Libraries and Institutes within the Department of State, charged with responsibility for complete management and servicing of overseas libraries, the operation of these libraries passed to the department, but I cannot refrain from public acknowledgment, here and now, of the work of the pioneers who founded them and made them the outstanding successes they are: Harry M. Lydenberg, Marion A. Milczewski, Bertha B. Harris, Rodolfo O. Rivera, and Arthur E. Gropp, to mention only the earliest and most outstanding. Today it is a moot question who is proudest of these institutions, the Americans who provide the initial impulse and continue to provide professional personnel and costs or the people of the three countries in which they are located, who have adopted them as "their" libraries.

U.S. Information Libraries

IN 1945 the Office of War Information was "blanketed into" the Department of State, as the phrase then was. The depart-

DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS NO.

ment then inherited among other things a chain of United States information libraries and was charged with their maintenance and development. A Division of Libraries and Institutes was created, with Richard H. Heindel as its chief and myself as his deputy. The name of the division, incidentally, is a misnomer if all its multifarious duties are taken into consideration, but I should bore you if I went beyond naming institutional development, the distribution of books, the exchange of publications, the development of translations, aid to educational institutions abroad, music, and art.

Two Basic Principles

SUFFICE it to say that this division from the first has operated on two basic principles. The first is that a United States information library abroad should be exactly what its name implies, namely, that place in any community to which anyone turns for the answer to any question dealing with the United States, whether it be the volume of water plunging over Niagara Falls every second, the successive developments in our constitutional history, the latest American advances in the study of poliomyelitis, the best type of road construction through a marsh, or the real name of Mr. Deanna Durbin. The second principle is that this library will be continuously successful in direct proportion as it is entrusted to professional American librarians.

There have been changes in personnel in the administration: Dr. Heindel has resigned and at the moment I am his "acting" successor. But the principles remain the same. What amazes me afresh, day after day, is that those two principles are not automatically and universally accepted.

There are still far too many people in this country who think of a library as a carefully arranged, never disturbed collection of books presided over by a worthy but indigent professor's widow who is pained when a book is actually used. Even more enlightened people think that a library can be entrusted to any well-rounded personality whose chief responsibilities lie elsewhere and who can "take care of" the library with his left hand and in his spare time.

Type of Modern Librarian

AH, NO! You and I know that a modern librarian is a public relations expert who meets the long-headed pundits and the flat-heads on their own levels and provides what they are looking for. Indeed, the United States information librarian must know what the key people of the opinion-forming groups in his community are going to be interested in and get it to them before they know what to ask for. He must supply the diplomatic mission with the précis required by political, economic, and press officers. He must be a sort of universal genius, able to make speeches before all kinds of groups, preferably in their own language, able to run programs of motion pictures, musical recordings, exhibits and art shows, children's programs—in short, all the things the modern American librarian does so well. And he must know the United States. If any of you think you know this country well, go abroad and attempt to answer the penetrating questions asked of you. It is a chastening experience, I assure you. And finally, he must be an exemplar of the best type of human being America has to offer.

Are there such people? Of course there are, and right in your profession. Three proved examples are among you this evening, "alumnæ" of the United States information libraries: Flora Belle Ludington, Mrs. Evelyn Steel Little, and Mrs. Mary Duncan Carter. Others have returned to

posts in this country after hair-raising but spiritually satisfying experiences abroad, and those now in the field are of the same stamp. With a zeal and a sacrifice of self that I had not known before I was suddenly dropped into this kind of international work almost six years ago, they have achieved truly remarkable results. I wish I could here go into anecdotes and examples of how they have carried on, improvising the tools of their profession which somehow never seemed to arrive from the states, without adequate staffs, and sometimes even without understanding on the part of their immediate superiors.

Results

LIKE TEACHING, this work provides its rewards on the spiritual rather than the material side, and its results are too intangible for precise statistical measurement. But in the sixty-seven libraries in existence as of yesterday and in the three American libraries in this hemisphere, our librarians, with a total of 155,000 volumes, have achieved an annual volume of users of 3,072,236. Compared with an American public library serving a similar-sized population center, an average United States information library, at one-third the cost and with one-sixth the staff, reaches almost three times as many people. Compared with an American public library system with the same number of books, the entire overseas library program reaches seven times as many readers.

Those figures speak for themselves in two directions: the accomplishments of our librarians and the thirst for knowledge about the United States. I am certain that in this program the devotion of the field staff and of the Washington staff are giving the taxpayer more value for his dollar than he really has any right to expect.

Incidentally, it is not planned to create within the foreign service a new lifetime career for overseas librarians. Rather is it the hope that librarians, like the teachers of English in our cultural centers, will accept appointment abroad for a few years, actively interpreting the United States in foreign lands, and then return to this country, to the enrichment of their profession and the national life. For cultural interchange is a two-way street, in more senses than one.

The Future

In closing, I should like to indicate the role of the library profession in this program in the years to come. If the department is to operate libraries, it should be obvious that it must follow the highest professional standards. It must staff the libraries with professionals and it must at all times enjoy continuing professional advice and counsel. For all that it turns naturally to that private organization having competence: the American Library Association. Just as on the one hand the A.L.A. could not carry on its international activities without the Department of State, so on the other the department could not carry on its library activities without the American Library Association.

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The Chairman of the Acquisitions Committee Describes
One Aspect of the Assembly of Librarians of the Americas

Inter-American Acquisitions Problems

PHILLIPS TEMPLE

TWO OF the factors contributing to the success of the Assembly of Librarians of the Americas, the "first bona fide international conference of librarians to be held in the United States,"[1] which met at the Library of Congress, May 12-June 7, 1947, were the care shown in the organization of the agenda and the functional division of meetings into general sessions and committee meetings, as befitted "a combination conference and workshop."[2] The general sessions were of the panel type and allowed for general discussion, stressing broader issues. The committees, on the other hand, were instructed to confine themselves to specific problems and to the practical means of solving them. Thus, there was ample opportunity to draw out both the theoretical and practical implications of the assembly's theme, "The Library in the Americas—A Blueprint for Tomorrow."

Five working committees were set up, each one headed by two co-chairmen (a Latin American librarian and a North American librarian): (1) education for librarianship (Gropp and Penna); (2) technical processes (Krieg and Aguayo); (3) acquisitions (Temple and Fuenzalida); (4) bibliography (Burgin and Cortázar); (5) library science and development (Steinbarger and Patiño). At the final sessions of the assembly the resolutions of each committee were introduced, discussed, amended, and approved. Here, in brief, are the projects embodied in the resolutions of the acquisitions committee. (One word about that word "resolution"—in this context it does not mean merely a formal statement of what ought to be done: the projects listed are at present *in progress* because the assembly's acquisitions and other committees were placed on a permanent basis before the general adjournment in order to put teeth into their recommendations):

1. That there be compiled a guide to inter-American sources of nonbook materials, suggested specifications for which have been drawn up by George A. Schwegmann, Jr. (photoduplicated materials), Edward N. Waters (music), and Gayle W. Starnes (motion pictures)

[1] *Library Journal* 72:833, May 15, 1947.
[2] Assembly of Librarians of the Americas. *Document 4:* "The Agenda," p. 1. The assembly was documented by a series of standard informational and regulatory publications (the agenda, list of delegates, instructions to chairmen, etc.) and by a "Daily Bulletin" recording the discussions and decisions of general sessions and committee meetings. The resolutions of each committee were published as "Appendix to the Library of Congress Information Bulletin, June 10-16, 1947." Ultimately the proceedings of the assembly will be published as an independent document.

MR. TEMPLE has been librarian of Riggs Memorial Library, Georgetown University, Washington, D.C., since 1937. He attended Peabody Institute, Johns Hopkins University, Loyola College, all of Baltimore, and the Pratt Free Library training class. Previous to his position as first assistant in the business and economics department of the Enoch Pratt Free Library, he worked as an investment counselor. He is chairman of the A.L.A. Book Acquisitions Committee and is a member of S.L.A., D.C.L.A., C.L.A., and the Inter-American Bibliography and Library Association.

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2. That copyright regulations be clarified with respect to the rights of libraries to reproduce copyrighted materials for scholarly and other noncommercial purposes

3. That a representative from each country participating in the assembly assist in the compilation of information about official agencies which prepare and publish maps in his area; that a list of dealers handling non-official maps be compiled; and that the information be cleared through the office of Dr. Burton W. Adkinson, Maps Division, Library of Congress

4. That there be established a subcommittee to compile a selected list of dealers in the inter-American book, periodical, and map trade for the purpose of compiling and distributing questionnaires whose data will be collated and published for the mutual benefit of libraries in the Americas

5. That the assembly urge the U.S. Department of State and the other agencies concerned to carry forward to completion the tentative proposal now under consideration for the sale of U.S. government publications in other countries through official channels; and to explore the possibility of a similar arrangement for the distribution here of documents from the governments of Latin American countries

6. That the cooperation of the Pan-American Union, UNESCO, and the International Trade Organization be enlisted to have the free import of books by libraries simplified and to have books excepted from currency control in the countries where such control is practiced; and that the members of the assembly give their individual consideration to UNESCO's "Draft Proposal for UNESCO Book Coupon Scheme to Overcome Currency Barriers to the Free Flow of Publications"

7. That steps be taken to have airmail and regular mail rates lowered for bibliographical materials

8. That a more efficient method of handling periodical subscriptions placed by Latin American libraries with agents in the United States be evolved; that publishers who now accept periodical subscriptions from individuals only should extend their services to libraries as such

9. That libraries receiving offers of rare books and manuscripts from other countries, particularly such as pertain to the cultural patrimony of a given country, should investigate the origin of the materials offered and acquaint themselves with the legal requirements concerning importation and exportation of such rare materials

10. That the next booksellers' association convention in Latin America be made acquainted with the resolutions of this assembly insofar as they concern the book trade and that they study the possibility of improving the routines now observed in placing orders and making payments for books transported from one country to another

11. That in order to secure the continued cooperation of the librarians participating in this assembly, a permanent inter-American acquisitions committee be established; that this permanent committee be composed of librarians representing every country participating in this assembly; and that Mrs. Edith Wise, assistant-in-charge, Hispanic Exchange Project, Library of Congress, be empowered to act as chairman of such committee

12. That the American Book Center be used as a center for the exchange of materials among inter-American libraries along the lines indicated in the proposal made on Mar. 4, 1947, by Luther H. Evans, Librarian of Congress.

Such, in severely abbreviated form, is the substance of the work accomplished at daily meetings extending over a period of weeks. What cannot be conveyed very easily is a certain by-product of all this which, in the opinion of those who participated, was the most fruitful and abiding feature of the assembly: the inspiration of a vital personal contact which turned abstract reputations and printed names into personalities. For many of us "Norte Americanos" Latin America is no longer "that place on the map"—it is the home of people we know. We know who to write to for a piece of information; we don't hesitate to ask favors; the work still to be done by the permanent committees insures the continuance and growth of these friendships. In the opinion of this observer that's the kind of "hemispheric solidarity" that means something.

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Sponsored by the
A.L.A. Bibliography Committee

Future of the Bibliographical Center

JOHN VANMALE

THE Bibliographical Center for Research, Rocky Mountain Region, is now twelve years old. In those twelve years it has grown from an idea in the brain of Malcolm G. Wyer, its founder, to an institution. It has passed the experimental stage. We have few reasons to doubt that it will continue to be what it is now, an essential cog in the educational machinery of this region. In the words of Louis R. Wilson, it has "major significance to the region and nation. The coordination of library resources of the Rocky Mountain Region and the development of the Bibliographical Center rank high among the achievements of librarianship at its best in the United States."[1]

Much the same might be said of the other two bibliographic centers, in Seattle and Philadelphia. Summarizing the first session of the Institute on Regional Library Centers at the A.L.A. conference in June, Robert Bingham Downs said:

> The most encouraging feature of the bibliographical center situation today, and the most convincing argument for continuing the centers, are that cooperating libraries are willing to contribute to their support. When one considers the limited funds with which many of the libraries operate, they could pay no more perfect tribute to the effectiveness and value of the bibliographical center services.[2]

We have further evidence of the center's vitality and importance in the annual report of the director, Mrs. Eulalia Dougherty Chapman.[3] Every day its staff has all the work it can manage, and a little more besides. The most convincing evidence, as Dr. Downs has said, is the list of contributors and the size of their contributions. Ten years ago there was considerable doubt in our minds whether a library could, legally, contribute to the support of an organization such as this. Libraries customarily pay out money to publishers and societies, but always on a piece-for-piece exchange—so much profit for so many books and a membership for a magazine. Here was something new—payment to a specialized annual service. Payments to a bibliographic center now seem perfectly natural, but at the time they were a new departure in library practice. The founder and the members of the bibliographical center deserve recognition for this innovation. The

[1] *A Report on the Mary Reed Library*. Denver, University of Denver, 1947, p. 18.

[2] *College and Research Libraries* 8:66, January, 1947.
[3] Bibliographical Center for Research, Denver. *Annual Report, 1946*. Denver, 1947.

MR. VANMALE, a native of Michigan, attended the University of Colorado and has an A.B., M.A., and his library degree from the University of Denver and his doctor's degree in library science from the University of Chicago, the latter of which he attended on an A.L.A. fellowship. His library experience includes his present position as librarian of the Mary Reed Library and assistant director of libraries at the University of Denver, director of the Denver Bibliographic Center for Research, acting librarian of the University of Denver, research librarian of the Denver Public Library. Several years prior to his library experience he was a dealer in Americana. He is the author of various publications on union catalogs and bibliographic subjects and is the publisher of Hafen and Ghent's Broken Hand and Old West series of pamphlets.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO.

size of the contributions exceeds anything we imagined possible ten year ago. Then we did not believe that any library would contribute more than $50 or $100. However, the director's report for 1946 lists one contribution of $3000, another of $1000, and several around $500. All this evidence proves the center's present usefulness and prophesies its future growth.

The center has become a valuable property which belongs to the whole region. Some of its assets have a definite market value: the book collection, for example, which is a good collection of fundamental bibliographies. The union catalog cost many thousands of dollars. Its replacement value must be enormous. The center also brings certain intangible benefits to all its members, such as publicity of a high order. Universities list the center as part of their equipment when seeking accreditation. To public libraries it means the right to say, "We spend our book funds carefully to meet the greatest demands, but we can nevertheless satisfy exceptional needs through the bibliographical center."

Requires Cooperation

ANOTHER intangible by-product is the tradition of cooperation fostered by the center. Western colleges and libraries have always cooperated, but they have also indulged in rivalry—an exciting sport like gambling, but seldom profitable. Much of the center's progress is unquestionably due to the desire of western librarians to prove their esteem for cooperation itself, quite apart from the benefits their institutions obtain by cooperating. Nothing else out here offers so great an opportunity to test the merits of cooperation. The center has proved that all varieties of libraries and the institutions or governments they serve can forget their rivalries and work on a common program.

The center has an experienced staff. The director has worked longer in bibliographic centers than anyone else in the world, simply because she has been with the bibliographical center since it started and ours is the oldest of the three centers. The staff has developed techniques of central loan and reference services and has constructed a network of cooperation for solving difficult questions by referring them to special libraries and subject experts.

But like all institutions, bibliographic centers have certain shortcomings. They have not yet solved the problem of financing. The sponsoring librarians meet too seldom and then spend more of their time on business matters than they do in discussing the problems the centers aim to solve and the trends they seek to embody, such as those implied by specialization agreements, central cataloging, and joint book purchasing agreements. And last, when the centers hold their meetings, the attendance consists too largely of librarians and not enough of professors, professional men, labor leaders, and club presidents. In other words, the centers remain too much the concern of librarians and not enough the concern of the people who use libraries.

While all three bibliographic centers are open to these criticisms to some extent, each has gone farther than the others in meeting one or two of them. Seattle, for example, has gone farthest in solving the financial question, Philadelphia in avoiding exclusive control by librarians. All three have accomplished more than anyone dreamed possible thirteen years ago, when our center was only the germ of an idea. They are what they are now because many librarians and educators have worked together to plan and develop their functions. As they come into contact with more people and organizations, they will evolve still further. No one can say what the centers will be thirteen years from now, except that they will surpass our expectations.

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An Open Letter to the A.L.A. Executive Board and Council

Should All People Read?

GREAT EMPHASIS is now being placed on publicity and public relations, and public libraries are roundly upbraided for failure in this field. I am not sure that the criticism is justified. It may be that the fault lies with the public rather than with the libraries. In any event, much of our effort may be wasted if we do not know the actual conditions.

I am not enthusiastic as a rule about polls and surveys. They too often supply statistics but not the explanations of the statistics, and thus fail to produce practical results. There is one study, however, that I should like very much to see made. I should like to see a sampling of, say, 3,000 people studied intensively in a city having a population of not less than 100,000 nor more than 300,000 and maintaining an active public library. The purpose would be, not to learn how many use the library, but to learn why the nonpatrons do not. We could thus discover whether the cause was lack of information about the library, lack of literacy or education, defects in reading ability, lack of intellectual curiosity, or, finally, lack of the public library to live up to its opportunities.

In normal years before the war Springfield had 150,000 inhabitants, of whom 62,000 were registered as card holders—about 40 per cent. While this is a fairly high enrolment for a city library, it would be a sorry showing if it meant that 88,000 potential readers were not being served. However, a careful sampling of more than 700 families indicated that 36,000 people without library cards could, and many did, use the cards of other members of the family. Some 3,000 people (perhaps more) without library cards were probably served by the many deposits in factories, offices, and institutions. Some people, at a guess, 1,000, prefer to buy rather than borrow (and not a few patronize rental libraries because of their ampler supply of current novels). Also, there were about 11,000 children too young to read. Assuming that perhaps 7,000 people were handicapped by mental or bodily defects or by illiteracy, there remain an estimated 30,000 who may be considered potential patrons of the library. Is failure in publicity or public relations the reason these 30,000 people do not use their library?

With reviews of library books published every week in three newspapers; with information about the library ranging from brief news items to feature articles appearing on the average of one to three days every week; with spot announcements over three radio stations every weekday; with a sixteen-page bulletin distributed monthly to between 4,000 and 5,000 families; with special lists, circulars, and letters sent to trade unions, ministers, veterans, and many others; with lists of technical books posted in factories; with innumerable exhibitions; with occasional displays in banks, store windows, etc.; with newcomers moving to the city given information and an invitation to the library; with foreign speaking adults in the evening schools brought to visit the library, and classes from the day schools given instruction in its use; with adults influenced by their children practically all of whom are reached through the schools; with frequent addresses to groups and organizations; with a generous supply of books and a courteous and intelligent staff—it would seem to me that most of the inhabitants who can read should have a fair idea of what the library offers.

The important question then is, why do at least 30,000 adults, about one quarter of the adult population, most of them graduates of our schools, fail to use the library? And how many of them, assuming the best possible publicity and public relations, could be won as readers, and by what means? Many of the people, I suspect, were never properly taught to read and should have had remedial training. Some failed to have the reading habit inculcated when they were young. Many, ranging from servant girls to highly placed executives, from persons with a limited elementary education to college gradu-

DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS NO.

ates, for some unknown reason never read a book. Can these sows' ears be made into silk purses? And how?

If the American Library Association can persuade some foundation to conduct an adequate study, we should learn the fundamental facts about individuals and why they do not read books or use their libraries. We should then know whether the difficulty lies in faulty library public relations or elsewhere. Otherwise, in blaming the libraries we may be barking up the wrong tree.

HILLER C. WELLMAN, *Librarian*
City Library Association
Springfield 5, Mass.

MR. WELLMAN certainly has a point when he says that the failure to use the public library may not be due to any fault in the library itself. Without doubt, those 30,000 nonusers have reasons of their own for neglecting the library which may or may not have anything to do with their awareness of the library's existence.

Nevertheless, the 30,000 still constitute a public relations problem. The library's publicity may be excellent. Every man, woman, and child in town may know what the library has to offer. But if the individual thinks books are unmanly or disease-carriers or a royal road to moral disaster, he still won't use the library's books. As many public relations specialists have pointed out, it isn't the truth or falsehood of a public attitude which influences action. The important thing is the existence of the attitude.

Attitudes can be changed, and the process of changing them is public relations aimed not at the people who do read, but at the people who don't. Again Mr. Wellman is right in saying the first step must be the identification of attitudes. What are the reasons people don't use the library? The National Opinion Research Center polled nonusers of libraries in 17 cities in 1945. Less than one per cent were unfamiliar with the library and its services. Thirty-five per cent said they were too busy to read. Eleven per cent said they didn't like to read.

Has the library no responsibility for changing these attitudes? We know that people are not too busy to do what they really consider important. We suspect they do not dislike an activity which they find rewarding. It should be within the library's sphere to convince nonreaders that reading is both important and rewarding.

An adequate public relations program can change attitudes. In this case, it may utilize methods as far-removed from the usual concept of public relations as classes in reading better and faster; or as generally accepted as synopses of plots on the inside covers of novels. The serious first steps are the identification of obstacles to reading, the analysis of how the nonreaders can be reached, and a conscientious plan for overcoming the obstacles. Until a public relations problem has been approached in this way, we cannot fairly say that it has been given its chance.

The question of identifying the reasons why people do not use public libraries is scheduled for thorough analysis as part of the American Public Library Inquiry, which is being conducted by the Social Science Research Council under the directorship of Dr. Robert D. Leigh and which was announced after Mr. Wellman's letter was written. Completion of this study will take two or three years, but it will probably be the most exhaustive and the most reliable investigation to date.

OLGA M. PETERSON, *Chief*
A.L.A. Public Relations Office

TO BE A MEMBER of an Association for personal benefit introduces a wrong motive, as it may induce a spirit to examine each proposal which comes forward for decision, not from the standpoint of whether it is a good proposal in itself and likely to benefit the Association as a whole, but from the selfish standpoint of how does this affect me.

"THE LIBRARY ASSOCIATION AND THE YOUNG LIBRARIAN"
By Duncan Gray in *Library Association Record,* April 1947

DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS NO.

What They're Doing

Seattle Advertises a Book

Recently the Seattle Public Library ran a four-hundred-line paid newspaper advertisement emphasizing the importance of reading *Must Destruction Be Our Destiny* by Harrison S. Brown, coauthor of the article "Atomic Energy and Your Future" in the March *Bulletin*. The library placed sixty copies of the book in the main library and forty copies in the branches. On the second day after the ad's appearance all of the books were in circulation and demand for related books had picked up noticeably.

To boost further distribution of books related to atomic energy, the library prepared a list of volumes on the subject, made a display of U.S. Navy photographs from the Bikini bomb test, and arranged a showing of the Navy color film "Operation Crossroad."

Gastronomy Scrapbook

One of the features of the Public Affairs Room of the Carnegie Library, Pittsburgh, is an international gastronomy scrapbook in which patrons write out recipes brought to America from other parts of the world.

Atomic Publicity in Michigan

Michigan State Library and Lansing Public Library cooperated in arranging a public discussion meeting, conducted by various local speakers, on "The Atom: How We Can Live with It," which was held March 26 at the Lansing Public Library. About one thousand handbills were distributed to various state departments, the legislature, and organizations in the community. Window cards were also distributed.

Scarsdale Surveys Readers

A survey of readers' interests, similar to those used by the St. Louis Public Library in recent years, was undertaken this year by the Scarsdale, N.Y., Public Library. Letters were sent to borrowers selected from the circulation records of two separate days, asking the readers to tell why they had selected the books borrowed on those days. The replies in response to these letters formed the basis for the library's interesting annual report, according to the librarian, Anne J. Rymer.

Candy Machine for Staff

An attractive mechanical candy vendor has been installed in the staff room of the Toledo Public Library. The machine holds six kinds of nickel candy bars and is reloaded two or three times a week. Every tenth nickel goes into the staff association treasury.

Nevada Librarians' Workshop

Starting June 11, 1947, a workshop for librarians from small school and public libraries who find it impossible to take extended professional work, was offered at the University of Nevada under the supervision of James J. Hill, university director of libraries, and sponsored by the university, the Nevada Library Association,

DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS NS

and the state superintendent of public instruction.

Sale of Old Books

Cary Library, Houlton, Me., cleared over $50 at a special sale of old books which the library no longer needed. The money resulting from the sale of these volumes which were mostly out-of-date and not worth library shelf space, was used to buy more books for a Book Week exhibit, as well as for extra copies of *While Time Remains* and *Grandma Moses, American Primitive*.

Chicago's Business Library

Chicago Public Library established in April a business library on the fourth floor of its main building, which is fully equipped for reference and research services as well as for lending books for home use.

Windsor Report

A leaflet entitled "What Goes on Inside?" accompanied by a clever line drawing of a library with books bursting out the sides and door, contains the annual report and a description of the activities of the Public Libraries, Windsor, Ont., Canada, during the past year.

Recruiting on Radio

Recruitment for librarianship was emphasized on a recent weekly radio program of the Canton Public Library, when Laura B. Briesemeister, head librarian, and Lewis C. Naylor, county librarian, were interviewed over the air.

On the Use of the Library

Brooklyn College Library has prepared two helpful pamphlets on the use of the library: one to aid the teaching staff, *Library Handbook for the Faculty*, and the other, *The Clue to the Resources and Services of Brooklyn College Library*, with amusing illustrations and helpful explanations of practices and procedures, for the benefit of the students.

Los Angeles Dreiser Exhibit

The Los Angeles Public Library has had on display the Theodore Dreiser Collection, which was presented to the library's literature and philology department by Mrs. Dreiser and Mr. and Mrs. Byron B. Smith. Included in the collection of writings was a series of fifty mounted items showing the author's life in photographs and quotations from his books.

"Love Stories"

Newark Free Public Library has prepared a list of "Love Stories" subdivided under such headings as "So Well Remembered," "The Young Enchanted," "Light O'Love," "To Be Young Was Very Heaven."

Erie's Record-Lending Library

On May 1 the Public Library, Erie, Pa., opened a record-lending library under the sponsorship of the local Junior League, which took part in the initial planning, furnished money for records, cabinets, and a player, and will supply aides to man the service. The Erie Public Library will furnish printed and other supplies, and space for the project, possibly extending further aid at the end of the initial two-year period.

Open House at White Plains

To acquaint the city officials of White Plains, N.Y., with the functions and services of their local library, the board of trustees and staff of the White Plains Public Library held an open house, with staff members acting as guides, during the library's regular evening hours on April 14. The librarians believe that the officials "gained an enlarged view of the value of a public library to the community."

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Saskatchewan Library Scholarships

For the second consecutive year, the Department of Education, Saskatchewan, Canada, awarded three library scholarships of $600 each to assist qualified young people to secure training in librarianship at accredited library schools. The awarding of these scholarships was one of the recommendations of the library advisory board which the government organized to study library problems in the province.

Fitchburg's Youth Library

A Youth Library Project is being sponsored currently by the Public Library, Fitchburg, Mass. The 7000 pupils of the local schools banded together and pledged themselves to *earn* $10,000 through personal effort as their contribution toward a new, modern young people's library unit and auditorium. By giving up movies, comic books, bubble gum, and other childhood "musts" and by earning money at odd jobs, the children have thus far saved and contributed $8500 toward the library. It is the hope of the library trustees to raise the necessary balance through public subscription, as the building plans and site have already been chosen.

N.Y.P.L. Great Books Program

Public libraries in New York and nine neighboring areas are cooperating with other educational agencies in a Great Books program starting this fall.

Rockford College Book Contest

Students at Rockford College, Rockford, Ill., participated in a book contest during this last year. The object was to assemble a personal library on a budget of no more than $15. The students were encouraged to buy inexpensive and secondhand copies of books when possible, and as an aid they were furnished lists of Chicago bookstores.

Also of interest to book lovers was the second annual book fair held in May on the lawn of the college campus. The six hundred rare volumes offered for sale had been purchased by Jean M. Sharpe, the librarian, from the Harding bookshop in London.

Regional Library Association Planned

Some twenty-five librarians from nearby states, who had come to Denver as delegates to the regional UNESCO conference, met in an unofficial meeting May 15 and 17 to discuss plans for a Mountain-Plains Library Association to be officially organized at a conference which would be held in 1948.

Missouri's County Librarians Meet

At the first meeting of librarians and staff of Missouri's twenty-nine county libraries held July 20-21, at the State Library, Jefferson City, a program was conducted which consisted of a round table discussion of individual problems, policies, and future plans involved in book and periodical selection, short-cuts in processing, use of audio-visual materials, adult education, and developing service.

The establishment of the first regional library in the state, covering Crawford, Iron, Madison, and Bollinger counties, was announced at the meeting.

A Newspaper's Staff Collection

The *Milwaukee Journal* has established a popular lending library of review copies of books sent to them by publishers. The collection is limited to staff members only and so far contains about one thousand titles.

Erie War Records Project

A record of the men and women from Erie County, Pa., who served with the armed forces from Dec. 7, 1941, to Jan. 1, 1947, has been completed and is now housed in steel filing cabinets in the Erie

DECLASSIFIED E.O. 12065 SECTION 3 NLZ/NND NO. _____

Public Library. Staff members of the library advised in setting up the project and contributed volunteer time in processing the data; the Erie County Historical Society and the Erie Civilian Defense Volunteer Office gathered the data for the files.

A Book on Tobacco

The George Arents Collection of Books Relating to Tobacco, which was deposited in the New York Public Library by the Arents family in 1944, has issued its first publication, a hitherto unpublished manuscript entitled *A Few Words about Pipes, Smoking and Tobacco* by a well-known author and caricaturist of the Victorian period, Alfred Crowquill (Alfred H. Forrester).

Staff Gives Trustees A.L.A. Memberships

The staff of the Public Library, Tampa, Fla., presented each of the five library board members with a year's membership in the A.L.A. Trustees Division as a token of appreciation and esteem on the thirtieth anniversary of the opening of the Tampa Public Library.

Ortho-Rater for Montclair

The Free Public Library, Montclair, N.J., has received an Ortho-Rater for testing the visual aptitude of staff members. The test, which takes about six minutes per individual, is designed to increase employee satisfaction and advancement by proper adjustment of visual factors. Starting in the fall, appointments will be taken by the library for others, especially those engaged in personnel work.

March of Time Presents

The Cleveland Public Library has been sponsoring a weekly free series of "March of Time" film programs in the main library. In connection with the showing of the movie, the librarian arranged to have an informed speaker follow the film with discussion and comment on the situation presented by the film.

Montclair Opinion Poll

A public opinion poll to learn "What Montclair Is Thinking" on current problems of international scope was conducted by the Montclair library, the Montclair Forum, and the Montclair League of Women Voters. Of the one thousand adults questioned, each was asked, "What do you rely on most in forming your opinion?" The results showed the first four information sources were newspapers, radio, magazines, books.

Vanity Fair *Centenary*

The centenary anniversary of the publication of *Vanity Fair* is being observed by the New York Public Library with an exhibition of the Berg collection of first editions, manuscripts, autograph letters, and drawings by and relating to William Makepeace Thackeray. A short sketch on Thackeray, accompanied by descriptive annotations of the material on exhibit, has been prepared by John D. Gordon and printed in pamphlet form by the New York Public Library in recognition of the occasion.

Libraries at Institute of Government

The Washington Library Association sponsored a section dealing with problems of public library administration at the Twelfth Annual Institute of Government, which was held at the University of Washington in Seattle, July 28-August 1, under the direction of the university's bureau of public administration. Harry C. Bauer, librarian and professor of librarianship at the university, was chairman of the section.

DECLASSIFIED E.O. 12065 SECTION 3 402/NNSS NO. _____

PICKUPS

By the Editor

INFORMATION about the first public library in the American colonies, that of Charles Town, S.C., in 1698, has been gathered by Carolyn Sherwin Bailey, author of *Miss Hickory*, this year's Newbery Medal winner. According to the research on which this paper was based, this collection of two hundred and twenty-five books was gathered together by the Reverend Dr. Thomas Bray, who also prepared rules governing the use of these books. A large folio could be borrowed for four months, a smaller volume for one. For lost, destroyed, or damaged books the borrower had to pay double the cost. The commissioners of the town were to visit the library each November 5 and thoroughly inspect the books. Charles Town, through its proprietors and landgrave, approved of the idea. They paid five-sixths of the library upkeep because of their conviction that:

> Books should be carried into the home. Standing libraries signify little in this Country where Persons must ride some miles to look into a Book. There should be Lending Libraries which come home to 'em without charge.

BARNES *and Noble has recently issued a story of the Army Airways Communication System entitled* Highways in the Sky *by Major Louis S. Shores, formerly head of the George Peabody College for Teachers Library School and now director of the Florida State University Library School, Tallahassee.*

AT THE meeting of the International Library Committee of the International Federation of Library Associations in May in Oslo, the invitation of the A.L.A. to hold the 1948 meeting of the federation in the United States was accepted. The meeting will be in the form of an international congress of libraries and bibliography.

Officers of the federation elected in Oslo are:

Wilhelm Munthe, Oslo, president
Milton E. Lord, Boston, first vice president
H. M. Cashmore, Birmingham, England, second vice president
M. Hahn, Paris, third vice president
T. P. Sevensma, Leiden, Netherlands, secretary
A. C. Breycha-Vauthier, Geneva, Switzerland, associate secretary.

VERA A. PEARSON, *librarian of the Port Library, Beloit, Kan., winner of the 1946 John Cotton Dana Publicity Award for libraries under 25,000, was sent to the San Francisco Conference as the guest of her town in appreciation of her services and as a result of her having received the award.*

A PUBLIC LIBRARY for Gainesville, Mo., was made possible by a gift of books, through the Save the Children Federation, from Dr. and Mrs. Charles L. Fackler of York, Pa., in memory of their daughter who died in 1943. Her collection of books was used as an incentive to acquire others.

This is the second memorial library which has been established in a rural region through the assistance of the federation. The first was a gift from Mr. and Mrs. Ralph S. Williams of New York City to the Bailey's Switch School of Knox County, Ky., in memory of their son who was killed in World War II.

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THROUGH *a bond issue ordinance passed June 4 by the city commission, the Newark Public Library will have $781,450 available for much-needed improvements for the main library building. It is expected that the improvements will result in an annual saving of $23,000 in operating costs.*

THE MISSISSIPPI Federation of Business and Professional Women's Clubs adopted the following resolution upon the recommendation of its Education and Vocations Committee, as reported in the *Mississippi Business Woman*:

> Since the public libraries throughout the state are considered educational institutions, since they do provide us and young people as well with vocational information, and since the Mississippi Library Association and the State Library Commission are charged with the responsibility of conducting a survey which will ultimately lead to better library service for all, the Mississippi Federation Education and Vocations Committee should inform the committee in charge of the survey of our support, and, in addition, each local club, through its education and vocations committee, should offer its assistance and support to the public library movement in its own community.

THE MEDAL OF MERIT *was awarded to Dorothea V. Surtees, Camp Kilmer, N.J., at a testimonial dinner arranged for her on June 5 by her commanding officer.*

THE CORNERSTONE of Princeton University's new $6,000,000 Harvey S. Firestone Memorial Library was laid at a formal ceremony on June 16. The building, which is described as "an open-stock library," will contain more than 660 carrels for both undergraduate and graduate students.

THE *University of Pennsylvania Libraries now has a specially-built rare book room in the main library to house some 30,000 rare books and manuscripts.*

THE South Carolina State Library Board received an appropriation of $50,730 for 1947-48, which is more than double that of any other year. The money will be used to increase aid to county libraries and to establish four regional libraries to serve areas at present without library service.

A MIDGET *auto racer, Dann Vivier, who had to drop his career temporarily, is a patient in a Veterans Administration hospital at Fargo, N.D. While hospitalized he is spending his spare time reading all the technical books on automobiles—taking down nearly a volume of notes on engines, designs, weights, and costs preparatory to building a fleet of midget cars.*

THE GROWTH of interest in the Great Books courses started by the University of Chicago three years ago has resulted in the organization of the Great Books Foundation, 19 S. LaSalle St., Chicago 3. The foundation will conduct courses for prospective leaders from cities wishing to establish free classes in the great books and plans to issue the readings used for the courses in inexpensive editions. Robert M. Hutchins is chairman of the board and Lynn A. Williams, Jr., who has been granted a leave of absence from his position as vice president of Stewart-Warner and who has been for two years a leader of one of the Great Books groups in Indianapolis, is president and active head of the foundation.

A NEW *quarterly journal on archival science in India entitled* Indian Archives, *published by the Imperial Record Department, Government of India, New Delhi, made its initial appearance the first of this year.*

AT ITS MEETING in August, the American Legion, Department of Illinois, adopted a resolution which stated:

DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS NS

. . . we do urge the Legionnaires in the Department of Illinois and throughout the nation to make an examination of the libraries in their villages, towns and cities with a view to investigating the type and character of books, periodicals and all other reading matter which are found therein to contain misleading subversive content, having in mind at all times that subversive elements active within the United States today, devotees of anti-American propaganda who insert in said reading matter cleverly written subversive statements often very difficult to identify as such

Be it further resolved, that we do urge Directors of public and private libraries, librarians, educators and all those concerned to examine carefully all reading matter in said libraries, schools and book stores with a view to routing out un-American and salicious (*sic*) material from our library shelves and news publications.

The Legionnaires also sent a copy of the resolution to the national convention, which was held late in August, urging its adoption.

THE CIVIC *Merit Medal which is given annually to the outstanding citizen of Elkhart, Ind., by the American Legion's "40 and 8" group, was presented this year to Harriet K. Shelley, who has been associated with the Elkhart Public Library for the past forty-three years.*

THE JULY issue of *A Reader's Guide to Books,* published by the Providence Public Library, is a testimonial honoring Clarence E. Sherman, librarian for the past twenty-five years. It was prepared by the trustees and staff without the knowledge of Mr. Sherman, who was attending the A.L.A. conference in San Francisco when the booklet came out.

THE SPECIAL *Libraries Association has awarded its first grant for study of American special library techniques by a foreign librarian to Anne Margrethe Lovaas, a native of Norway, who has just completed her first year's course at the School of Library Service at Columbia.*

LONDON'S Central Music Library, which is planned to open the first of the year, owes its inception to the efforts of two Englishwomen who were long-time residents of the United States: Dorothy Lawton, who in May 1946 retired as head of the Music Division, Fifty-eighth St. Branch, New York Public Library, and Mrs. Christie-Moore, better known as Winifred Christie, the pianist. Miss Lawton as curator of the new library will follow the same plan she originated and developed here in this country, while Mrs. Christie-Moore has donated ten thousand pounds toward its initial financing. Lionel R. McColvin, librarian, Westminster Public Library, has offered temporary headquarters space for the new collection in a building which his institution recently acquired.

THE *Portland Traction Company selected Bertha B. Hallam, Medical School Library, University of Oregon, Portland, as the "Citizen of the Week," during the week of July 27-August 2. Large display cards carrying her picture and the announcement appeared in local streetcars and busses.*

BAKER & TAYLOR has issued *Through the Sieve—1947,* which is a catalog of "salesworthy books of small publishers." Copies of it may be secured free from the Baker & Taylor Company, 55 Fifth Ave., New York City 3.

A NATIONAL *conference of theological librarians was held at the Presbyterian Seminary, Louisville, Ky., on June 23-24. Officers elected for the year are:*

President, L. R. Elliott, Southwestern Baptist Theological Seminary, Ft. Worth; vice president, Raymond P. Morris, Yale Divinity School, New Haven, Conn.; secretary, Robert F. Beach, Garrett Biblical Institute, Evanston, Ill.; and treasurer, Ernest M. White, Presbyterian Seminary, Louisville.

DECLASSIFIED E.O. 12033 SECTION 3 402/NNBS NS

A.L.A. NEWS

Midwinter Conference
January 29-February 1

Fourth Activities Committee Chairman

RALPH R. SHAW, U.S. Department of Agriculture Library, Washington, D.C., is now chairman of the Fourth Activities Committee, filling the vacancy left by the resignation of Emerson Greenaway, Enoch Pratt Free Library, Baltimore.

"Hospital Libraries"

THE Division of Hospital Libraries has had thirty thousand copies of a leaflet on "Hospital Libraries" printed, giving information for student counselors, library school students, state library extension agencies, hospital administrators, and doctors and nurses.

J.M.R.T. Aids Foreign Librarians

FOR SEVERAL months librarians throughout the country have been receiving requests from destitute European librarians asking for assistance of all kinds, usually for food and clothing. Most of the letters were cleared through the International Relations Office and then sent to Frances Stalker, chairman of the Junior Members Round Table. She in turn assigned them to the various groups in the states which sent boxes of food and clothing. The donors have received many expressions of gratitude.

Scarsdale Publicity Scrapbook

A SCRAPBOOK of material on the history, aims, and work of the Public Library, Scarsdale, N.Y., on file in the A.L.A. Public Relations Office, may be borrowed by librarians who wish suggestions and ideas designed to stimulate community interest and local cooperation in the work of their respective libraries. This and other scrapbooks available from the Public Relations Office include suggestions for the establishment of a friends of the library organization and for promotion of library-community cooperation.

A.L.A. Staff

ON SEPTEMBER 2 Donald A. Riechmann assumed his duties as assistant to Executive Secretary Milam. Mr. Riechmann replaced Wilfred Laurier Morin who resigned his position in July to go to Cornell University Library. Mr. Riechmann has his A.B. from Elmhurst College and his B.L.S. from the Graduate Library School, University of Chicago. He worked as a student assistant while attending Elmhurst College and at the Elmhurst Public Library. He was in Army intelligence work during the war and worked in an English bookstore for one month after the end of the war.

National Relations Publicity

WITH PROSPECTS bright for a vote in the Senate and early hearings in the House on the Public Library Service Demonstration Bill when Congress reconvenes on Jan. 2, 1948, a strong publicity campaign to gain support for the measure is being planned by the National Relations Office. The Washington office, in cooperation with the state federal relations committees, plans to launch the action program this month.

Personal contact with congressmen is considered the most important thing to be done this fall. Each state coordinator has been asked to appoint persons to interview congressmen at home between sessions. It is particularly important that those members

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of Congress who have never been approached on the bill or who have not made a definite commitment be reached.

A kit of informational material has been provided each interviewer by the National Relations Office. The material is prepared to give the interviewer all the facts needed to present a clear and convincing argument for the bill, including supporting data regarding the library situation in the United States. Interviews will be arranged for October and necessary follow-ups will be made in December.

Plans are also being made for an intensive press and radio publicity campaign when Congress reconvenes. A concerted effort will be made from all areas to win favor for the bill and get it passed in 1948.

Suggestion to Program Chairmen

A DISTINGUISHED Canadian librarian calls attention to the fact that conference programs of various groups within the A.L.A. frequently appear to overlook the fact that Canadian librarians as well as librarians of the United States are full-fledged members of the Association.

Bulletin Advertising

BEGINNING with the 1948 volume of the *A.L.A. Bulletin* commercial advertising will appear in the pages of the *A.L.A. Bulletin*. It is hoped that this innovation in the A.L.A.'s official organ will produce enough revenue to make it possible to increase the number of pages in the *Bulletin* devoted to textual material. At the time that the advertising program is inaugurated the paper in the *Bulletin* will be changed to a white coated finish to allow for better reproduction of cuts.

A. L. Remley, for the past two years sales and advertising assistant in the A.L.A. Publishing Department, on September 1 became advertising manager for the *A.L.A. Bulletin* and will also handle exhibits at the A.L.A. conferences.

A.A.S.L. Honorary Members

AT SAN FRANCISCO the American Association of School Librarians made the following, all of whom are retired school librarians, honorary members of the A.A.S.L.:

Annie Spencer Cutter
Lucile F. Fargo
Mary E. Hall
Mary A. Kingsbury
Ella Morgan
Helen L. Price
Martha C. Pritchard
Martha Wilson

Midwinter Hotel Rates

THE RATES for hotel accommodations at the Edgewater Beach Hotel in Chicago for the Midwinter Conference, Jan. 28-Feb. 1, 1948, are as follows:

Single rooms	$4.90
Double rooms (two persons)	7.70
Suites (two persons)	13.00
Family unit (four persons)	13.00
Sun parlor suites (two persons)	16.00

The above prices are subject to change.

Hildebrand's Atomic Energy Speech

A SHOW of hands at a general session in San Francisco registered widespread interest in reprints of Dr. Hildebrand's speech, "How Not to Control Atomic Energy" (*A.L.A. Bulletin*, Sept. 1, 1947). Please let the Publishing Department of the A.L.A. know promptly how many you wish. Prices: 25 copies, $1.50; 50, $2.50; 100, $4.00; 250, $9.00; 500, $17.00; 1000, $32.00. Reprints at this price can be made available only if 10,000 or more copies are ordered.

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The CLEARING HOUSE

Brief News of General Interest

Public Library Statistics

THE Federal Security Agency, Office of Education, Washington 25, D.C., now has available "Statistics of Public Library Systems in Cities of 25,000 to 34,999 Population, 1944-45."

Negro Newspaper Microfilm Service

LIBRARIES and educational institutions may now purchase positive microcopies of more than half of the nineteenth-century Negro newspapers being filmed under the auspices of the Committee on Negro Studies, American Council of Learned Societies, 1219 Sixteenth St., N.W., Washington 6, D.C. Further information and order lists may be obtained from the committee. Sometime this year the committee is also publishing a directory of approximately two thousand Negro newspapers published between 1827 and 1947. Information will include location of files and available microcopies.

New P.I.E. Service and Address

MARCH 1 the Program Information Exchange, Inc., whose new address is 816 Twenty-first St., N.W., Washington 6, D.C., issued its first bimonthly *Organization Newsletter*, containing four pages of inside information about opinion trends and forthcoming events in the organization field, in addition to a *Supplement* giving special reports of new developments in the programs of active members of P.I.E. and of subscribing firms. The report on A.L.A. appeared on pages 5-6 of the *Supplement*. A year's subscription to the two publications is $25; to nonprofit organizations, $15.

Children's Book Week

THE TWENTY-EIGHTH national observance of Children's Book Week will be celebrated this year during the week of November 16-22. This year's slogan will be "Books for the World of Tomorrow." A poster interpreting the theme has been designed by Ingri and Edgar Parin D'Aulaire, noted illustrators of children's books, and is now available, in addition to a free manual, from the Children's Book Council, 62 W. 45th St., New York City 19.

American Education Week

MATERIAL on the observance of American Education Week, November 9-15 this year, may be secured by writing the National Education Association, 1201 Sixteenth St., N.W., Washington 6, D.C.

New Movie on Writing

A NEW 16MM. educational sound film on the development of writing entitled "The 26 Old Characters" has been prepared by the W. A. Sheaffer Pen Company. Details concerning the free loan of this film may be obtained from the Jam Handy Organization, 2821 Grand Blvd., Detroit.

Catalog Cards for Records

LIBRARIES interested in obtaining printed catalog cards for phonograph records may do so by writing the Andriot Index Service, 1619 Fairfax Ave., Cincinnati 7.

Sample Copies of *Broadside*

LIBRARIANS interested in seeing a copy of the Theatre Library Association's publi-

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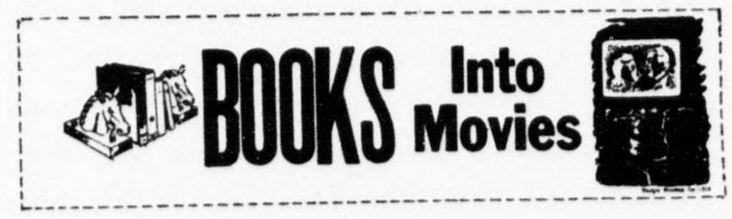
cation, *Broadside*, may do so by notifying the editor, Mrs. Sarah Chokla Gross, 11 Newkirk Ave., East Rockaway, Long Island, N.Y. Anyone who asked for but did not receive one last year should repeat his request, as some of the notices may have been lost last year because of complications arising from printing delays.

Sturgis Display Signs

ILLUSTRATED display signs, 3½" x 12", describing special book collections (pictures of four of them appear below) may now be purchased at a cost of 10¢ each or $15 for a complete set of 203 signs from the Library Division, Sturgis Printing Co., Inc., Box 329, Sturgis, Mich. A 10 per cent discount is allowed on purchases of twelve or more posters.



Library Association Meetings

THE FOLLOWING state and provincial library association meetings will be held in the places and at the times indicated:

Alabama Library Association, October 31-November 1, Tutwiler Hotel, Birmingham

Arkansas Library Association, November 6-7, Little Rock

Association of School Librarians of Maryland, October 31, Enoch Pratt Free Library, Baltimore

Colorado Library Association, October 24-25, Olin Hotel, Denver

Indiana Library Association and Trustees Association, October 30, 31, November 1, Lincoln Hotel, Indianapolis

Kansas Library Association, October 14-16, Jayhawk Hotel, Topeka

Mississippi Library Association, October 23-25, Robert E. Lee Hotel, Jackson

Nebraska Library Association, October 16-18, Hotel Clarke, Hastings

North Carolina Library Association, October 15-18, Robert E. Lee Hotel, Winston-Salem

North Carolina Negro Library Association, October 24-25, Willeston Industrial School, Wilmington

Oklahoma Library Association, October 24-25, Severs Hotel, Muskogee

Regional Library Conference, includes Delaware, District of Columbia, Maryland, New Jersey, Pennsylvania, and West Virginia, October 9-11, Lord Baltimore Hotel, Baltimore

South Carolina Library Association, October 31-November 1, Francis Marion Hotel, Charleston

Tennessee Library Association, October 23-25, Hermitage Hotel, Nashville

Upper Midwest Library Conference, includes North and South Dakota, Iowa, Minnesota, and Wisconsin, October 3-7, Hotel Nicollet, Minneapolis

West Virginia Library Association, October 25, Daniel Boone Hotel, Charleston

Public Affairs Pamphlets

Our Negro Veterans by Charles G. Bolté and Louis Harris (Public Affairs Pamphlet No. 128), based on a series of surveys made by the Bureau of the Census, the National Urban League, the Southern Regional Council, and the American Veterans Committee, and *The Struggle for Atomic Control* by William T. R. Fox (No. 129), may be secured from the Public Affairs Committee, Inc., 22 E. 38th St., New York City, at an increased price of 20¢ per copy.

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Philadelphia Libraries' Directory

ORDERS for the seventh edition of the *Directory of Libraries and Informational Sources in Philadelphia and Vicinity* should be sent to Rebecca K. Bonner, Philadelphia Textile Institute, Broad and Pine Sts., Philadelphia 2. Price per copy is $1.75.

U.N. Documents Depositories

LIST of depository libraries set up through the State Department for United Nations processed documents:

Harvard University Library, Cambridge, Mass.
Yale University Library, New Haven, Conn.
Brown University Library, Providence, R.I.
New York Public Library, New York City
Columbia University Libraries, New York City
Johns Hopkins University Library, Baltimore
Cornell University Library, Ithaca, N.Y.
Princeton University Library, Princeton, N.J.
University of North Carolina Library, Chapel Hill
Joint University Libraries, Nashville, Tenn.
Louisiana State University Libraries, University Station, Baton Rouge
University of Texas Library, Austin
University of Chicago Libraries, Chicago
Northwestern University Libraries, Evanston, Ill.
Cleveland Public Library
St. Louis Public Library
General Library, University of Michigan, Ann Arbor
University of Illinois Library, Urbana
University of Minnesota Library, Minneapolis
Denver Public Library
University of California Library, Berkeley
Stanford University Libraries, Stanford University, Calif.
University of California at Los Angeles
Los Angeles Public Library
University of Washington Library, Seattle

Empire Digest Available

LIBRARIES interested in securing back numbers of the magazine *Empire Digest* may do so by writing to Empire Information Ltd., Empire House, 47 Wellesley St., Toronto 5, Ont., Canada. A special introductory offer for a ten months' subscription at $2 is now in effect.

Reference Books for College Libraries

A REVISED EDITION of *The Classified List of Reference Books and Periodicals for College Libraries,* edited by W. Stanley Hoole, director of University of Alabama Libraries, is now available for $2 from M. C. Huntley, executive secretary, Southern Association of Colleges and Secondary Schools, 2081 21st Ave., S., Birmingham, Ala.

Pratt's Guide to Reference Books

SUBTITLED *A Brief Guide for Students and Other Users of the Library,* Enoch Pratt Free Library's small pamphlet, *Reference Books,* presents the more popular type reference materials for the aid of the general public. Copies may be ordered from the library at a cost of 75¢ each or 50¢ each in quantities of ten or more.

Transcriptions of Author Interviews

"MEET THE AUTHOR," interviews by Bob Dworkin with outstanding authors residing in Southern California, have been recorded and are now available to libraries in other cities. Information regarding these transcriptions may be obtained from Bob Dworkin, 324 N. Mathews St., Los Angeles 33.

Catholic Library Practice

Catholic Library Practice, edited by Brother David Martin, C.S.C., University of Portland, Portland, Ore., describes the various fields of Catholic library practice as written by specialists. The 224-page vol-

ume may be purchased from the University of Portland Press, Portland 3, Ore., for $2.25 postpaid.

"Meet the Sciences"

A SIX-PAGE book list entitled "Meet the Sciences" has been prepared by the New Jersey Library Association and is available for 10¢ each or in lots of one hundred for $2 from Marian C. Manley, Newark Free Public Library.

Books from Germany

STECHERT-HAFNER, INC., has recently announced that arrangements have now been completed which make it possible for them to accept orders for all German books and periodicals published in the four zones of Germany. For further information about ordering German publications write to Stechert-Hafner, Inc., 31 E. Tenth St., New York City 3.

Positions

Librarian, young, experienced, B.S., B.L.S. degrees, desires position in small college in South (prefers Mississippi or Louisiana). Salary, $2100 minimum. B14.

Librarian II: Beginning salary, $244.52 per month. Librarian III: Beginning salary, $294.52 per month. Candidates must be accredited university and library school graduates and have experience in library work. Maximum age for Librarian II, 35; for Librarian III, 40. Civil service tenure and pension system. Write to City Service Commission, City Hall, Milwaukee, Wis., at once for detailed information and application blank.

Brooklyn Public Library will accept applications from library school graduates for positions in the cataloging department. Salary range, $2220-$3060, depending on experience. Brooklyn Public Library, Grand Army Plaza, Brooklyn 17.

THE DETROIT PUBLIC LIBRARY has an opening for a principal library assistant in its Medical Sciences Department. Salary, $3799. Experience in medicine or related fields necessary. Applications invited.

Wanted: Professionally trained librarian for public library position. Apply to Mrs. F. J. Scholtz, 312 1 Ave., S.E., Watertown, S.D.

Children's librarian, also cataloger, some training required, attractive library, salary good, contact librarian, Chisholm, Minn.

Wanted: Professionally trained general assistant with knowledge of cataloging for library in prosperous growing town in central Illinois. Good future. Write giving training, experience, and salary expected. B16

Wanted: Catalog librarian. Library school graduate with experience. Progressive library near Boston. Beginning salary, $2275. Annual merit increases. Apply: Corinne Mead, Public Library, Winchester, Mass.

Head reference department with staff of five. Graduate college of recognized standing plus year in accredited library school. Several years of reference experience. Salary, $2800. Apply Package Loan Library Bureau, Division of Extension, University of Texas, Austin.

Cataloger wanted: For progressive and experimental Catholic university opening this fall. Three-year plan calls for separate building, 10,000 books. Eventual size collection, 30,000. Opportunity to build model library from beginning. Candidate should have library degree, some experience (college preferred), initiative, adaptability to new methods. Salary, $2700; one month vacation, tenure, contribution to A.L.A. retirement plan. Opportunity for professional contacts. Reply to Olga M. Peterson, University of Saint Thomas, 3812 Montrose Blvd., Houston, Tex.

NOTICES by A.L.A. personal or institutional members will be inserted for a charge of fifty cents a line; minimum one dollar and a half. Deadline: tenth of month preceding publication. Payment should not be made until statement is sent from the *Bulletin* office.

Advertisements offering less than $2100, the minimum salary recommended by the A.L.A. Council, are accepted after advertisers have been reminded that $2100 is the minimum recommended by A.L.A. and that it is difficult to fill positions at that figure.

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Members Please Note

THE list of members to appear in the 1947 *A. L. A. Handbook* will be closed on November 1 and sent to the printer.

This means that in order to be listed as a member, your 1947 dues should be paid by *October 15* to be processed in time for inclusion in the printed list.

There is not much time left, if your name is to be included and your 1947 dues have not been paid.

Act Now

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NOW—At A Cost You Can Afford!

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- ***Blueprints for PR Program***
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- ***Organization Charts***
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- ***Editorial Counsel***
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Cultivating the good will of the community is one of every library's most important jobs. Yet many libraries that want to embark upon an active public relations program find themselves lacking the experience and professional training to carry out a comprehensive, effective campaign.

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"I recommend the service as an excellent investment for all libraries."—HAROLD L. HAMILL, chairman, A.L.A. Public Relations Committee, Los Angeles Public Library.

"I am convinced that it (LPRS) will do more for the ordinary library's public relations program than the same amount of money would do in any other way."—PAUL HOWARD, director, National Relations Office, American Library Association, Washington, D.C.

"Personally, I endorse your proposed service to libraries and shall officially recommend it to our board as a well-developed, comprehensive, and needed service of distinct value to libraries and their communities, whether large or small, including those already receiving good local publicity."—JOHN B. KAISER, director, Newark Public Library.

"I consider the Library Public Relations Service a solution to the public relations problem at a price most libraries can afford to pay."—HARRY N. PETERSON, librarian, Public Library of the District of Columbia, Washington.

LPRS Is Organized in Cooperation with the American Library Association

For Complete Information Write to

LIBRARY PUBLIC RELATIONS SERVICE
Department B
135 S. LaSalle St.
Chicago 3

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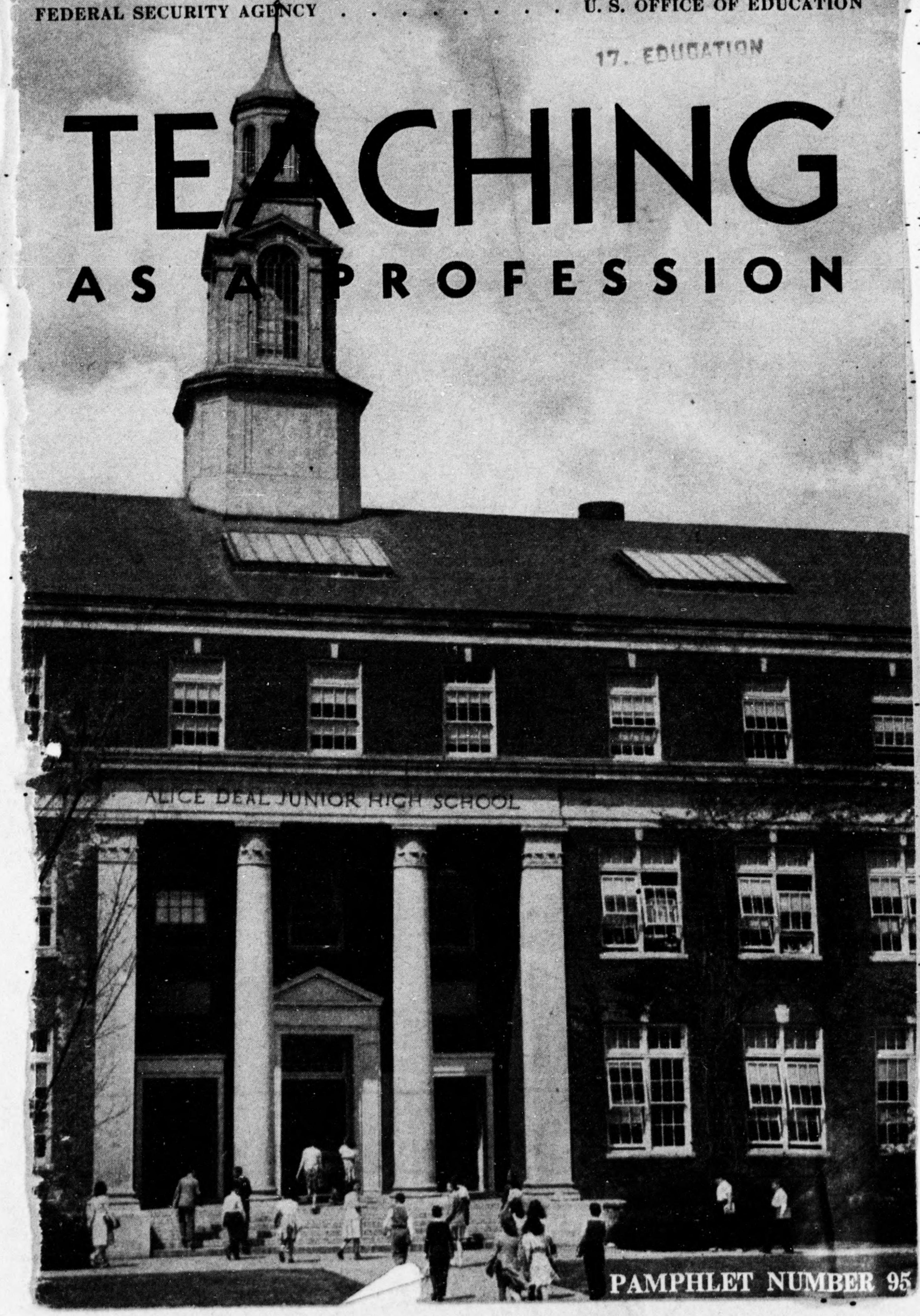
FEDERAL SECURITY AGENCY . . . . . U. S. OFFICE OF EDUCATION

17. EDUCATION

TEACHING AS A PROFESSION



PAMPHLET NUMBER 95

DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS NO. [illegible]

PAMPHLET NUMBER 95

UNITED STATES GOVERNMENT PRINTING OFFICE • WASHINGTON : 1944

For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.
Price 10 cents

DECLASSIFIED E.O. 12065 SECTION 3-402/NNBS NO. [illegible]

TEACHING AS A PROFESSION

By **BENJAMIN W. FRAZIER**
SENIOR SPECIALIST IN TEACHER TRAINING

FEDERAL SECURITY AGENCY - - PAUL V. MCNUTT, Administrator

U. S. OFFICE OF EDUCATION - JOHN W. STUDEBAKER, Commissioner

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDS NO. [illegible]

CONTENTS

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [illegible]

	Page
GENERAL NATURE OF THE PROFESSION	1
OPPORTUNITIES FOR SPECIALIZATION	3
TEACHER SUPPLY, DEMAND, AND PLACEMENT	6
NATURE OF THE TEACHER'S WORK	9
WORKING CONDITIONS	12
Salaries and Other Rewards	12
Opportunities for Advancement	16
Retirement and Tenure Provisions	17
Length of Professional Career	17
Teaching Load, Working Hours, and Vacations	18
Physical Surroundings, Health Conditions, and School and Community Adjustments	20
REQUIREMENTS FOR BECOMING A TEACHER	22
Personal Abilities	22
Requirements for Certification and Employment	23
OPPORTUNITIES FOR PREPARATION	26
Teacher-Preparing Institutions—Curricula and Courses	26
Cost of Preparation	29
Selection and Placement of Teachers	30
SOURCES OF ADDITIONAL INFORMATION: SELECTED REFERENCES	32

DECLASSIFIED E.O. 11652 SECTION 5 (C), NARS DATE

What nobler employment, or more valuable to the State, than that of the man who instructs the rising generation?

—*Cicero.*

I had rather earn my living by teaching than in any other way . . . I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race.—*William Lyon Phelps.*

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TEACHING AS A PROFESSION

GENERAL NATURE OF THE PROFESSION

TEACHING is by far the largest of the professions. The total number of workers in professional education in the United States in 1939–40 was 1,170,593. This is nearly three times the total number of physicians, lawyers, and clergymen combined. Nearly one-third of all professional and semiprofessional workers are teachers. In normal times the profession requires from 80,000 to 110,000 new recruits annually. There are more women in teaching than in any other salaried occupation; and there are more men in this profession than in any other.

The social importance of teaching, and its importance to the State and the Nation, are as great in times of war as in times of peace. In the training of the Armed Forces, of workers for war production, of essential workers on the home front, of homemakers, and of future citizens of the country, teaching has an indispensable place. It has been declared by the War Manpower Commission to be an essential service in the support of the war effort. Military and governmental leaders from the highest to the lowest have made repeated statements which, in the words of the President, have "served to confirm the faith of the American people in the schools as a major bulwark of the Nation."

The place of teaching among the professions has now become established. It is true that where teaching is poorly supported, as in many backward rural areas, teachers are only partially professionalized. It is also true that during the present war, teachers' salaries have not kept pace with wages in competing occupations, and that other adverse conditions have affected the prestige of the profession. There have been serious losses in the number and quality of teacher personnel. However, history shows that while such losses have been suffered during all of our major wars, they are only temporary. The long-time conditions that prevail throughout the total period of service, and not temporary conditions during wartime, should be given chief consideration in choosing a profession.

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The professionalization of teaching is indicated by the extent of its organization into professional groups. There are hundreds of national, sectional, and State associations and other organizations of teachers, and thousands of local professional organizations. The largest professional organization is the National Education Association, with a membership in 1943 of 219,334.

The professional nature of teaching is further indicated by its importance to society. Teaching ranks second to no other profession in the preservation and development of the intellectual life and civilization of mankind. The accumulated knowledge and experience of the human race is passed down from one generation to another chiefly through the profession of teaching. The teacher constantly draws from the storehouse of the richest, finest, and best in human thinking and feeling. He transmits the practical and technical knowledge and skills which have led to the material development of the modern world. He develops an appreciation and love for the beautiful in the arts. And not least, he assists in upbuilding the noblest in the character of men.

The work of the teacher is essential in the preservation of our country. Through the classrooms pass the citizens of the Nation. Theodore Roosevelt said: "If you teachers did not do your work well, this Republic would not outlast the span of a generation." The foundations of our democracy rest upon the ideas, attitudes, and actions of its citizens. Through their leadership of America's youth, teachers determine to a very large extent the destiny of the Nation; and for this reason leading statesmen from the time of George Washington to the present day have paid tributes to the profession of education.

Teaching is one of the most important of all governmental services. There is more money invested in the conduct of the schools than in any other single enterprise of government, except national defense. Approximately three and one-half billion dollars are spent annually for all types of education (19).[1] No governmental function is administered more democratically than teaching. Each of the 48 States is in charge of its schools; and most of the detailed administration of the public schools, including the appointment and supervision of teachers, is in the hands of the school officers of more than 117,000 local school districts, containing 223,295 public schools. There are about 15,000 private elementary and secondary schools, about 1,700 colleges, and many other instructional units.

[1] Figures in parentheses refer to the numbered references given at the end of this publication. For more detailed information on the topics discussed in this report, the reader is referred to the references listed.

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The relationships of teachers to the people are exceedingly close. The American people as a whole spend a good share of their childhood and youth under the direct tutelage of teachers. Each year about 30,000,000 pupils and students, or somewhat less than one-fourth of the entire population of the country, are somewhere in school. Of these, 26,393,586 are in publicly controlled schools, and the remainder in privately controlled schools.

OPPORTUNITIES FOR SPECIALIZATION

No profession offers better opportunities for the exercise of intellectual interests than teaching. There are teachers of subjects in practically every field and on every level of human knowledge (19). Almost any educated person can find a field in teaching appropriate to his abilities and likings.

The extent to which men and women were employed in 1939–40 on the chief school levels varies considerably (table 1).

Table 1.—*Number of teachers and school officers classified by sex and by levels and types of schools, 1939–40*

Schools, by level	Number of professional workers		
	Men	Women	Total
TOTAL: Teachers	300, 905	801, 078	1, 101, 983
Kindergarten and elementary schools:			
Public	67, 140	508, 060	575, 200
Private	3, 871	60, 976	64, 847
Secondary schools:			
Public	126, 837	173, 440	300, 277
Private	11, 547	18, 583	30, 130
Preparatory departments of colleges	1, 968	1, 753	3, 721
Higher education:			
Normal schools and teachers colleges:			
Public	4, 946	5, 737	10, 683
Private	365	657	1, 022
Universities, colleges, and professional schools	80, 936	24, 176	105, 112
Miscellaneous (schools for exceptional children, Alaskans and Indians, and private business schools)	3, 295	7, 696	10, 991
Administrative officers			
TOTAL: Superintendents, presidents, assistants, and other professional staff members (chiefly but not exclusively men)	----------	----------	68, 610
Superintendents: City, county, and local	----------	----------	13, 174
Professional or semiprofessional staff members in superintendent's office—assistants, business officers, directors, etc	----------	----------	2, 732
Principals and supervisors (public school)	----------	----------	36, 358
Officers in State departments of education—superintendents, assistants, heads of departments, etc	----------	----------	1, 611
Presidents and other nonteaching administrative and professional officers in charge (public and private colleges)	----------	----------	14, 735

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There are many possibilities of specialization in professional education in addition to those just indicated. Teachers prepare especially for service in nursery, kindergarten-primary, intermediate, junior high, and senior or regular high-school grades; and for teaching a great variety of academic, special, and vocational subjects in junior colleges, technological schools, 4-year colleges, and universities, including graduate and professional schools. Teachers also prepare to instruct special groups of children, such as the mentally retarded; to instruct in vocational, evening, adult, and other special-type schools; and to teach or serve as educational specialists in business, industry, and government. Included also in the foregoing table are some 31,521 elementary- and secondary-school teaching or supervising principals and their assistants, and 4,837 general-subject, special-subject, and rural supervisors.

Number of U. S. Teachers

1939-40

	MEN	WOMEN
KINDERGARTEN AND ELEMENTARY SCHOOLS	71,011	569,036
SECONDARY SCHOOLS	140,352	193,776
HIGHER EDUCATION	86,247	30,570
MISCELLANEOUS	3,295	7,696
TOTAL	300,905	801,078

U. S. OFFICE OF EDUCATION CHART

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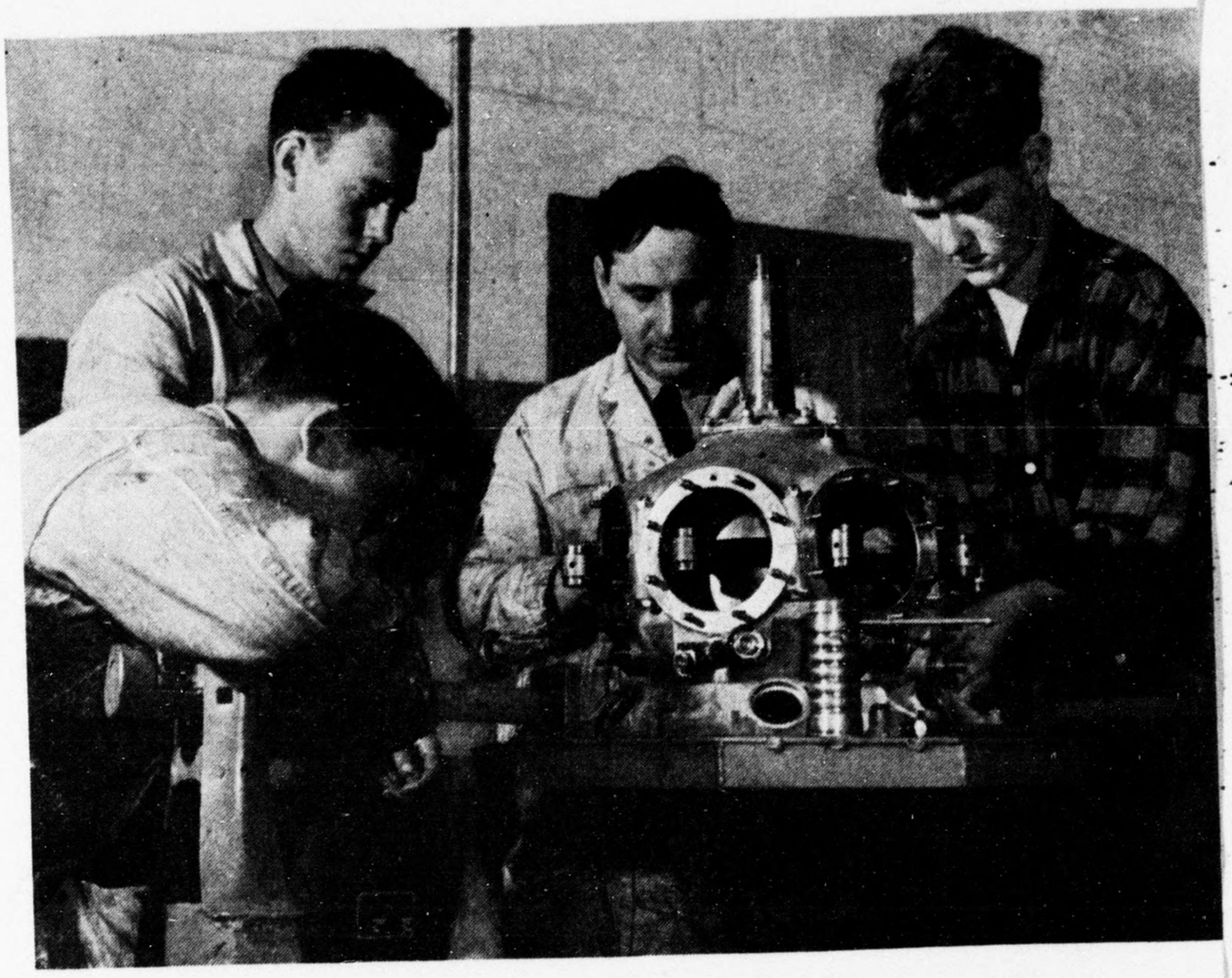

The larger city school systems and the colleges employ numerous professional, technical, and other specialized staff members in addition to those previously listed, including vocational and educational counselors, deans of students, physicians, nurses, dietitians, attendance officers, building superintendents, research directors, librarians, and others.

Men teachers are found in practically every branch of professional education, as indicated in the preceding table. They predominate in numbers chiefly in colleges, in public-school superintendencies and principalships, and in classes attended exclusively or primarily by boys, as in agriculture, trade and industrial education, and physical education for boys. There are a considerable number of men also in science, mathematics, and other high-school classes, and in rural schools. Women teachers greatly outnumber the men teachers in the elementary grades, where roughly two-thirds of all pupils are enrolled. The number of men teachers in relation to the number of women teachers increased steadily for

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two decades before the present war began. There are now about four women teachers in the public schools to every man teacher.

In teaching, as in other professions, there is a strong trend toward increased specialization. Not many years ago, "blanket" certificates and loose employment practices frequently permitted almost any college graduate to teach practically every grade and subject in the public schools, regardless of the subjects in which the teacher was prepared. Now the great majority of prospective teachers begin to prepare fairly early in their college course to teach either elementary school grades, one or more high-school subjects, or special subjects such as music and art. The nearest approach to unspecialized teaching that remains is in the rural one-teacher schools.

Successful experience as well as special training is necessary to secure the better-paid positions in specialized fields. Thus, in administrative and supervisory work, preparatory service in related fields as an assistant in the specialty, or experience as supervisor or administrator in small school systems is usually necessary.

In deciding upon a grade level, teaching subject, or field of work in which to render service, a student will naturally give first consideration to his abilities, interests, and limitations. He should consider his adaptability to the pupils or students in the age groups to be taught. His school record in his previous studies and in extracurriculum activities, the results of any standardized tests which he has taken, the advice of qualified guidance officers and of teachers, and the rewards and conditions of service in his chosen field should all be considered. If he has an individual inventory record, he should go over it in consultation with his school counselor, to consider his assets and liabilities. The cost and the time required for preparation are usually to be taken into account. Students who are tempted merely to follow their individual preferences and likings for a subject should remember that these preferences are often temporary, and that a student who makes excellent scholastic records in one subject can, more often than not, make equally good records in other subjects. The demands for teachers in different fields should therefore be given careful consideration.

TEACHER SUPPLY, DEMAND, AND PLACEMENT

Opportunities to enter the teaching profession are better at the present time than they have been for many years. At the beginning of the school term of 1943–44, more than 7,500 classrooms

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were vacant because teachers could not be found, and many times that number of newly employed teachers did not meet the regular peacetime standards of certification and employment. These shortage conditions increased during the year and it is probable that they will not improve until the end of the war.

The relationship of the supply of teachers to the demand varies from year to year and from decade to decade. During the first world war and for a few years thereafter there was a shortage of teachers. This shortage slowly changed to a surplus which reached its height during the last economic depression (21). Now there is again a shortage, which in all probability will disappear in due time.

The extent of the present shortage of teachers varies among different teaching subjects and fields, between rural and city schools, among States and regions, between men teachers and women teachers, and from month to month. There are more positions unfilled in the vocational, special, and other war-related subjects in high schools than there are in the elementary schools. The subjects in which shortages are greatest include: Industrial arts, physical education for men, mathematics, commercial education, agriculture, physics, home economics, chemistry, trades and industries, and music. The greatest shortages are therefore chiefly in the subjects in which men teachers are most numerous (22).

There is a far higher percentage of rural teachers with war emergency permits (certificates) than of urban teachers. The teacher-turnover rate in the rural schools is more than twice as great as in the city schools. Losses in the quality of teaching service are therefore greater in the country than in the city. With some exceptions, teacher shortages are greatest in States with large rural populations, many war industries, and low salaries for teachers. In large cities, or in other areas with dense populations, teacher shortages have developed much more slowly than elsewhere. There is still an ample supply of teachers in some of these places, especially in the subjects of English, history, and foreign language.

Among many causes for the recurrence of teacher shortages and surpluses, the most important is the growth of wide differences between the salaries paid in teaching and in other vocations which compete for college-trained workers. Another cause is the lowering of teacher-certification requirements, which increases the number of persons legally qualified to teach, or the raising of such requirements, which decreases the number, at least temporarily. A third and important cause in wartime is the demand of the Armed Forces for teachers (1).

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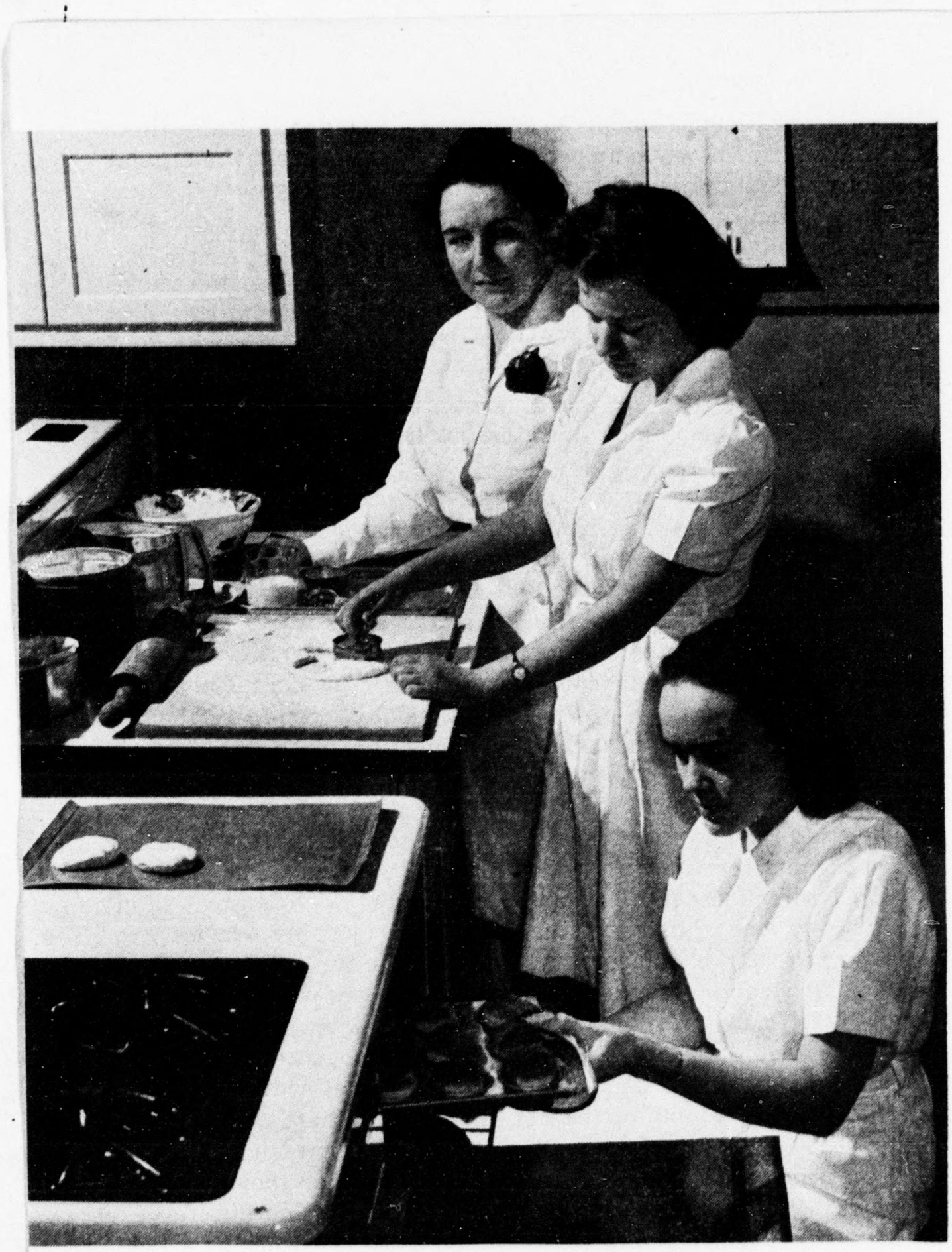

Demands for teachers in the different subjects are indicated by the percentages of registrants in college-placement offices who secure positions in these subjects. Average placement rates for the graduates of more than 100 colleges for 5 years before America entered the present war show that proportionately more registrants

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDS NO.

were placed in the following subjects than in others: Agriculture, commercial education, home economics, industrial education, library science, music, nursing education, and physical education. Most of these are among the more serious shortage subjects of the present war period. Other serious shortage fields at present are chemistry, physics, mathematics, trades and industries, and elementary school teaching in rural and village schools. Before the present war the lowest placement rates, showing the least demand for teachers, were in biological sciences, chemistry, French, geography, German, history, sociology, and Spanish. In 1943, no widespread shortages were reported in any of the last-mentioned subjects except chemistry, geography, and, in a few places, biological sciences.

Within reason, the greater the number of subjects a person can teach, the better his chances for securing a position. Ability to handle the more common extracurriculum activities will also improve a teacher's chances for employment.

Since placement rates differ among colleges, prospective teachers should secure information from the placement bureaus in the areas where they plan to teach, and also from school superintendents and guidance officers, concerning local needs for teachers of different subjects and grades.

NATURE OF THE TEACHER'S WORK

The main purpose of teaching is to assist pupils to learn. The teacher brings about desirable changes in the thinking, habits, skills, and attitudes of his students. His chief activities are: Classroom instruction, either in subject matter or in methods of study; school and classroom management, including the direction or guidance of pupils and the reporting of facts about them; supervision of extraclassroom activities; maintaining effective working relations with colleagues and the community; maintaining proper physical conditions for instruction and health; and advancing in the profession (2). A few illustrations of the detailed instructional duties of teachers that are fairly common to all classrooms are: Getting acquainted with each pupil; setting up aims for units of work; planning materials of instruction and methods of presenting them; helping pupils to meet difficulties in learning; correcting written exercises; assigning work; teaching how to study; and testing pupil achievements and difficulties.

Teaching activities differ considerably among the several grades and types of schools. Classroom instruction, for example, varies

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with students of different ages and attainments. As students grow older, they tend more and more to choose for themselves what they will learn, to direct their own study, and to evaluate what is taught them. In the elementary grades, the teacher usually works with one group of students during the day; in the high school, he must adjust his instruction to changing groups of students. The work of the elementary-school teacher covers a wide range of subjects and activities; that of the high-school teacher, a narrower range. The classroom management of dependent kindergarten-primary children, lively adolescents, and mature college students also differs materially. So wide are the differences in the duties of teachers, that many of them would fail completely if they were suddenly transferred to work on a different level of instruction. On the other hand, an intelligent and capable teacher who wishes to serve on different levels and in different types of work in education can usually do so creditably, provided he is willing to complete the special preparation required.

The chief work of general supervisors of groups of grades and supervisors of special subjects or activities is to improve instruction by assisting teachers in their professional growth and in the better performance of their teaching activities. This the supervisors do through direct improvement of classroom instruction; general improvement of teachers in service; selection of teaching materials; improvement of methods of teaching; study of the problems of teaching; inspection; development of good professional spirit and morale; and the performance of miscellaneous professional and semiadministrative duties.

The superintendent and principals and their various specialized administrative assistants also have as one of their chief duties the improvement of instruction through supervision. In the smaller schools and school systems, principals often teach part time. The other duties of school administrators include the organization, administration, and management of schools or school systems through such activities as selection and assignment of teachers, curriculum revision, keeping of records, maintenance of public relations, business management, school plant operation and maintenance, and numerous related duties whose ultimate purpose is to maintain or improve the conditions under which instruction is offered. The superintendent is directly responsible to the board of education, which is the policy-making body of the schools.

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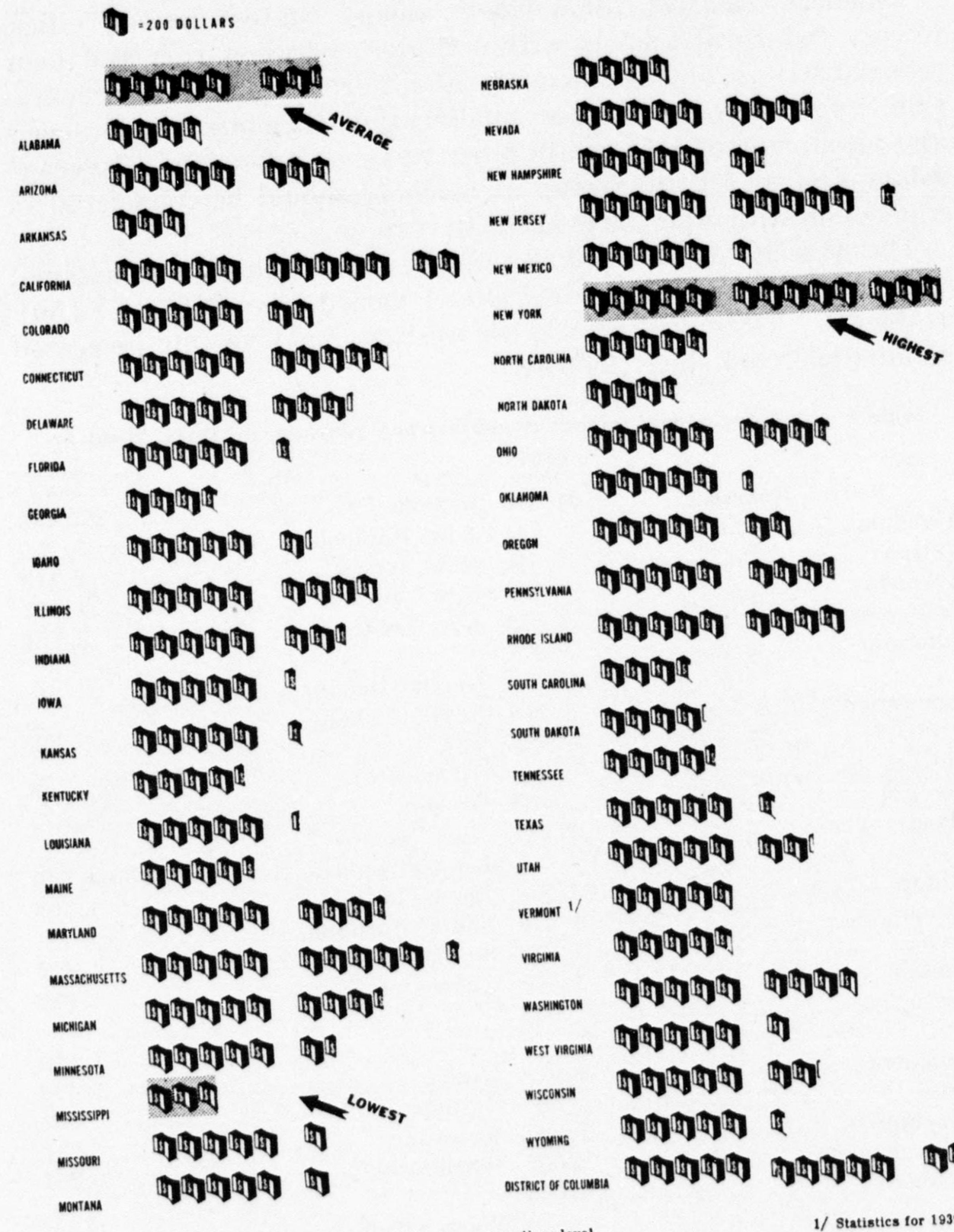
TEACHER SALARIES

1940—1941 (WAR INCREASES EQUAL ABOUT 10% IN SOME STATES)



Average salaries of teachers, principals, and supervisors up to college level

1/ Statistics for 1939-40

Thus on every level and in every branch of work in professional education, the work of teachers and school officers centers around the development of children, youths, and adults as individuals and as members of society.

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WORKING CONDITIONS

Teachers' Salaries and Other Rewards

Teachers' salaries vary widely among States; among cities, towns, and rural schools within States; between rich and poor school districts; among teachers with different amounts of preparation, experience, and other qualifications; among grade levels and teaching subjects; and in other ways. Consequently, average salary figures for any group of teachers should be considered in connection with other facts about the group.

The average annual salaries of the public-school instructional staff in the several States in 1940–41 varied from $568 to $2,591 (table 2). In typical States, the average has probably increased about 10 percent since 1940–41.

Table 2.—Average annual salaries of public-school teachers, by State, 1940-41

State	Average salary	State	Average salary
UNITED STATES	$1,470	Nevada	$1,683
Alabama	744	New Hampshire	1,256
Arizona	1,544	New Jersey	2,119
Arkansas	592	New Mexico	1,162
California	2,373	New York	2,591
Colorado	1,372		
		North Carolina	975
Connecticut	1,959	North Dakota	722
Delaware	1,628	Ohio	1,723
Florida	1,058	Oklahoma	1,046
Georgia	753	Oregon	1,373
Idaho	1,227		
		Pennsylvania	1,640
Illinois	1,773	Rhode Island	1,798
Indiana	1,470	South Carolina	751
Iowa	1,035	South Dakota	806
Kansas	1,068	Tennessee	882
Kentucky	843		
		Texas	1,119
Louisiana	1,019	Utah	1,408
Maine	894	Vermont	981
Maryland	1,683	Virginia	931
Massachusetts	2,062	Washington	1,754
Michigan	1,698		
		West Virginia	1,185
Minnesota	1,291	Wisconsin	1,405
Mississippi	568	Wyoming	1,129
Missouri	1,166		
Montana	1,190	District of Columbia	2,456
Nebraska	779		

DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS NO.

The median (middle) salaries paid in 1942–43 to teachers and administrators in city school systems of different sizes show remarkably large differences (table 3) (13).

Table 3.—*Median salaries of teachers of different types in cities of varying sizes, 1942–43*

Type of school employee	Median salary paid in cities with populations of—				
	100,000 or more	30,000–100,000	10,000–30,000	5,000–10,000	2,500–10,000
CLASSROOM TEACHERS:					
Elementary school	2,422	1,748	1,530	1,379	1,257
Junior high school	2,563	1,979	1,726	1,535	1,440
High school	2,887	2,206	1,950	1,729	1,583
PRINCIPALS:					
Elementary school (teaching)	2,402	2,056	1,794	1,610	1,483
Elementary school (supervising)	3,473	2,612	2,365	2,191	1,995
Junior high school	4,422	3,303	2,776	2,159	1,757
High school	4,913	4,118	3,418	2,746	2,317
SUPERINTENDENTS OF SCHOOLS	8,542	6,200	4,993	3,902	3,359

Salaries of supervisors and directors of special subjects vary considerably, but are roughly comparable to those shown for elementary school supervising principals, except in the smaller cities where they average somewhat less.

The median salaries shown do not indicate the ranges of scheduled salaries of teachers with different amounts of preparation and experience. In cities of 30,000–100,000 population, for example, beginning minimum salaries usually are increased $110–$115 for each additional year of college training. Although high-school teaching is still paid somewhat better than elementary school teaching in a little more than two-thirds of the cities, there is a growing tendency to introduce the single-salary schedule. This provides salary opportunities for elementary school teachers that are equivalent to those for high-school teachers with like qualifications. Men teachers are paid somewhat more than women teachers in a little less than half of the cities and towns.

The lowest salaries in teaching are paid in the rural schools. Since slightly more than half of all teachers are employed in schools in the open country, or in towns of less than 2,500 population, the low salaries paid in such places bring down considerably the averages for all teachers. As in city schools, rural school salaries vary greatly with the preparation and experience of the teachers, and with the types of schools in which they are employed. A rough

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estimate of the median salaries of rural teachers in 1943–44 follows:

One-teacher schools in the open country	$650
Two-teacher schools in the open country	780
Three-or-more teacher schools in the open country	1,020
Three-or-more teacher schools in villages and towns	1,250

If the salaries of principals, supervisors, and superintendents were included in the foregoing, the figures would be somewhat higher. The great majority of the rural school principals of elementary schools, of schools with both elementary and high-school pupils, and of organized high schools are paid between $1,200 and $2,400 per year. The average annual salary of all rural school teachers, supervisors, and principals combined, $967 in 1939–40 (19), is now probably between $1,000 and $1,200.

Although the salaries in rural schools average only about half of those in urban schools, rural school teachers have had considerably less preparation and fewer years in service, on the average, than city school teachers. Country and small-town schools have long served as training grounds for city school teachers (9).

Salary raises to which teachers may look forward as their length of service increases vary considerably among different school sys-

DECLASSIFIED E.O. 12065 SECTION 3 NND/NNS NS

tems. Elementary school teachers in typical cities of 30,000–100,000 population may look forward to 10 or 12 salary increments, of $75 or $80 each. Beginning the first year's teaching with a bachelor's degree, a teacher might reasonably expect a beginning salary of about $1,200, and an eventual maximum of about $1,900. In a few medium-sized cities, super-maximum salaries averaging about $2,200 are paid. Salaries and increments on the average are greater than these, in the larger cities, in high schools, and in positions requiring 4 years or more of college preparation (12). They are smaller in the towns, villages, and rural schools where lower qualifications are demanded of teachers. These amounts do not include wartime bonuses which are being paid in an increasing number of cities.

Salaries in colleges vary with the rank and qualifications of the teacher, with the income and type of institution, and other conditions. The median salaries of professors in different types of publicly controlled institutions ranged in 1939–40 from $2,900 to $5,000, and in different types of privately controlled institutions, from $1,800 to $5,000. Associate and assistant professors, and instructors, on an average, received less.

Constant increases in salaries now taking place throughout the country are likely to continue for some time. Opportunities for promotion to better positions in shortage fields are also unusually good for young teachers.

Teachers are paid monthly or, less frequently, semimonthly. In about two-fifths of the cities they receive their salaries over a period of 12 months. In nearly all of the remainder of the cities they are paid during a period of 10 months or 9 months. Their period of service and earning in rural schools varies, but most commonly is 9 or 8 months.

For most teachers the greatest rewards of their profession are not the salaries they earn. Teachers usually enjoy their work. They are in a position to establish mutually helpful community relationships and stimulating and pleasant social contacts. Their colleagues, too, are usually cultured and well-informed persons.

Those who love learning, who delight in "high thinking and fine feeling," will enjoy many happy hours in teaching. Those who teach are themselves well instructed. For those who enjoy associations with young, live, and growing boys and girls, the schools provide opportunities unequaled in any other walks of life. Those who like to help others and to look upon the success of men and women whose lives they have helped to build will find many rewards in teaching. Those who like to work with human beings instead of

DECLASSIFIED E.O. 12065 SECTION 3 402/NNSS NO.

inanimate objects and who wish to earn public recognition for their work may well consider this profession (4, 11).

The work of the teacher influences the lives of his pupils to the end of their days, and through them, countless other lives. In most walks of life the thoughts and feelings of men are profoundly affected by the words of past generations of teachers. The teacher is blessed with a kind of earthly immortality. Long after his voice is stilled, his thoughts and his attitudes will live in the minds and hearts of his students and of their children and children's children through the generations yet to come.

Opportunities for Advancement

During their first few years of employment, young college graduates can often earn more in teaching than in other occupations. Most teachers are spared the "starving period" undergone by some professional workers while they are getting a start. Furthermore, young teachers and administrators have very good opportunities also for moderate salary increases and for promotion on the lower and intermediate levels of professional advancement. In addition to earning regular salary increments, capable and ambitious teachers may earn promotion to better paid teaching, supervisory, or administrative positions by demonstrating their ability in teaching, by hard work, and by preparing for the position ahead. Practically all supervisors, and nearly all principals and superintendents, started their careers as classroom teachers. As in all walks of life, however, opportunities in teaching are largely what one makes them.

Teachers and administrators often better their salaries and extend their services by moving from rural and village schools to town and city school systems. At present about one-fifth of the teachers change positions each year. More than half of all teachers have taught in two or more school systems.

As in other types of governmental service, there are practically no opportunities for teachers to earn the very large incomes of those at the top in business, industry, medicine, law, and other vocations (3). Even superintendents in large cities and university presidents seldom earn more than $15,000 annually. This is practically the top also for the most distinguished college professors and deans in the Nation, other than a few who earn additional income through writing books, serving as consultants in industry, or similar activities. Considerably less than one-fourth of the college teachers with the rank of professor earn as much as $5,000 annually.

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Retirement and Tenure Provisions

About three-fourths of the public-school teachers are protected by some form of retirement or disability security. Thirty-nine States have State-wide teacher-retirement or pension systems. In 27 States, local retirement systems have been established in one or more cities, in addition. The provisions of the retirement systems vary considerably. Seventy years is the most frequent retirement age. About three-fourths of the systems have disability retirement provisions. The average annual allowances paid in 1941 by the several State-wide systems upon superannuation or service retirement ranged among States from less than $300 to nearly $1,500. Typically, an average of around $800 was paid. In most of the State and local retirement systems both the teacher and the system contribute to the retirement fund (14).

Nearly all beginning teachers are employed for one year only. If they are successful during their first year of teaching, one of three plans of employment may be followed. The most common plan, followed by more than half of the small town and rural school systems, is to reappoint or to release teachers at the end of each year. The next most common plan, mandatory in a half-dozen States and followed by many of the larger cities, is to place teachers on permanent tenure after a probationary period. A third plan is to give them continuing contracts, under which they are retained from year to year unless dismissed by the school board. There is a definite tendency to strengthen both State-wide and local teacher-tenure provisions, in order to prevent the arbitrary dismissal of competent and experienced teachers. Under the most favored of these tenure provisions, teachers serve a probationary period of from 1 to 3 years, during which time they may be discharged at the will of the school board. Thereafter, they may be discharged only after a public hearing and for good cause (15).

Length of Professional Career

That the conditions of service in teaching are improving is indicated by the fact that far more teachers than ever before are planning to make teaching a career, rather than a stepping stone to some other occupation. Teachers are now investing more time and money in their education than before, and, on the average, the more college preparation they have, the longer they remain in their profession. Marriage still accounts for the loss of more women to the profession than any other cause.

The lengthening of the professional life of teachers is indicated by the increase in their average age. In 1910, it was little more