


AN ABSTRACT OF THE THESIS OF

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Clark Spurlock

The purpose of this study has been to develop insight into the aims and goals of public library service by considering one particular type of library activity--work with adult groups.

To determine the influence of historical events on such service, consideration has been given to group work of the past fifty years in relation to such events as World War I, the Great Depression, the Adult Education movement, World War II, and recent projects of the Federal Government. Emphasis has been placed on the educational and psychological values derived from this type of library service to adults.

Among the groups studied are the blind, the foreign born, inmates of hospitals and institutions, businessmen, military servicemen, labor union members, the aging, and the illiterate. Cooperation of the library with other organizations already serving these groups has been noted.

Information regarding national programs was obtained from the reports and proceedings of the American Library Association, and participation of an individual library in this work is described from material found in the annual reports of the Library Association of Portland. Detailed organization procedures of American Library Association work with each group is given in Appendix I.

From this study of past activities, it is recommended that the public library initiate service to groups, cooperate with other organizations serving such groups, adapt its processes to meet particular needs, and encourage the group to form its own library whenever it is indicated that this will provide better service.

Twentieth Century Influences
on Public Library Service to
Certain Adult Groups

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TWENTIETH CENTURY INFLUENCES ON PUBLIC LIBRARY SERVICE TO CERTAIN ADULT GROUPS

CHAPTER I

INTRODUCTION

Need for the study

The anti-poverty war, with its disclosure of many "functional illiterates," has provided a new outlet for public library service to adults. Many libraries are setting up collections in adult basic education, now that public interest has been aroused and more appropriate materials are being published. Librarians who have long been in adult work occasionally compare these new patrons to the immigrants of the early twentieth century and the "disadvantaged" of the depression years.

This raises the question of how public library service to adults is developed. Immigrants, illiterates, and people of low income have existed in all periods of U.S. history, and yet public library service to these groups has been emphasized only at certain times. It is evident, then, that libraries and their patrons are not the sole factors in the development of adult services. The historical events of the period, as well as the society in which they take place, must also be considered.

Since the public library has no other organization or institution to direct its aims, as school, college, and special libraries have, how does it decide

whom it will serve and what services it will provide? This question is of more than purely academic interest, for public libraries today are in a critical situation. Rapidly increasing knowledge, increased publication of books, increasing population, and an increasing number of people who want to learn as well as those who should learn, all demand greater selectivity and clearer aims on the part of the library. At the same time, advances in automation, increasing interest of other organizations in knowledge and information, and the establishment of more and more special academic libraries, leave the public library unsure of its place in the community. It must now determine its own particular function and its most important contribution to society.

In an attempt to gain a little insight into this problem, a survey will be made of one particular activity of public libraries which has developed during the past fifty years--library service to adult groups. Relevant historical events, types of groups served, and the relationship of the library to other institutions and organizations, will be examined to determine the developing role of the library in the community.

This is not to deny that the major function of the public library is to provide service to individuals, but work with groups is more easily investigated, indicates a definite effort on the part of librarians to isolate a

need and make an attempt to meet it, and is more appropriate for a study in social relationships.

Statement of the problem

The purpose of this present study, then, is to determine in some detail how the public library has responded to the major historical events of the past fifty years in its development of programs which contribute to the educational and psychological welfare of certain adult groups.

Definition of terms

By "program" is meant any activity undertaken by the library with the purpose of taking materials to groups of people, inviting them to the library, or making special provisions within the library for service to particular groups. "Educational" refers to that which contributes to the patron's culture, knowledge, information, training, and skills, as distinct from that which is purely recreational. "Psychological" implies the use of books and other library materials to further the well-being and adjustment of the individual to himself and to society. There will of necessity be some overlapping of these educational and psychological factors. The word "adult" refers to work carried on by public library adult service departments--that is, anything not restricted to work with children, young people, or schools. "Groups" refers to social and

ethnic groups--groups formed because of racial and language backgrounds, physical handicaps, occupations, and like reasons. It does not refer to what is commonly called "Group Services," where organizations request and avail themselves of such library services as reading programs, films, tours, meeting rooms and speakers. Nor does this study include new geographical groups reached through additional bookmobile stops or the opening of new libraries and branches.

Limitations of the study

There will be no attempt to indicate all the adult groups which libraries have served during the period covered. Group activities will be limited to those which the American Library Association has deemed of sufficient importance and national interest to include in their annual and mid-winter conferences, either by establishment of sections, divisions, and committees to deal with work for these groups, or by giving a place on the conference program for discussion of such matters. To test whether or not this national scene represents a true picture of individual libraries, this study will also be concerned with the group activities of the Library Association of Portland, which is assumed to be typical for its size.

Procedures

The method used in this study will be that of

historical research. The Bulletins of the American Library Association, for the years 1915 to 1965, will be examined for mention of adult group programs. Developments in the organization of each group and recognition of the groups on conference agenda will be recorded in Appendix I. Against this background, similar activities of the Library Association of Portland will be studied, as indicated in its annual reports. Selected statistics for the local library will be reported in Appendix II.

The fifty-year period will be arbitrarily divided into the following sections: 1915-1923; 1924-1938; 1939-1956; and 1957-1965. The main body of the study will cover the following points for each section: the development of local and national service to each group receiving recognition during this period; the influence of the major historical events of the period; and the role of the library -- whether these services were carried on independently or in cooperation with other agencies.

Summary

In view of the increasing and varying demands upon public libraries today because of local, national, and international conditions, it seems of value to consider how public library services of the past fifty years have been affected by the social and economic factors of that era. Both national and local reports will be studied to determine

the origin and development of certain adult group programs, as an indication of the library's function in varying conditions of society.

The survey of the literature in Chapter II will cover certain discussions of the function of adult group work in public libraries, both as a direct service and as a service to other organizations working with adults.

CHAPTER II

REVIEW OF THE LITERATURE

While research has been done on library service to specific groups such as the blind or the foreign born, no record has been found of any broad survey of several groups served during a particular period, and no work has been done with respect to the participation of the Library Association of Portland in this type of service.

The literature reviewed here has been selected to show some of the viewpoints of leaders in the field of librarianship regarding group work during the past fifty years. This will serve as a background in theory for the actual activities discussed in future chapters.

The literature selected for review is concerned with the following four questions:

1. Should libraries work with groups or only with individuals? This question has been debated throughout this fifty year period. From the beginning, the importance of the group was acknowledged by many leaders of the library profession. In 1918, Arthur Bostwick, librarian of the St. Louis Public Library, foresaw the need of reaching groups which had not yet received library service. (3, 1918, p.52) Pierce Butler, in his textbook for Library Science courses, regarded "a continuous sociological study of group characteristics and activities" as the only safe guide for either schools or libraries to follow in improving their respective

institutions. (10, p.51) Lowell Martin, at that time a high school librarian, visualized the public library as a social institution, not static, but changing as group needs changed. (24, p.562)

Louis R. Wilson, Dean of the Chicago Library School, welcomed the publication of the Handbook of Adult Education in the United States in 1934 because, as he said in his review of it, it gave librarians an opportunity to see what groups they could serve (33, p.677), and again two years later, Mr. Wilson wrote that he expected the library to serve the needs of groups as well as of individuals. (32, p.256)

By 1954 there were opposing views, and the Library Journal presented articles arguing the case for and against work with groups. John M. Cory, Chief of Circulation, New York Public Library, defended the responsibility of the library to provide group services. (13, p.209) In an opposing statement, Harold L. Hamill, librarian of Los Angeles Public Library, stated that his library was doing practically nothing in the way of "adult education" because the term had come to mean group activities involving discussions, lectures, or forums, while his definition of adult education was "giving the best possible book services to every individual it can attract to its orbit." (16, p.211) Emerson Greenaway, Librarian of the Free Public Library of Philadelphia, summed up these two points of view,

pointed out that they were stated by men from totally different communities, and without arguing for either side, concluded,

The great danger comes, in my belief, in one city trying, without full regard for the difference between two communities, to duplicate what has been done elsewhere, fearing that they too are not on a band wagon. (15, p.215)

Leon Carnovsky, of the University of Chicago, warned that librarians should not work with groups, but through groups they should work with individuals. This would avoid disagreeable situations as "when an aggressive board of commerce or labor union or ethnic group . . . attempts to bolster its position by working under the aegis of a public institution. (11, p.27)

The trend in later years, however, has seemed to put the emphasis more on the service than on the number of people served. Jerome Cushman, Librarian of the New Orleans Public Library, advised, "Let us gear our program to individuals, whether independent or group-associated." (12, p.78)

2. Should libraries organize group work or supplement the work of other groups already organized? This also has been a controversial subject. It was mentioned in the introduction to this study that the public library has no organization or institution to give it direction, and this is somewhat the same idea as that expressed by Alvin Johnson, from the Adult Education Association, ". . . the public

library, though yearning to be ancillary to something, has nothing adequate to which it may be ancillary." (20, p.70)

Pierce Butler, Director of the Graduate Library School, University of Chicago, felt that society itself gave this guidance and direction and the librarian was merely "society's custodian of its cultural archives." (10, p.105)

Similarly, Jesse Shera, Director of Western Reserve Library School, placed the library definitely in the secondary position as he made the distinction between agencies and institutions. The library, he concluded, is an agency, secondary and derived, as opposed to primary and basic social institutions such as the family and the state. (27, p.v)

Harry M. Lydenberg, president of ALA the same year as Pierce Butler's book was published, also stressed the supporting role of the library in education, saying, "Libraries are useful but by no means essential--a helpful instrument, to be sure, but always a means rather than an end." (23, p.260)

To establish the place of library service to groups within this philosophy, Bostwick is again quoted:

A group formed by the library and led by it almost always lacks cohesion. The group, on the contrary, that comes together of itself, and takes its own course has just this superior virtue. No library should attempt to form groups of its own as long as there are already existing groups to which it has not given full service. (9, p.741)

This had been the conclusion, too, of the ALA Adult Education Commission, which noted in its report the growing

demand upon organized adult education activities and described the library's function as that of supplying these adult students with adequate book service. (4, p.103)

In the 1936 revision of the Handbook of Adult Education in the U.S., John Chancellor of ALA Headquarters, wrote the chapter on libraries, in which he advocated that the library should take the leadership in educational development and also cooperate with the many agencies having adult education or cultural objectives. (2, p.80)

The year following the publication of this Handbook, the University of Chicago sponsored an adult education institute, and Amy Winslow, Director of the Enoch Pratt Free Library, reviewed the published proceedings with the hope that the argument concerning library leadership in adult education was dying out. She agreed with one of the speakers who had said "if we are not leaders no amount of discussion will make us so." (34, p.421)

For an "outside" viewpoint, Cyril Houle, University of Chicago professor of Education, also raised the question of the library's responsibility in his review of John Chancellor's Helping Adults to Learn:

Should the library develop its own programs or should it endeavor only to supplement those of other agencies? Is it the function of the library to extend its influence into new types of activity, or might it better develop in a more extensive fashion the traditional procedures of library operation? (18, p.129)

At a 1957 University of Chicago conference, one

of the speakers, Dan Lacy of the American Book Publishers Council, expressed his opinion that the library should not create adult educational activities but should provide library service for those activities originating in other organizations, even those which have not yet realized the need or advantages of such service. (7, p.70)

3. What is the purpose of group work--is it educational or promotional? Ralph Munn, Director of the Carnegie Library of Pittsburgh, another participant of the 1957 University of Chicago Conference, spoke directly on this point. He reported that in the 1926 report of the ALA Commission on the Library and Adult Education, "the original intent of work with groups was to promote the use of books and the library." (7, p.76) Mr. Munn went on to say that the new Library Standards, just published in 1956, advocated the same idea-- "All group activities sponsored or co-sponsored by the library should be clearly related to the further use of library materials." (6, p.29) The Public Library Inquiry in 1950 had found the same thing to be true:

In most cases, however, the library-initiated program is designed for, or at least justified as, a means of encouraging the use of public library materials, whether books, films, or recordings.
(21, p.105)

However, Dr. Leigh, Director of the Inquiry, pointed out that it is hard "to draw the line between stimulation and guidance in thinking about important problems and stimulation and guidance in the use of books and films," and that

furthermore it was unimportant. (21, p.225)

Ten years later, the Library Development Project, sponsored by the Pacific Northwest Library Association, reported that the programs of libraries in the region had centered on adult education, but "in actual practice the success of the programs was more often gauged by their effectiveness in promoting the library and its use." (26, p.401)

4. What is the relationship between service to adult groups and adult education? Undoubtedly it was the rise of the adult education movement in 1924 that focused the attention of libraries on group work. Margaret Monroe, in her recent book, Library Adult Education, spoke of the early years of the movement: "From time to time service to particular groups of the library's public became per se 'adult education.'" (25, p.14) She also quoted Ruth Warncke, Director of the Library-Community Project, in her definition of library adult education: "It is 'everything a library does,' or it means 'discussion groups in libraries.'" (25, p.66)

After the first wave of enthusiasm for adult education was over, less was said about it. Jesse Shera of Western Reserve, said in 1932, "Today the adult education movement, if not dead, is certainly suffering a lamentable malaise." (28, p.245) The Library Services Act in 1957, the first federal program of assistance to public libraries, together with the increased emphasis on education and the

culturally deprived, brought the subject into prominence again. Much of this "adult education" group work, however, consisted of such programs as were reported in the P.N.L.A. Library Development Project: Women's clubs, parents' organizations, local clubs, subject-interest organizations, and church groups. Less frequently service was provided for business, professional, and fraternal groups as well as labor unions and industrial groups. "A very small percentage of the libraries (1 to 3 per cent) mentioned work with political parties and organizations, foreign-born groups, or intercultural agencies." (26, p.376-7) Surveys of the more prevalent types of library service often leave some doubt as to the "educational" value. For the most part, they seemed to consist of exhibits, displays, book talks, program-planning, and the supplying of books, films and physical facilities. (30, p.38)

To turn from "adult education" to "programs which contribute to the educational and psychological welfare of adult groups," the subject of this study, Arthur Bostwick is not only one of the earliest authorities on the subject, but almost the only one who foresaw the possibilities of such a program. In his book, The American Public Library, published in 1923, he spoke of the recent development of library work as extending into the community, with various examples of how this had been accomplished. The library, though not recognized by most writers on the subject

(except Mary Antin) had become an important factor in Americanizing the immigrant. Work with Negroes was another important field. Special and enlarged collections of books in business and technology, with publicity concerning them, were reaching another group. The blind were also receiving service, though Mr. Bostwick deplored the lack of variety in titles being published in Braille. (8, 58-60, 325)

Thus, it is evident, from this brief survey of the literature, that library work with adult groups has existed throughout the fifty-year period, but there has not been uniformity of opinion as to the value or method of this aspect of library service.

In Chapter III an attempt will be made to see what actually has been done in work with groups such as those described by Arthur Bostwick, and how this, too, has varied with the changing community.

CHAPTER III

ADULT GROUPS SERVED, 1915-1923

This and subsequent chapters, as stated in the introduction, will analyze library service to adult groups which have been recognized by the American Library Association. This recognition may take various forms, but it indicates a widespread interest in the designated subject. For example, sections and divisions of ALA must represent well-defined areas in which a fairly large number of librarians are working. Committees are much more prevalent, but these, too, are appointed only as some specific need arises. Round Tables have no official responsibility, but represent the desire of librarians to get together to discuss a common interest. Also included are those groups which are represented by speakers in the general sessions of the annual and mid-winter conferences of ALA. Usually such time is not granted unless there is a certain amount of interest among many librarians.

To test this recognition, local participation in these areas will also be noted, as shown in the reports of the Library Association of Portland. Like many public libraries, this institution began as a private corporation, but unlike most of them, has never officially changed its name. In 1902, a contract was made with Multnomah County to serve its residents, and therefore the library is known locally as the Multnomah County Library, but the official

name will be retained in this study.

The structural organization of these groups within the American Library Association, the official definitions of their functions, and the record of their meetings, reports and speeches will be found in Appendix I. Several groups were mentioned or organized during this period, but only one was officially represented in ALA at the beginning of this study.

THE BLIND

The Committee on Work with the Blind was already functioning in 1915 and had determined its principal needs: a uniform embossed type instead of the three or five different types in common usage, and a system of library centers for distribution of Braille to the blind. In 1918 Grade 1½ Braille was chosen as the uniform type for the United States, and this was considered the most significant event since the establishment of free mailing privileges for Braille books. By 1923 booklists of titles available in Braille were being published, new titles were being embossed and a duplicating process was being perfected. While libraries seemed to take the lead in these projects, cooperation was also noted with the American Foundation for the Blind. The American Red Cross, too, was most helpful in supplying volunteers for transcribing books into Braille.

Although this work had started before World War I, it was greatly intensified by the War. A 1916 committee

report noted that the attention being given to blinded European soldiers might be expected to intensify interest in all work with the blind in all countries. (3, 1916, p.357)

Soon many blind soldiers were also being referred to the U.S. Veterans Bureau, and the need for books in Braille greatly increased. Some returning soldiers were not only reading Braille for the first time, but were also discovering reading of any kind for the first time in their lives. (3, 1920, p.144)

Librarians had recognized the need for work with the blind, but it was not until national attention was focused upon this need by the War that they were able to have sufficient materials and support to carry out their plans. A continuing program was planned, for this work was included in the ALA Enlarged Program, a post-war plan for greater service.

Work with the Blind is not mentioned in any of the Library Association of Portland reports for this period, but in the ALA committee inventory of libraries with embossed materials, the Library Association of Portland in 1915 owned 73 titles in 154 volumes. (3, 1915, p.235) In 1923, the inventory showed 111 titles in 244 volumes. (3, 1923, p.208) Most of the volumes were in New York type, with American Braille and Moon also represented.

HOSPITALS AND INSTITUTIONS

The only other group mentioned in ALA reports as

early as 1915 is designated by a listing in the Handbook for that year of a special committee on Library Work in Hospitals and Charitable and Corrective Institutions. By 1923 two committees were functioning--Hospital Libraries and Institutional Libraries, the latter emphasizing penal and correctional institutions.

Obviously, the War had great influence on the work of this committee also, and library work in hospitals developed rapidly. At first nothing was done with the books delivered to the hospitals, and in February 1918, the War Service Committee of ALA decided something should be done. Hospital personnel were sometimes hard to convince, but they finally permitted the wards to be visited. After the close of the war it was some of these same medical officers who insisted that a permanent librarian be appointed on the hospital staff.

Two different types of readers were seen in this phase of library work. Those who had not yet left the United States read much the same as in army camps--technical subjects, French language, and other material which would prepare them for serving abroad. For those men who were in hospitals as a result of active service, books were selected for therapeutic and remedial value--not how to fight but how to live. Interest in bibliotherapy was greatly increased as a result of the War, and this area demonstrated the most specific example of the psychological value of library

service.

Public libraries at this time were closely related to hospital work. For the reconstruction hospitals and military hospitals in this country, the public library was usually the nearest source of supply. At the close of the war, it was often the public library that furnished staff and books to keep the work going until the U.S. Government was able to take over the responsibility.

Portland was included among the cities where public libraries provided service to hospitals in this interim period. In April 1922, a librarian and books were furnished by the U.S. Veterans Bureau to the Portland Veterans Hospital, but the local library provided service up to that date. (22, 1922, p.29) Loans of books and the filling of special requests continued through 1923.

Also in Portland, books were taken weekly to the county jail by the Municipal Reference librarian, and by 1923 the jail had the highest circulation of any of the library stations. (22, 1923, p.26)

THE FOREIGN BORN

Although there was no listing of a committee appointment on work with the foreign born until 1917, there was a great deal of interest in the subject in 1916, when speeches were given at general sessions, and one whole Council session was devoted to this topic.

The immigrant did not represent a new group in the United States, but with World War I came a new consideration of his relationship to this country. As Carl Wittke of Oberlin College put it:

The World War accentuated nationalism and 100 per cent Americanism, which added the necessary psychological factor to the economic, social, and political arguments favoring a restriction of immigration. (35, p.515)

While the literacy test of 1917 and the quota laws of the 1920's were aimed at lowering the number of future immigrants, effort was extended at the same time toward converting present immigrants into loyal citizens. This sometimes led to sentimental patriotism, but there were also those who would agree with Albert Schiels, of the New York Board of Education, when he spoke of the immigrant to the ALA Council:

Let us conceive him as an ordinary human being to whom we have something to give and who has something to give us. We should understand and sympathize, not abuse, nor flatter, nor patronize. (3, 1916, p.258)

The work of the ALA Committee attempted to further this idea by providing help in selecting and ordering books in foreign languages, publishing booklists, giving suggestions regarding naturalization and learning the English language, and answering specific questions referred to them by public libraries.

The resulting problems of immigration in the U.S., as well as the contributions of immigrants, have been thoroughly covered in the pages of history. The library's

services, however, were geared more to the immigrant's personal needs, a point of view presented in Oscar Handlin's book, The Uprooted. Dr. Handlin says,

Immigration altered America. But it also altered the immigrants. And it is the effect upon the newcomers of their arduous transplantation that I have tried to study. (17, p.4)

Providing books in their native language for immediate reading and leading from there to instruction in English and in Americanization, became the library's program for this group.

Again, a library service, which already existed in a small way, became greatly intensified as "Americanization became the word of the hour." (3, 1916, p.269) Work with the foreign born and preparation for citizenship also received a place in the Enlarged Program.

In Portland, work with the foreign born was well established by 1915, as is shown by the report that the use of books in foreign languages and those on citizenship and learning the English language, practically doubled in that year. (22, 1915, p.13) This was brought about in part, at least, by definite efforts of the library to reach these people. Names of applicants for naturalization papers were obtained from the County Clerk's Office, and circular letters emphasizing the help the library could give in preparing for the examination were mailed to these prospective citizens. (22, 1915, p.13) On Americanization Day, banners were displayed and dodgers distributed at Multnomah Field to advertise the library. (22, 1915, p.14) Visits were also

made to the homes of the foreign-born, inviting them to use the library. Most of this work continued throughout the war and afterwards, with social evenings and lectures provided in the branch libraries for students of Americanization classes.

Several hundred books in foreign languages were transferred from the Central Library to branches in districts where groups speaking various languages resided. Finnish, Norwegian and Swedish books, for example went to the North Portland Branch, while Hebrew, Russian and Yiddish went to the branch in South Portland. (22, 1922, p.25)

WAR SERVICE

World War I not only intensified work with the above groups, but it also opened up a whole new era of service--providing books for men in military and war-industry activities. This is reported in some detail because it shows so clearly how service to new groups is developed, how libraries can cooperate with other organizations, and how library work can be adapted under all conditions to meet whatever is the greatest need. Of course, it must also be remembered that this period of history was somewhat unique in that there was such unanimity of effort and concentration of activity on this one event. As Ralph Gabriel of Yale University described it "No mass movement in American history is to be compared with that which got under way on

April 2, 1917." (14, p.358)

England had led the way by providing books for her soldiers, and by the time America entered the war, there were other examples of overseas provision of books, such as the YMCA service.

Frederick P. Keppel, 3d Asst. Secretary of War, reminiscing at the 1919 ALA Conference, gave Herbert Putnam, Librarian of Congress, credit for the entry of American libraries into the war effort:

The war was about two weeks old, so far as our participation in it was concerned . . . when he (Dr. Putnam) . . . said, "What are your soldiers going to have to read?" I replied, "I have not the slightest idea." "Well," he said, "It is about time to begin to think of it." (3, 1919, p.152)

A conference was arranged for Dr. Putnam with War Secretary Baker, and the plans of the Commission on Training Camp Activities were disclosed--singing, athletics, movies, dramatics and so on--"All that is accepted under the term of college life, with the exception of the college." (3, 1919, p.152) The ALA suggestion offered the missing intellectual element.

Not only was the War Service Program library-initiated, but it represented the efforts of the top people in the library profession. The books might be donated by the general public, boxed by volunteers and distributed by the YMCA, but professional librarians had a hand in sorting books, in making lists of suitable purchases, and whenever

possible, in staffing the war library itself. One of the great contributions to the library profession which came from the War program was the change in attitude toward library service. To quote Mr. Keppel again,

[The library] seemed to have learned since I was an undergraduate that the theory of library administration is to get the books to the readers, and not the readers to the books . . . It also seemed to believe that a worn-out, shabby book was the cause for congratulation, and not for apology. That also was very, very satisfactory. (3, 1918, p.154)

The contributions of ALA to the War Program were definitely educational and psychological. Educationally, the effort was made to meet the soldier's immediate needs. One librarian commented that soldiers read what people read everywhere--that which interests them. The service man was interested in winning the war, and so he studied trigonometry to learn how to navigate vessels and aim guns, and he studied geography to learn the waterways of the world. He was also concerned with aviation, telegraphy and other technical subjects. (3, 1918, p.221) Since opportunities for advancement were offered through passing examinations, books which would help prepare for this were also in demand. As the war drew to a close, interest in the return to civilian life called for vocational books.

Psychologically, there was a contribution libraries could make in addition to the above mentioned hospital service. Libraries were credited with contributing

not only to the needs of the individual soldier, but also to the war effort:

Although there had been organizations for social and moral welfare in previous wars, such as the Christian and Sanitary Commissions during the war between the states, . . . it was only in this war that the humanitarian spirit was linked with the realization that the understanding, happiness, and spirit of a man were vital to his military efficiency. (3, 1919, p.224)

"Libraries and Reading as an aid to Morale" was the title of a paper presented to the 1919 conference by the Chief of the Morale Branch of the U.S. Army, a further indication of the recognition of this factor.

Perhaps the greatest psychological benefit was experienced by those in remote areas or in situations with much free time. Mary Eileen Ahern, editor of Public Libraries, told of her experience with a young man who said that books were the only things that kept him from going insane. Another said to her,

You people don't understand what these books have been to us in these devastated regions; we don't know the language, there is no shop where we can buy books. . . (3, 1919, p.312)

When the men were sent to isolation camps for three weeks, books were highly valued, and books and magazines were greatly appreciated by ninety men in a patrol boat, who worked only four hours a day, but were not permitted to come ashore when off duty. (3, 1918, p.223)

The whole World War I library program could be summarized in a report by Elizabeth Gray Potter, librarian

at the Headquarters Library in Paris. Getting the books to the men as soon as possible and providing guidance in reading were both emphasized. Mrs. Potter tells how the library was opened on August 29, 1918, after one hectic month in which 7000 books were classified, listed and prepared for circulation by less than half a dozen people. To complicate matters further, only one copy of the Dewey Decimal Classification was available, and when that was requisitioned by Army Headquarters, the remaining books were classified from memory. (3, 1919, p.316)

At first, in the Headquarters Library, technical books were most in demand, and then the armistice was signed. The men stopped reading technical books, demanded "something light and foolish," and the longer the period of waiting before they could return home, the more restless and discontented they became, reading nothing but fiction and finding no satisfaction in that. The librarian recognized this as an opportunity. With bulletin boards, book displays, booklists, posted hours of local museums, and other enticements, she began to arouse interest in the history, art and architecture of Paris.

Soldiers who had walked through the streets of Paris with unseeing eyes awakened to the knowledge that there was something more than cafes and vaudeville. Books on France were swept from the shelves, over a hundred guides to Paris by Baedeker were in constant circulation, and fifty copies of Victor Hugo's Les Miserables did not begin to fill the demand. Three hundred copies of French history were added to the collection

and still the shelves were empty. The requests for books on art and architecture increased . . . (3, 1919, p.317)

Thus technical, recreational, and cultural opportunities were provided by the library to this particular group of people--U.S. military men--and in spite of great handicaps of physical facilities and technical processes, library service at its best was exemplified.

The Library Association of Portland was very much a part of the national war service. Its chief librarian, Mary Frances Isom, was made distributor of war book collections for the Northwest and then was asked to take charge of hospital work in France, for which she was granted six months' leave of absence. (22, 1918, p.4) In 1917, 20,000 books were collected, prepared and distributed to Camp Lewis, Vancouver Barracks, Bremerton, and Forts Stevens, Canby, Columbia, Flagler, Worden, Casey, George Wright and Whitman. By 1918, 65,000 volumes had been prepared for camps.

Other book collections were sent to men on guard at bridges, tunnels and docks throughout the state, and to thirty-three ships of the Emergency Fleet. (22, 1918, p.37, 42) Books were also distributed to troop trains until the YMCA took this over. Staff members of the library visited the local shipyards, taking information to men who, for the most part, knew nothing of library service. (22, 1918, p.21)

Work at the Vancouver Barracks consisted of providing book collections in YMCA huts, in recreation rooms and hospital wards, with the library staff also visiting the wards with books and magazines. Even closer to the home front was the project of furnishing materials on trades for the USA training detachment which opened July 15, 1918 at Benson High School.

A group peculiar to the Northwest, was made up of men in the spruce camps. Collections of fiction, history, travel, poetry, technical subjects and military tactics, were sent to the boys working in the forests, and it was felt that this was another example of the psychological value books can provide. The Portland Librarian reported:

But in the spruce divisions, keeping up the morale has been an entirely different matter. The work has been hard and uninteresting, many of the boys were sent into it through no decision of their own, and many of them frankly owned that they hated it. The majority of them wanted to go to France . . . Under such conditions, keeping up the morale of these groups of men was no easy task . . . (22, 1918, p.47)

The production of the spruce divisions left no doubt that morale was maintained, and reports from the camp officers and the YMCA gave ALA books part of the credit.

BUSINESSMEN

This group was mentioned only once in ALA proceedings during this period. In 1917 a paper was read, followed by discussion, on ways the public library could

help with the attempt to provide training during business hours for company employees. This was a new venture in the business world and provided a new library contact. (3, 1917, p.114)

In Portland, however, work with businessmen was an important part of the library program. In 1915 a book list was prepared for them and local business houses were notified of this by telephone. In response, one hundred fifty lists were requested and mailed. Postals listing library materials in economics were mailed to insurance offices and credit men, and lists of books on the various trades were sent to wage-earners and business men. (22, 1915, p.15) The 1918 report told of industrial surveys made by each branch librarian in her community in order that the library as a whole might have better information regarding business houses in the Portland area. (22, 1918, p.31)

In 1919 book lists were made for the Oregon Society of Engineers and for credit men. The head of the Business Department also made visits to various organizations and attended some of their meetings in order to make the library known and to gain some idea of the type of service which would best serve their needs. (22, 1919, p.21)

NEGROES

The first mention of work with Negroes was in 1917, when the annual conference met in Louisville, Kentucky. Library service in this city had been well developed, and several other libraries had observed their methods with a view to setting up a similar system in their own communities. Only the fact that this demonstration took place fifty years ago can explain that Louisville's particular contribution was "a system within a system," that is, branches exclusively for colored people. This development had started in 1905, and by 1917 it was considered out of the experimental stage. One of the Negro librarians from this special system commented,

At first it was difficult for our colored citizens to realize the fact that they were to have a library system of their own. In no other place in America was there such a system and there were only a few who realized the educational, civic and social advantage it would prove to the race in years to come . . . In regard to the advantage of colored librarians: We know our own people; we know each teacher by her name; we know the minister, the doctor, the lawyer, the merchants and most of the others who frequent our library. Those of another race cannot know our wants, our habits, our likes and dislikes as we do. (3, 1917, p.170)

In 1921 sufficient interest had developed for a request for a Round Table discussion. This was followed in 1922 by the first annual meeting. A questionnaire was sent to 122 libraries, asking about their work with Negroes. Progress was noted in the "increasing number of special

branches for colored people and in the more frequent use of Negro assistants for serving the colored public." Also noted was the "deplorable lack of proper technical training for Negro assistants." (3, 1922, p.363-364)

In 1923, at the second Round Table session, the chairman said there were only two ways to reach the Negro with public library service:

- (1) Free and unrestricted use of all libraries--with a cordial welcome
- (2) Separate, well-organized, well-manned libraries, exclusively for him--with every assistance given. (3, 1923, p.275)

A few scattered instances were reported of Negro students being accepted at library schools, and a few exchanges noted, both of white and colored librarians and of northern and southern white librarians. (3, 1923, p.275) An attempt to present papers and discussions on books for the Negro revealed the fact that there was very little knowledge about the readers of the proposed book lists. Interest in this field was not developed by the War, and there was no further organized activity.

This was not the last mention, however, of racial questions in the history of ALA. Less than twenty years after the Louisville meeting the Executive Board appointed a special Committee on Racial Discrimination to consider protests from the membership regarding treatment of Negro delegates to the conference held that year in Richmond.

The Committee recommended that

. . . the selection of all future meeting places be conditioned upon acceptance and enforcement of the following stipulation: That in all rooms and hotels assigned to the Association for use in connection with its conference, or otherwise under its control, all members shall be admitted upon terms of full equality. (3, 1937, p.37-38)

Since that date to the present, Florida has been the only southern state where ALA conferences have been held.

THE UNEMPLOYED

One other group received local consideration in this early period, serving as a forerunner of what was to happen nationally. In Portland, the old Troy Laundry had been made into a lodging house for the unemployed, and the library contributed to it posters, book lists, and discarded books (many from the children's shelves.) (22, 1915, p.23)

This picture of library service to adult groups during the first World War would be misleading without some reference to the financial situation. Librarians were enthusiastic, willing, and self-sacrificing, but these projects could not have been carried on without funds. At the start of the program, the American Library Association undertook to raise a fund of one million dollars, enlisting the aid of librarians all over the country in fund-raising projects, knocking on doors, and collecting contributions by various other means. By September 1, 1918, this fund totaled \$1,780,898, and by the end of 1919 the receipts

the United War Work Campaign, Inc. amounted to \$2,865,000.
(3, 1920, p.243)

Locally, too, the war service could not have been carried on without ALA financial help. Even while many books were being prepared for use overseas, there was an undercurrent of serious financial need at home in all of the local reports. For example,

The Library has now reached a crisis in its affairs where it can no longer make the two ends meet, its poverty can no longer be concealed. (22, 1917, p.9-10)

The American Library Association, enthused over the success of both the library program and the campaign for funds during the war, decided to obtain funds for their "Enlarged Program" in the same way. The project failed and the Executive Board voted to abandon the plan. As Carl Roden, 1928 president of the Association, was to say later, "We had little besides our war record to offer to possible investors--and the War was over." (3, 1928, p.313)

Summary, 1915-1923

In summing up the group activities of public libraries during this period, it is obvious first of all that the library program was greatly affected by historical events. World War I provided the whole reason for most of the group services and developed the work with other groups such as the blind, the foreign-born, and hospital patients. Work with a few miscellaneous groups went on in spite of the

war.

Secondly, this was a library-initiated program. Involvement in war activities was not an automatic thing. Libraries were not forced, or even invited, into war work. It was the library which took the initiative, even though its services were at first neither understood nor welcomed.

Thirdly, after having taken the initiative in entering the war program, the service was a cooperative one, supplementing the work of other organizations such as army camps, hospitals, forest camps, ships and trains. In these situations library operations were constantly adapted to meet local needs rather than maintained to preserve accepted methods of library procedure.

As a result, not only was the serviceman's morale improved, but the value of reading and the place of the library in supplying reading material became known as never before. Thus the end of the war brought to librarians not only a sense of accomplishment and recognition, but a tremendous responsibility for providing opportunities for these servicemen to continue reading in civilian life.

Arthur E. Bostwick, Librarian of the St. Louis Public Library, laid the groundwork for continuing the study of library work with groups. In his paper, "The Future of Library Work," Mr. Bostwick predicted that services to groups would be one of the important functions of the public library. Occupation groups, he said, must be extended from

scholars, clergy and teachers to industrial groups, business men, artists and others, including union labor, which had never been adequately reached. (3, 1918, p.52)

In Chapter IV continuing work with the groups already mentioned will be examined, as well as that with a few additional ones, to see how peace-time activities affected library service to these groups.

CHAPTER IV

ADULT GROUPS SERVED, 1924-1938

Two developments of this period must be mentioned as background for this chapter, for while they did not directly concern library group work, they permeated the whole structure of library service.

World War I was over, the Enlarged Program of ALA had been abandoned, and public libraries for the moment were not involved in any special project. In the field of education, however, a new trend was coming to light. Selection of servicemen for World War I had called attention to the need for further education and training of those no longer in school. This fact, along with Edward Thorndike's studies indicating that adults were capable of learning, contributed to the formation of the American Adult Education Association in 1924. In this same year the American Library Association appointed the Commission on the Library and Adult Education and obtained a Carnegie grant to study the subject and make recommendations.

In 1925 Adult Education was the theme of the ALA annual conference, and in 1926 the report of the Commission was published. Of the nine definite needs listed by the Commission, the one most closely related to group work was the one calling for "organized and more definite library service to other organizations engaged in adult education,"

(3, 1926, P.371-2) Thus, at the beginning, the cooperative aspect was emphasized.

This work continued under a newly appointed Board on the Library and Adult Education, which stressed Readers' Advisory service, information services regarding educational opportunities in the community, and cooperation with already existing adult education enterprises.

Douglas Waples, professor at the Graduate Library School of the University of Chicago, clearly saw the relationship of adult education to library group work and regretted that the methods of psychology, education, and sociology, for defining groups with reference to needs, had not been used by readers' advisors in formulating their programs of adult education. As he put it,

If the library does undertake an educational program, it must identify the educational needs of the various groups represented in its patronage and regard these needs as objectives which govern the formulation of policies. (3, 1929, p.283)

The Library Association of Portland joined the adult education movement by establishing in 1925 a department for the purpose of helping adults carry on their education after leaving school. At first activities were confined to making a survey of the educational agencies in the city and the preparation of individual reading lists. (22, 1925, p.14) The following year, talks by the assistant in charge of the department to interested groups and organizations were added to the program. (22, 1926, p.17)

The second historical event which must be included in this background was the Great Depression. Though far different from World War I, the effect of this national event on the American people was just as far-reaching. As Frederick Allen described it,

With the Big Bull Market gone and prosperity going, Americans were soon to find themselves living in an altered world which called for new adjustments, new ideas, new habits of thought, and a new order of values. The psychological climate was changing; the ever-shifting currents of American life were turning into new channels.

The Post-war Decade had come to its close. An era had ended. (1, p.338)

The depression did not promote group work, but rather accounted for the lack of development of new groups or new activities during this time. The stock market crash of 1929 placed a double burden on public libraries, for it not only greatly increased the use of the library, but also drastically cut its budget. In the volume of the History of American Life series which is devoted to the Great Depression, the statement is made:

Idle millions discovered the public library as the poor man's club, a warm, quiet place to browse or drowse . . . "If it hadn't been for the library, I'd have gone crazy or killed myself," patrons occasionally told librarians . . . Unhappily, however, at this moment of greatest opportunity, library authorities groaned under a burden of poverty. (31, p.244)

Certainly both educational and psychological needs were evident. There were readers who tried to find information which would help them prepare for a new job since the

old one had disappeared. There were others who read books on economics and government in order to try to understand what was happening. Some read novels to get their minds off their troubles without the expense of a movie. As one librarian told a Hospital Libraries Round Table,

Whether fully aware of it or not, every library worthy of the name is carrying on a work in these times of depression, which is closely akin to hospital library service. It is real relief work, and its therapeutic value cannot be questioned. Libraries everywhere are helping to maintain the morale of a greatly depressed people. (3, 1932, p.567)

As in World War I, libraries did a great work in the depression years, but they could hardly have avoided it, and little planning was done to provide for meeting this unusual drain on library resources or to publicize books dealing with the background and causes of the depression. Some thought the 1922 depression should have been adequate warning for preparation of this sort. (3, 1932, p.312)

As for the local library, a look at the circulation figures in Appendix II for these years indicates that it, too, felt increased usage, and the annual reports bear it out: "Unemployment, with its enforced leisure, and the related desire to equip oneself for other openings and vocation," (22, 1931, p.5) are given as the principal reasons for seeking books at the library. Other ways of meeting the emergency called for books on the smaller industries and "things that can be raised on a small plot

of ground"--from poultry to mushrooms. (22, 1931, p.13)

The local use was felt to be a matter of increased reading among regular library users rather than by new people using the library for the first time. No effort was being made to reach non-users, for taking care of those who came to the library took all available time. (22, 1932, p.11)

Influenced by both the Adult Education Movement and the Depression, work with most of the groups mentioned in the first section of this study was continued.

THE BLIND

The Committee on Work with the Blind followed its usual program with the support and cooperation of the American Foundation for the Blind. New projects of interest to both were two-sided printing of Braille, standardization of sizes of books and improved methods of teaching touch reading.

The outstanding event of this period was the passage of the Pratt-Smoot bill. (3, 1932, p.285) This provided \$100,000 yearly for the publication of Braille books, the fund to be administered by the Library of Congress.

With the greater availability of Braille titles came greater emphasis on book selection. The Library of Congress felt the responsibility of using money for worthwhile literature of permanent value, but librarians knew

that many of the blind preferred lighter and more modern reading. (3, 1933, p.473) The days of reading anything available were gone, and the blind wanted more than just what they should read. (3, 1929, p.251) Greater availability of books also meant more libraries were needed, and plans for regional libraries were made. Another need was for more books in Braille Grade I for adult beginners, as they would not tolerate children's primers. (3, 1933, p.819)

Another development of this period was the production of the Talking Book. In 1934 the Pratt-Smoot law was amended to include talking books, and a machine was demonstrated at the 1934 convention. (3, 1934, p.723) The benefits of this new method were overshadowed at first by the problems it presented: Resistance to the machine on the part of the blind, selection of books suitable for reading aloud, publishers' insistence on royalty payments, and uniform keeping of statistics. (3, 1937, p.607) As with Braille, selection of more fiction and lighter non-fiction was urged. (3, 1937, p.906) One result of the Depression was reflected here, for WPA projects took care of transcribing into Braille some of the titles not usually considered by Braille publishers. (3, 1938, p.620)

Efforts of the national projects for the Blind were also felt in Portland. A local American Red Cross class transcribed books into Braille and added them to the public library collection. The library also received

embossed books from those published through the use of the remainder of the ALA War Fund. (22, 1925, p.17) The use of these materials continued to increase and in the year 1929 showed a gain of 37%. This was made possible through a direct effort to reach blind readers now that more books were available. (22, 1929, p.19)

HOSPITALS

The work of the Committee on Hospitals, newly separated from the Committee on Institutions, grew rapidly, as many requests were received for information from those wanting to start hospital service as well as from the already established units. (3, 1930, p.149) Lack of organization seemed the biggest problem, but a recommendation that a representative be appointed on the Headquarters Staff of ALA was refused (with a footnote from the Executive Secretary, "for lack of funds.") (3, 1927, p.140)

Some of the hospitals in which the work was started by a public library, carried on their own program independently, and this was in line with the recommendation that a resident librarian should be available in hospitals with more than 175 patients. (3, 1928, p.425)

That hospital library work offers the public library excellent opportunity for adult education programs was stressed. Such a program gains friends for the library and promotes the health of the community through

bibliotherapy. It is also a comparatively easy program, for the hospital is one place where people have time to read, and it is less difficult to obtain funds for this project than for any other. (3, 1931, p.431, and 1924, p.612)

Cooperative effort was demonstrated in the fact that the Hospital Committee arranged exhibits to demonstrate the therapeutic purpose and cultural value of hospital libraries not only at ALA conferences but also at conferences of the American Medical Association and the American Hospital Association. (3, 1933, p.460) With the closer ties with the medical associations, attention was directed from the distribution of books to bibliotherapy, (3, 1934, p.611) and not only were the titles on book lists more carefully selected, but lists of harmful books were also published. (3, 1936, p.387) The Library Schools were also urged to provide courses for hospital librarians. (3, 1935, p.619)

In Portland, two new hospitals were added in 1924 to those visited by the public library staff--Multnomah County Hospital and Good Samaritan. There was no claim here for the practice of bibliotherapy, but trucks of "light and unimportant" books were taken from bed to bed on the librarian's weekly visit. (22, 1924, p.21) The example of ALA was also followed when the Portland library assumed the responsibility of supervising the Hospital Library booth at the Portland conference of the American Medical Association. (22, 1929, p.23)

INSTITUTIONS

Work with prisons, the remaining responsibility of the Institutions Committee, was just beginning. Previously it had been felt that prisons did not want library service, and in some cases this was still true, but in most instances service was welcomed. The existing book collections consisted mostly of cast-offs from attics, supervised by inmates. (3, 1931, p.543)

There were many problems in this area, such as how to select books and how to get them to the prisoner. Research was needed and a demonstration plan was recommended. Finally, in 1930, the amount of \$3000 was received from the Bureau of Social Hygiene in New York for a year's research, consisting of a survey of one large and one small prison in Massachusetts. The work terminated in less than a year, because of prison riots in one of the institutions. (3, 1930 p.36)

Cooperation with the American Prison Association's new Committee on Education and the adding of three civilian prison librarians to the ALA committee produced help from inside prison walls for the first time. The Prison Association also provided funds for the long-contemplated publication of the Prison Library Handbook. (3, 1932, p.269)

With this group, also, there was the problem of

reading ability. A study made by the Department of Correction revealed that 81% of the prisoners studied had problems in reading and comprehension. (3, 1936, p.698) It was felt that teaching how to read was the obligation of the prison school, but after that, the library should provide reading for information and pleasure. As with other groups, interesting material on their level of reading was hard to find. Simplification of novels was again considered (3, 1933, p.714) and a list of illustrated books was compiled for adult illiterates. (3, 1935, p.359) Books the prisoners showed most interest in were those on self-improvement and the out-of-doors. There was no interest in social problems. (3, 1936, p.698)

That library work has to be secondary to the custodial work of a prison was acknowledged, but there was still room for greater cooperation, and the Handbook was not used as much as the committee would have liked. (3, 1934, p.332)

A little effort was made to encourage released prisoners to make use of their public library, but they "were afraid of the deadly quiet," and it was suggested that entrance lobbies where there could be more talking and perhaps music playing might alleviate the situation. (3, 1936, p.697)

In Portland, service to the jail was mentioned as one of the most appreciated services performed by library

stations. (22, 1938, p.16)

THE FOREIGN BORN

Work with immigrants consisted not only of providing materials to read, but perhaps more than with any other class of people studied in this report, of providing them with groups in which to participate. Many of the immigrants were now speaking English, but they needed the experience of meeting with others and learning something of American customs. (3, 1929, p.371) Group work also contributed, through enjoyable and educational experiences, to counteracting race prejudice. (3, 1930, p.512)

The Committee found its principal work, however, in providing reading materials. This meant making lists to aid in book selection in some fifteen languages. (3, 1924, p.250) Those who still wanted to read their own language were now wanting to read American subject matter--not only American history, but also books on trades and industry. (3, 1936, p.827)

For those who were beginning to read their new language, easy books in English continued to be a problem, for while the quantity was improving, the quality was not. (3, 1926, p.563) The sub-committee working on this problem finally merged with Lyman Bryson's Committee on Readable Books, as the problems were considered the same, whether the reader was an immigrant or an American who could not

read. (3, 1938, p.641)

Another complication was due to the fact that new immigrants coming to America were a different class of people, often representing professional rather than industrial classes. The Committee chose such topics for discussion as, "Is the intellectual minority being served?" (3, 1933, p.819) and made book lists of titles suitable for the educated adult foreigner. (3, 1934, p.363) This group, particularly, resented learning English through books which were written down, adapted classics, and novels re-written in basic English. Librarians, too, argued this question, and one discussion ended with the decision, "A classic is not a classic when the author's words are changed." (3, 1936, p.827)

Because of the shifting of interest among the immigrants and because of a greater desire on the part of Americans to learn the language and culture of other groups, the committee felt its structure should be changed. Their request to be made a Section of ALA was denied because the Council felt that the work did not have sufficiently distinct lines, there were not enough librarians engaged in the work, and most of all, that it would be disadvantageous to consider these people a group by themselves, requiring a distinct type of library service. (3, 1928, p.386-7)

The next attempt was to change the name of the Committee. It was pointed out that so many of the people

with whom they were working were second-generation adults, that "foreign-born" was no longer accurate. The name, "Inter-racial Service" was suggested, but it was felt this name lacked clarification and could not, under law, be used in the South. (3, 1935, p.560)

In the closing year of this period, the attempt to tie the work of the Committee more closely to the work of the library program as a whole is seen in the discussion topic chosen for the 1938 Round Table: "The place of Foreign Work in Adult Education." (3, 1938, p.984)

The Portland program was already well established and continued much as usual throughout this period. An invitation by a library staff member to use the public library was almost a part of the naturalization proceedings, (22, 1924, p.19) and annual parties for the night school Americanization classes were still held in the central and branch libraries, with the assistance of the Willamette chapter of the DAR. The enthusiastic participants were mostly Scandinavian and German, (22, 1927, p.22) but work with all foreign groups increased along with other areas in the Depression (22, 1930, p.14) It was also reported that several of the foreign born were now growing older and the prospect of a pension plan prompted them to become citizens. (22, 1935, p.20)

BUSINESSMEN

The post-war period, together with the depression, focused attention more directly on business. In 1924, Margaret Mann, of a New York Engineering Societies Library, commented that ALA as a body had done nothing regarding service to businessmen in spite of the growing support by them of educational institutions and the establishment of research bureaus. (3, 1924, p.185-186) At the meeting of the Special Libraries Association the same year, Arthur Bostwick spoke on "The Business Library as a phase of Group Service." (3, 1924, p.371)

During this period a Business and Technology Section of ALA was established, and with organizational matters out of the way, attention was given to the kind of service the public library could give to business. The businessman had to be convinced, first of all, that the library could provide service of value to him in economic subjects as well as in educational and cultural matters. (3, 1929, p.293) The suggestion most often made was that the librarian should not wait until asked for help, but must know the community and its industries, offer book lists, make book talks, visit industrial plants, and set up special collections and displays within the library. Toward the latter part of this period, economic recovery was stressed, with a special plea for the study of economic problems by

librarians. (3, 1932, p.315)

Gradually other types of special library service crept into the programs, and the period closed with a discussion of the topic, "What fields should we cover in Business and Technology?" (3, 1938, p.851)

The Library Association of Portland not only started its business program earlier than the national organization, but it also had quite a contribution to make to the ALA program. Miss Nellie Fisher, head of the Business and Technical Department in Portland, was on many of the ALA programs and at one time was Chairman of the Business Libraries Section. In 1927 Miss Fisher gave a talk at the Business Libraries Round Table and was introduced as coming from "the only large publicly supported business library west of the Rocky Mountains." (3, 1927, p.336)

UNIVERSITY STUDENTS

Two higher education groups received special consideration for a short time during this period. Several references were made to Alumni Education, with the suggestion that book lists and materials could be supplied by the public library. A Round Table was held on the subject in 1930, and a questionnaire about services to this group was sent out by the Board on the Library and Adult Education. (3, 1931, p.219) After 1932, however, there was no further mention of this group.

The other student-related group was known as the University Library Extension Round Table, which met fairly regularly from 1924 to 1939, and was very closely related to Adult Education. Since students taking Extension courses often lived too far away to use the university libraries, it was only natural that they would try to obtain the necessary materials from their local library. Many universities cooperated by urging this local library use, thinking that this was part of the learning process and of more value than mailing university materials to the student.

University extension service was well known in Portland. For several years the public library not only supplied books, but actually served as the "campus" of the Extension Division of the University of Oregon. Classes were held in the library's meeting rooms until lack of space forced them to move to Lincoln High School. (22, 1923, p.13-14) In the 1924 Portland report, mention was made of the increase in requests from those taking Extension courses, for although the classes were no longer held in the library building, the library still attempted to meet the book needs. (22, 1924, p.19)

PARENT EDUCATION

In 1934, ALA organized a joint committee with the National Council of Parent Education. One of their first duties consisted of collecting information on library

relationships with parent education programs, and this was followed by an attempt to find out what kind of printed materials were needed. (3, 1937, p.588) A sufficient number of copies of the books used in the study programs proved to be one of the great needs. (3, 1937, p.816) Another need, which the committee tried to supply with book lists, was for simplified reading materials. A list of fiction of value in the study of family relationships was also compiled. (3, 1938, p.659) The general feeling in all this work was that the leaders in the parent education movement were not sufficiently aware of the services libraries can give. (3, 1938, p.906)

In Portland this service was just beginning in 1938 and was referred to in the report of that year as one of the hoped-for extensions of library service. (22, 1938, p.29)

Other local efforts to give book service to adult groups were related to the economic recovery programs: SERA classes under the Extension Division (22, 1934, p.19), WPA classes, and Vocational classes under the Smith-Hughes Act were all supplied with books. (22, 1936, p.16) CCC camps were also given book collections. (22, 1934, p.21)

Portland cooperated with the American Merchant Marine, in seeing to it that every boat touching Portland might have fifty books on request. (22, 1936, p.17) A purely local attempt to reach non-users of the library was

the Outdoor Reading Room, set up in the Plaza Block during the summer to serve those who frequented this area. Actual use, however, seemed to be principally from nearby business men on their lunch hours. (22, 1937, p.11)

Summary, 1924-1938

Generally speaking, the public library in this period found itself caught between two opposing forces. The Adult Education movement was urging the library to develop further the work it had already begun with groups, and the depression was making it impossible to do any thing but serve those individuals who voluntarily came to the library. That its original group work continued at all was quite an achievement.

One item is particularly noticeable in work with groups during this period--the request for simplified materials. Four groups, the blind, the foreign born, the prison inmates, and the parent education groups, all found average book materials too difficult for their use.

Now, once more, the nation was in a period of comparative peace and stability, and the public library was waiting for the next development or the next crisis.

CHAPTER V

ADULT GROUPS SERVED, 1939-1956

A brief lull in national problems gave time for evaluation and planning. The National Plan for Libraries, adopted in 1935 and revised in 1938, received more attention. The Plan was filled with such phrases as the quantity and complexity of knowledge, the constantly accelerating rate of change, greater economic security, more leisure time, and the maintenance of democratic institutions. The great need, as perceived by many, was for education at all levels, especially continuing self-education, and "a cultivation of the appreciation of social and cultural values which will prevent the domination of life by material motives." (3, 1939, p.137)

It would seem that an adult education program was indicated, but not only was there a lack of knowledge on the part of the general public concerning the relation of adult education to public libraries, but there was also confusion and disagreement among librarians. New activities were added to library programs, but with no particular direction in view and no evaluation of existing activities. As Ralph Munn noted in his presidential address of 1940, the past history of the public library showed many new ways of improving service, but very few of the older services had been abandoned. (3, 1940, p.380) Archibald MacLeish,

Librarian of Congress, named as one of the drawbacks to a truly professional librarianship, the fact that "it has proved impossible to arrive at a common agreement as to the social end which librarianship exists to serve." "Improving the masses," according to Mr. MacLeish, was not only a patronizing phrase but also one which covered many things which had no professional implication whatsoever. (3, 1940, p.386)

In theory, group work was not forgotten, for the president of ALA, Essae Martha Culver, urged the elimination of all unnecessary processes, routines, and services, in order to discover groups not finding their way to the library--business houses, industrial plants, homes, adult education groups, CCC Camps and Army Camps. (3, 1941, p.412)

In the actual carrying out of group activities, however, this period proved, for several reasons, to be less productive than the two former ones. World War II not only did not provide the group service opportunities of World War I, but because of the travel restrictions it imposed, meetings were curtailed and fewer reports and proceedings were published. Also, ALA was becoming more and more complex, and even after the normal conference activities were resumed, many irregularities occurred both in the development and reporting of special activities. Finally, when another lull came in the national turmoil, another evaluation program was undertaken, and the ALA Management Survey of

1955 threatened to reorganize library work with adult groups completely out of existence.

Between these two evaluation schemes--the National Plan at the beginning of the period and the Management Survey at the end, most of the groups already mentioned continued to function, and a few new ones were added.

THE BLIND

Many of those who served the blind recalled the impetus World War I had brought to this work. This was not repeated in the same way with World War II, but the second war also had its affect. Newly blinded servicemen became new users of materials, while some of the regular Braille readers stopped reading because of employment in war industries. (3, 1944, p.379) Another difference was seen in the fact that this time the serviceman did not have to learn Braille (though many did) because Talking Books were now available. The psychological needs of the newly blinded adult also received more consideration than after World War I. (3, 1942, p.P-127)

The closing of WPA projects was regretted, for they had made it possible to transcribe some materials into Braille, which would not be considered by regular publishers. Also, the WPA had been responsible for the manufacture and repairing of Talking Book Machines. (3, 1942, p.675)

After the War, the usual problems of work with the

blind occupied the attention of the Committee. Individual libraries reported the difficulties due to lack of personnel and housing space (3, 1945, p.400) The Committee tried to help by considering selection of titles, deciding what to do with surplus Braille and Talking Books, and by the reorganization of regional systems to disperse these materials. (5, 1953, p.40)

At the close of this period the Management Survey struck a serious blow with the recommendation that work with the Blind be dispersed among the appropriate divisions. (3, 1956, p.713) That this decision was not acceptable to the Committee will be made apparent in the next chapter.

Portland reported a gradual overcoming of the resistance to the Talking Book Machine, as well as an increase in Braille use. (22, 1939, p.10) Mention was made of returning Veterans among new users of these materials, (22, 1945, p.8) and in 1946 seventeen Veterans were registered as borrowers. (22, 1946, p.9)

With more materials available, by 1948 work with the blind in the local library showed the greatest increase of any phase of its work (22, 1948, p.8) More use by the elderly was also noted. (22, 1950, p.7) Space became a problem locally, too, and a new room to house materials and to serve the blind was opened in 1951. (22, 1951, p.6)

HOSPITALS

It will be noted in Appendix I that this group underwent a good deal of re-organization--from Committee to Round Table, to Division, and finally to the Association of Hospital and Institutional Libraries, under the recommendation of the Management Survey.

Much cooperative effort was put forth with the various medical associations, and bibliotherapy and work with mental hospitals received more emphasis. This raised the question of what should be the library's function in this relationship. The views of Dr. Alice I. Bryan, consulting psychologist for Columbia University School of Library Service, were reported in the proceedings of one of the Hospital meetings:

She urged that scientific procedure and research be inculcated in our program rather than the present general armchair-theorizing and philosophizing.

She implied that the scientific world of psychology and medicine is interested in bibliotherapy and is waiting for signs of scientific procedure on the part of hospital librarians.
(3, 1939, p.P-129-30)

Apparently the Committee felt that they were not yet ready for this, for the following year they voted to keep the name "Hospital Librarians" rather than to be known as "Bibliotherapists." (3, 1940, p.P-120)

Other activities of the Committee during this period, in addition to War Work, consisted of setting up

standards, planning recruitment, and urging Library Schools to include training for hospital librarians. The public library still had a part in this service, but primarily with the smaller hospitals. Larger institutions were establishing their own self-maintained libraries for the most part.

Portland also experienced this gradual taking over of the library by the hospital. After fourteen years, public library service was withdrawn from St. Vincent's Hospital because the Nurses Training School there had organized a library for patients. (22, 1939, p.11) Work at Multnomah County, State T.B., and Emanuel Hospitals was carried on as usual, with reports of increased usage.

INSTITUTIONS

The Committee on Institutional Libraries was in existence throughout this period, but met only irregularly in the 1950's. Its work consisted mostly of setting up standards, making surveys, and publishing a directory. The same special problems were found here as in other groups, as is evidenced by book lists prepared. Attention was called to a list of books useful for the feeble-minded (3, 1943, p.346) and a list was made of books in large print for those with sight problems. (3, 1945, p.399)

The Management Survey placed the work of this committee in the Association of Hospital and Institutional Libraries. (3, 1956, p.716)

THE FOREIGN BORN

Again, a world war had its influence on work with the foreign born, chiefly in the difficulty it caused in buying foreign language materials. The committee ceased to print booklists because so many of the titles were unobtainable. Concern for books in exile, as well as men, was expressed. (3, 1939, p.618)

The foreign born continued to represent the better-educated groups, "So eager to read English books and so capable of learning." (3, 1939, p.618) After World War II the emphasis was more and more upon intercultural relations--Americans studying other languages and literature, and immigrants interested in American culture as well as in the language. Group work was maintained, but because these people were a group, and not because they were a foreign group. (3, 1942, p.P-28) The need continued for books in simple English, especially in U.S. history. (3, 1942, p.675) The committee also urged translation of selected English books into other languages. (3, 1944, p.379) Migrant Mexican laborers were considered as a group needing service, but the end of the war changed the picture, when immigrant labor was no longer needed. (3, 1946, p.386)

As will be seen in Appendix I, uncertainty as to the name and purpose of this committee was still apparent. The change to "Intercultural Action Committee" brought

conflict with other committees. (5, 1955, p.73) With the exception of the preparation of lists of books in foreign languages, the work of this committee came to an end with the Management Survey recommendation that its functions be dispersed among other divisions. (3, 1956, p.717)

Use of the local library by refugees from European countries was quite noticeable in 1939, particularly in the demand for books to help in learning the English language. At the Jewish Community Center that year, 150 newcomers were addressed by a member of the library staff, and letters of welcome enclosing application blanks for library cards were sent to them. (22, 1939, p.10) In 1941 the Registration Desk reported many examples of the refugee's first visit to the library. (22, 1941, p.6)

While book service to Mexican laborers reached only the planning stage nationally, in 1944 books in the Spanish language were sent to Mexican workers by the Portland library. (22, 1944, p.6) This was also reported in 1945. More books for the foreign born might have been available if the local library had not also found it difficult to order foreign publications during the war. (22, 1940, p.8)

WAR SERVICE

In his discussion of World War I, Dr. Slosson of the University of Michigan had said:

A more important influence of the war on American life was the lesson it taught in organization. The war came to a lax, individualistic people; a year was wasted in blundering experiment and another year spent in building up a sound war machine. The full strength of the army and its equipment could not have been placed in the field until 1919, and perhaps not until 1920. (29, p.70)

How well this lesson was taught is demonstrated in Eliot Janeway's account of World War II:

But, then, the country in 1940 was altogether unprepared for the age of crisis that had begun--unprepared politically, economically, and above all emotionally. It was a country still so inert, for all its energy and achievement, that it wasted a third to half of its manpower potential on and outside the marginal fringes of its economy. It was a country whose people were as unready to fight a war as its economy was to win it. (19, p.100)

In library activities related to the war, however, there did seem to be some evidence of lessons learned.

A Defense Activities Committee was organized in October 1949, and after December 7, it was renamed the War Activities Committee. Comparatively little actual work with the armed forces was sponsored by ALA, chiefly because of what the Association had accomplished in the earlier war. The Navy had never ceased to maintain library service since 1918, and the Army in a short period of time rebuilt its library system to provide recreational and informational reading for more than ten million soldiers in all parts of the world. (3, 1946, p.323) ALA did cooperate with the USO and the Red Cross in two Victory Book Campaigns to supplement these libraries, but its chief concern was on

the home front: maintaining war information centers; supplying vocational and technical materials to war industries and workers; disseminating information in economics, government, history and international relations; providing recreational reading to relieve the strain of the war; and emphasizing war and postwar issues and problems. (3, 1942, p.651) This concentration on the intellectual rather than physical defense meant keeping libraries operating in spite of shortages and poor quality of materials.

Individual libraries, though, did have the opportunity of participating more directly in the war effort and of providing books and services for special groups owing their existence to the war. The Library Association of Portland participated in the Victory Book Campaign, collecting 34,785 books (of which 13,914 were useful). (22, 1942, p.6) Collections of books were sent to the Fourth Fighter Command, to Portland-built ships, to Servicemen's organizations, and to a Conscientious Objectors Camp. (22, 1942 p.8) Later, books also went to the Merchant Marine Headquarters, 35 Guard stations on the Oregon coast, the Naval Receiving Barracks, and to various ships, including fifty-five army transports, USN and Merchant Marine ships, and four British Navy ships. (22, 1943, p.11) In 1945, additional books were prepared for ships, financed by donations for that purpose from cities and colleges for which the ships had been named. (22, 1945, p.9)

Though the organization of library service was different, books were appreciated just as much as in World War I. A letter from a serviceman to the Portland library illustrates this point:

The Navy boys aboard transports and LST's on which I've journeyed are desperately hungry for books . . . one of the sights I remember on that very confused January 9th when we landed in Lingayen Gulf was that of the sailors from our ship going through the refuse piles on the fantail looking for books which the departing troops might have discarded. This with guns roaring all about them, and anti-aircraft shells bursting overhead. (22, 1945, p.5)

The Portland library also had two special war-time projects. A library of five hundred books was established at the Portland Air Base in 1941, and in 1942 it was staffed by a public library staff member employed by the Air Base. (22, 1942, p.5) The second project was work with the Japanese Migration Camps. These two camps were visited by members of the library staff, and book collections were left for their use. (22, 1941, p.10) A former library page, now in the camp, reported that one of the officers had said this was the only Assembly Center equipped with such an adequate library and with regular service from a city library. She went on to say that everyone read--the idle rich and the idle poor--for no one had anything else to do. Many of these people had spent little time in reading prior to this. (22, 1942, p.5)

BUSINESSMEN

Work with this group, which had previously expanded fairly rapidly, now began to decrease. In 1942 the Business Libraries Section was reorganized to include vocational school librarians, and at the same time it became a Round Table, giving all its time to discussion and leaving the development of projects to the Special Libraries Group. (3, 1942, p.H-50) This preserved the relationship with public libraries, for one of the three groups organized within the Round Table was "Business Librarians in public libraries." The Business and Technology Section of the new Public Libraries Division replaced the Round Table, and at the end of the period the Section was replaced by a committee of the Reference Section of the same Division.

Industrial plants and government agencies still received library service in Portland, or at least had it called to their attention. Topics of interest to them included post-war planning and cancellation of war contracts. (22, 1944, p.8) A peace-time project was the in-service training program of the Pacific Telephone and Telegraph Company. Books were sent to this company each week for ten weeks, and eighteen groups came to tour the library. (22, 1948, p.8)

NEGROES

There was no organized ALA work with Negroes

during this period and no official mention, but occasional references occurred in reports of various Round Table discussions. Most of the attempts to help were directed toward training negro teacher-librarians. A grant from the General Education Board had been given and was extended in 1938. (3, 1938, p.547) Training for librarians was still a problem, and this was further complicated by the closing of Hampton Institute Library School for lack of funds. The war called attention to some of the already existing problems of this group. Eliza Gleason, Director of Atlanta University School of Library Science, pointed out examples of discrimination during the war, which made it most difficult for her to feel a part of American democracy. (3, 1943, p.83)

In Portland it was reported that there had been particular attention to work with Negroes through the Albina Branch, with excellent cooperation from leaders of the district. (22, 1940, p.8) During the war, it was noted that many Negroes were arriving in Portland from other cities and registering for library cards. (22, 1945, p.8)

UNIVERSITY STUDENTS

There was little activity with the University Extension students during the war, and the committee was discontinued in 1947.

In Portland, activity with this group continued a little longer. A special reserve collection of 2000 books was maintained to serve the Oregon State System of Higher Education in its winter term extension classes--a unique service for a public library. (22, 1939, p.18) After the war, the public library became the college library for returning servicemen, especially those attending Vanport, and the librarian reported, "we are more truly a part of the Adult Education movement than ever before." (22, 1947, p.6) By 1949 the Portland Extension Center had purchased the Lincoln High School building, and the public library continued to help, realizing its service was most inadequate and yet more than it could really afford to give. (22, 1949, p.7) Gradually the colleges began to take over, and the public library withdrew completely.

PARENTS

The importance of parent education was recognized by both schools and libraries, for "parents are the only permanent factor in the education of any individual." (3, 1939, p.P-145) However, in 1942 it was voted to discontinue the Parent Education Committee, with the understanding that the work would be carried on by a subcommittee of the Adult Education Board. The subcommittee took as its project "readable books for parents" and followed this by a study of the effect of war on the child. (3, 1943, p.341) No

further activities were reported.

The Portland Library cooperated with the schools in this type of work. Book collections were sent out to parent-teacher groups (22, 1945, p.7) and Family Life Education through the public schools received sixteen book collections from the library for child-study groups. (22, 1946, p.9) Forty-two more Family Life groups were served in 1950. (22, 1950, p.7)

LABOR

Twenty-eight years after Arthur Bostwick said that Labor groups had never been adequately reached with library service, the Committee on Library Service to Labor Groups was created by the ALA Executive Board. (3, 1946, p.H-43) Many problems arose in determining the best ways of letting union groups know that library service would be useful to them. Whether this service should be directed to labor leaders or to the rank and file was another question for discussion. Deposit collections in factories were tried, but, without a librarian, seemed to have little use. (5, 1950, p.79) Deposits in union offices were not used because of so many other activities taking the worker's time. It was also brought out that the worker might use the public library more if it were more attractive and more informal. (5, 1950, p.80)

It finally became apparent that union members

could be reached only through their leaders, and the committee's work began to be directed toward labor officials. Suggestions for meeting this need included a sympathetic attitude on the part of the librarian toward the labor movement, discovering the needs of trade unions in the community, and demonstrating the value of basic library tools. It was felt that unions needed guidance especially in planning programs and in film discussion techniques. Above all, it appeared to be a situation in which the library would have to take the initiative. (5, 1954, p.68)

As early as 1940, before any organized effort had been made to reach workers, it was brought out at an Adult Education Round Table that the reading ability of the labor group must be analyzed, with the implication that there was a great need for simply written material adapted to the experience of working people. (3, 1940, p.P-46)

Victor Reuther, CIO, spoke at a general session of the 1955 conference and said that trade unions were seeking answers to problems and needed the information libraries could supply. They were no longer interested only in wages and hours and working conditions, but in community security, housing, health, race relations, and international affairs. (5, 1955, p.5) The Management Survey placed the Labor Committee in the Adult Education Division. (3, 1956, p.723)

The Library Association of Portland had a few contacts with labor groups during this period. Collections of

books were placed in two CIO union offices, and, in response to a request from the Director of the AF of L Education Committee, a list of books suitable for union libraries was compiled. (22, 1940, p.7) Growth in work with unions was later reported. (22, 1944, p.8)

ILLITERATES

This is another group for which there was no organized service, but a comment at an Adult Education Round Table in 1939 is noteworthy: "Our first task is to prepare the illiterate thousands for adult education, and our second, to make them socially literate." (3, 1939, p.P-68)

Summary, 1939-1956

At the beginning of this period, group work was still an important part of the ALA structure. Most of the work already organized was in cooperation with other organizations. The major new work--service to labor groups--was a joint committee with AF of L and CIO. War work at this time, on a national scale at least, was almost entirely limited to support of other groups, with no particular library-initiated services.

World War II was of course the predominant event of the period, and its influence was felt in all groups, primarily because of the difficulties and problems it produced. It did not, however, open new areas of service or intensify existing services, as the earlier war had done.

At the end of the period, great changes were being observed. Ralph Munn's criticism that older services were never abandoned, could no longer be justified. Work with two groups (Alumni and University Extension) was discontinued; one committee (Parent Education) became a sub-committee; the Management Survey recommended that work with four groups (Blind, Foreign born, Business and Labor) be dispersed to other divisions or made committees of other groups; only Hospital and Institution Libraries continued to maintain their separate and independent functions, and they were becoming so specialized that public libraries had little relationship with them.

It would seem that this study might well end with the year 1956, but the next chapter will determine how the Management Survey recommendations were received, and whether any new groups developed to take the place of those which were discontinued.

CHAPTER VI

ADULT GROUPS SERVED, 1957-1965

Again, education provided the direction for library service. As in 1924, when the formation of the Adult Education Association turned librarians' attention to cooperative work with adult groups, now the knowledge explosion and the public concern for education affected library adult work. The author, J. Frank Dobie, like many others, questioned the motive for this sudden interest in books:

Of late, some people seem to consider that the chief reason for advocating libraries and the reading of books, is to enable America to catch up with the Russians on Sputniks. (3, 1961, cover of June issue)

In 1960 it was recommended that action be taken to consider problems of student use of public libraries (3, 1960, p.233) and in 1963, at the famous "Conference within a Conference," public library problems in serving students were discussed. This would appear to be outside the concern of this study, but it is mentioned because one of the reasons for attempting to deal with this problem was the fear that adult work was being neglected because of the great demands students were making on library facilities and books. Lowell Martin, of the Grolier Society, described this condition as

the first mass utilization of books in our culture . . . Book reading in the past has always been an activity of a minority and only a segment of our society--an elite, if you will--has regularly used libraries. (3, 1963, p.735)

A speech by John E. Fogarty, U.S. Representative, stressed not only the educational function of libraries, but also the opportunity to work with groups:

To my mind, the most important ancillary function that a library can perform . . . is to further the spirit of learning in this country.

To summarize, I would urge librarians to continue developing their programs along educational lines. You have an important mission in helping young people--the misguided and the gifted--older people, and many special groups . . . (5, 1959, p.36)

At the same meeting where Mr. Fogarty spoke, it was brought out in a panel discussion that libraries had not been forceful enough in competition with the schools for funds, and this, along with the fact that libraries usually want to "go it alone" rather than cooperate with other educational programs, has prevented the library from being recognized as an educational institution. (5, 1959, p.36)

Whether or not to work with groups was still a subject for discussion. "Work with individuals, and work with groups are supplementary, not contradictory library services," said Grace T. Stevenson, Director of the ALA Office of Adult Education. (5, 1957, p.10) In 1963, a survey of public library trends was conducted by Eleanor Phinney, Executive Secretary of the Adult Services Division of ALA. One of the ten statements which librarians were to check, indicating their view of current trends, was the following, which fell seventh place among the items checked:

From satisfaction with services to individuals only, to awareness of the fact that individual needs may be expressed whether alone or within a group,

and that groups have corporate interests over and above individual interests. (3, 1963, p.263)

Other items in this survey indicated that service to groups was seen as a means of meeting specific community needs, and this in itself was an aspect of service to individuals. It was not a type of activity which would compete with supplying the needs of individuals. (3, 1963, p.266) Most of this "group" work, however, consisted of providing speakers, films and recordings, planning programs, organizing discussion groups, and conducting workshops and institutes. Work with social and ethnic groups received little mention. Eleanor Phinney stated the "reasonable conclusion" from her survey in the following terms:

Although libraries have made great strides in developing cooperative services and in stimulating the direct participation of individuals and groups in their activities and objectives, the extent to which they have been able or willing to assume a full role in community adult education is still very limited. (3, 1963, p.263)

At the close of the previous period in this study, the outlook for work with specific groups was not good. In the current period, however, some of the Management Survey recommendations were not wholly carried out, and work with two new groups was organized.

THE BLIND

There was a good deal of resistance to the recommendation that the work of this committee be dispersed among

other divisions, and the Committee on Organization was requested to study the situation. As a result, the Round Table on Library Service to the Blind was organized in the Fall of 1957, to replace and expand the scope of the former committee. (3, 1958, p.862) The possibility of federal grants-in-aid to carry on this work was considered, but many felt such grants should be requested only as a last resort. (5, 1958, p.81)

New developments in work with the blind centered on the use of tapes as well as records. A broadening of the service to include other handicaps was begun, as is indicated by the request for lists of books in large type for those unable to read regular print, but not completely blind. (5, 1960, p.95)

In 1961, the Round Table endorsed the Library of Congress Standards for Regional Libraries for the Blind (5, 1961, p.111) and these standards were adopted by Council in 1963. (5, 1963, p.12) The last action taken by the Round Table for this period of the study, was the establishment of the Francis Joseph Campbell Citation, an award to be given annually in recognition of outstanding contributions to the advancement of library service for blind persons. (5, 1965, p.119)

Locally, too, the tape recording program was initiated. In 1962, volunteer readers under the Zeta Phi Eta

Speech Arts fraternity taped materials on the Northwest for blind readers. (22, 1962, p.5) In 1965 it was reported that a group of volunteers had recorded 100 books on tape for the use of the blind. (22, 1965, p.5)

HOSPITALS AND INSTITUTIONS

This work continued under the new Association of Hospital and Institutional Libraries, but now, many institutions had their own libraries, and public libraries were involved only in a limited way.

Research on the role of reading in the rehabilitation of the mentally ill was proposed, but hoped-for grants from the National Institute of Mental Health were not provided. (5, 1960, p.31) There was much concern for mental health problems in all libraries, and a joint meeting was held with the Adult Services Division and the Public Libraries Association on the theme, "Our disturbed society." Such questions were raised as, "What part of the total problem of informing the public about mental health is the library's job? and "To what extent should libraries be crisis-oriented?" Whatever the answers were to be, it was evident that libraries must acquire information before attempting to provide it, and this was the note on which the meeting closed. (5, 1961, p.61)

A symposium was held in 1962 on "How public libraries can cooperate with Hospitals and Institutions to provide service to patients and inmates," and this is one indication

that public libraries were still involved. The principal topic for this program was the role of the librarian as a member of the therapeutic treatment team. (5, 1962, p.61)

In prison work it was noted that while books alone do not change a man, it was usually found that institutions with effective programs had strong libraries. (5, 1963, p.76) Although book selection for patients and inmates does not differ significantly from the same process in the public library, the degree to which an interest in reading is stimulated and maintained does a great deal to build a continuing road between the institution and the outside world. (5, 1965, p.60) In addition to the need for books of therapeutic value, there was the continuing request for books with adult concepts and elementary vocabulary, and books in large print for those with problems in vision. (5, 1961, p.49)

No particular comment was made during this period concerning the hospital and institutional work of the Portland library, but statistical reports show that by 1965, service was being given to eight hospitals and three correctional institutions. (22, 1965, p.17)

BUSINESSMEN

The Business and Technology group, as planned, continued as a committee of the Reference Services Division, and their work consisted primarily of developing publications and conference programs in this field. At the same time, there was some attempt, especially with regard to smaller

libraries, to give guidance in the way of booklists and information. At the close of this period the committee was considering the distribution of a publication "to increase awareness of their services on the part of business men". (5, 1965, p.93)

LABOR

Gearing library services to an expanding labor movement continued to be the subject of discussion at meetings of the Joint Committee of ALA and the two major unions. Some beginnings had been made in the cooperation between labor and libraries, but the follow-up presented the most difficult problems. It was suggested that an attempt be made to obtain a grant for a special project to demonstrate the value of cooperative efforts of labor representatives and librarians. (5, 1957, p.37) Three such projects, conducted in the Middle West, were reported on at the 1961 conference. (5, 1961, p.64)

The consensus seemed to be that libraries were expected to initiate service to the unions, but union groups were expected to avail themselves of any opportunity provided. (5, 1961, p.64) At the conclusion of the period, plans were being made for projects to be carried out under the Economic Opportunity Act, union attitudes toward libraries were being surveyed, and a committee was named to stimulate publishing of simply written reading materials in the trade union field. (5, 1965, p.68)

THE AGING

This rapidly increasing group was the first of the two new groups served during this period. The Advisory Committee on the study of Library Service to an Aging Population was appointed for the purpose of assisting and advising in the completion of a study initiated by the ALA Office of Adult Education in 1956. (3, 1957, p.845) This study, in turn, had been requested by the U.S. Office of Education. The ALA committee conducted a postcard survey of libraries in towns of over 2500 population, asking that services they provided be checked on the postcard list. Those services most frequently checked were: providing books, publicizing materials in this field, working with other agencies, and providing shut-in service. (3, 1957, p.607)

By 1959 plans were under way for a White House Conference on Aging, and this prompted further studies by ALA. A more complete questionnaire was sent to 140 public libraries. Results showed first of all that many librarians were reluctant to place the older person in a separate category. Secondly, the questionnaire returns indicated that this service to a group was principally a cooperative one:

. . . that libraries in general work closely and of their own initiative with other civic, welfare, and cultural institutions and groups in their communities, providing materials, staff skills, meeting space, and the clearing-house function which is particularly suitable for libraries. (3, 1959, p.534)

In 1959 also, a five-session institute was held on Library

Service to an Aging Population. The library's role was described as one of preparing the individual for retirement through enrichment and information, and establishing criteria and goals in any program offered either by the library alone or in cooperation with other agencies. (5, 1959, p.45)

The purpose of the White House Conference was to identify problems confronting older people, and to recommend action which the federal government, states, and communities could take to meet these problems. The process was considered an educational one and thus within the province of libraries. Helping the older citizen to gain greater insight into his own situation, to plan for retirement, and to live a happy, full life, was a service libraries could provide. (3, 1960, p.638)

In January 1961, the first White House Conference on Aging convened, with twenty-six librarians in attendance, representing thirteen states. Edward Bortz, at the opening session, paid tribute to libraries as a most valuable germinal center from which recent materials could be distributed. "Libraries are a rallying headquarters for the community. Their real worth has yet to be discovered . . . We can no longer fail to support them". (3, 1961, p.247) The White House Conference, too, urged cooperative programs to avoid unnecessary duplication, and agreed that no one agency should be established to serve older people, but that agencies serving all ages should give more attention to the older group.

The ALA committee began to see the need of evaluating materials and programs, of producing a procedure manual, and of providing a pilot study. (5, 1961, p.63) The dual function of public libraries was emphasized--conducting its own programs and serving as a resource for programs of other agencies. (3, 1961, p.251)

In 1964 a joint meeting of the committee on the Aging was held with the Library Service to Labor Committee. Retirement was the theme, and this was of concern to both groups, for it was agreed that today's youth-oriented society has done a poor job of preparing for this inevitable time. (5, 1964, p.67)

At the end of this period, plans were being made for future publications--an issue of Library Trends, a revision of the previous publications, "Aging in Today's World" and "Paths to Long Life," and a pamphlet to be published in cooperation with the Labor Committee. (5, 1965, p.67)

There is no mention in reports from the local library of particular service to the aging, but the statistical report shows that retirement homes are included on its bookmobile route.

FUNCTIONAL ILLITERATES

Another "new" group which had existed for a long time, and had been served through many other groups, now received specific attention as Functional Illiterates.

In a questionnaire sent out to obtain information for the Adult Education Handbook, librarians were asked to number thirteen subject areas in the order of the importance they gave to their service in these fields. Number 13, or the one of least concern, was Recreation, and close to it, as No. 12, was the field of fundamental and literacy education. (3, 1959, p.788) This was in 1959. In 1962, Germaine Krettek, ALA representative in Washington, D.C., reported:

Another measure mentioned in the President's State-of-the-Union message which will have a definite implication for libraries is that which is aimed at combating adult illiteracy. (3, 1962, p.217)

The Reading Improvement Committee, originally appointed to promote reading efficiency, turned its attention to the problem of the illiterate adult (5, 1962, p.70) and became a Standing Committee. (5, 1963, p.80) In 1963 a Pre-conference institute was held on Reading Improvement for Adults. The need for those functional illiterates who were on welfare rolls to improve their reading ability was recognized, but one of the problems was that publishers were only beginning to awaken to the need for suitable materials for these people. (And yet almost every ALA group mentioned in the study had called attention to this need throughout the fifty-year period.) The library's responsibility in this endeavor was evident, but again there was a difference of opinion as to whether the library should provide reading improvement courses or simply support other agencies

providing them. (3, 1963, p.727)

The Public Library Association also became actively involved in this field, with the appointment of a special committee in 1964, authorized

to study ways in which the public library as a total institution serving all age levels can reach the functionally illiterate and cooperate with other interested institutions and organizations, as well as divisions of ALA in serving their needs. (5, 1964, p.57)

This committee in 1965 began drafting a statement of goals and planning a program for the 1966 conference in Detroit on "Widening the Horizons of the Culturally Deprived." (5, 1965, p.134)

The Adult Services Division became involved through an illiteracy study they made, funded by the World Book Encyclopedia, through the ALA Goals Award. Existing programs were found to be expanding, and new programs were being established. Needs were expressed for suitable materials and trained personnel. Recommendations included wider publicity for the Reading Improvement Committee's bibliography of literacy materials, greater library involvement in literacy, and the appointment of a literacy consultant for ALA for one year. Libraries were urged not only to participate in national and community programs, but also to make illiterates welcome within the library. (5, 1965, p.67)

The 1965 report of the local library in Portland mentioned the same need for materials to be used with the semi-illiterate. Evidences of interest in this area came

from requests for such materials as high school diploma test manuals and techniques for teaching disadvantaged students, as well as requests for tours of the library for manpower training classes. (20, 1965, p.5)

Summary, 1957-1965

Public library service to groups decreased during this period, but work with the blind, with labor, with institutions, and with businessmen still continued, though to a lesser degree. Two new groups brought libraries into a cooperative relationship from the beginning with the White House Conference on Aging and the War on Poverty originating the programs, but libraries supporting them with materials and building facilities.

Locally, too, little group contact is mentioned in the annual reports, This period opened in Portland the first year after the passage of the measure to increase the county tax base, and so there was great concentration on modernization of the existing plant, adding new staff, and developing those activities which had been restricted previously by lack of funds. Programs already established continued to operate, but with no particular emphasis or discussion.

CHAPTER VII

SUMMARY AND RECOMMENDATIONS

Summary

The proceedings of the American Library Association have proved to be a most valuable source of information--especially in the earlier years, when ALA activities were less complex, and the reporting of annual conferences was more detailed. The annual reports of the Portland library have indicated that most of the group programs planned and organized by ALA have either been carried out, or were already in effect, on the local level.

It must be emphasized once more, that while group work may have some implications for library service as a whole, it actually is only a small part of the total library program. Work with individuals of all ages, all social classes, all educational levels, goes on day by day within the library. It must also be emphasized, however, that this group work does exist, and because of its organization and publicity is likely to have greater influence on the general concept of what library service is, than work with individuals would have.

Several factors have become evident in this survey:

- (1) Historical events have greatly affected service to adult groups. National events, crises, and movements such as World War I, the Adult Education movement, the Great Depression,

World War II, the post-sputnik emphasis on education, and Federal projects, have originated or intensified many of these services.

(2) Libraries have attempted to meet some of the educational needs of the groups they served. Military information, parent education, training for industry, citizenship and English language for the foreign born, adult basic education for the illiterate--are all examples of educational programs.

(3) Psychological needs have been the concern of services established for hospital inmates, servicemen, immigrants, and all readers of the Depression era.

The most important findings of the present study, however, are related not so much to the existence and value of such programs, as to discoveries made regarding the kinds of groups and the ways in which the service was performed.

(4) Types of groups discussed. The groups served for any appreciable length of time seem to fall into four categories. First there are those comprised of people who obviously are unable to come to the library--hospital patients, prison inmates, military servicemen and women, and sometimes the aging. Then there are those groups which are made up of people who, for various reasons, are incapable of reading the books found in regular library collections--the blind, the foreign-born, the functional illiterates. The third class consists of those who can come to the library,

can read, but are unaware that the library can meet the special needs of their particular group--businessmen, labor union members, and parents. The fourth group, the only one related to higher education, is represented by a short period of service to Alumni and University Extension groups. Obviously, then, group work has been designed, for the most part, to reach those who would not come to the library on their own initiative.

(5) Cooperation with other organizations. Library service to these groups has been accomplished, in most cases, in cooperation with other associations. Often libraries have been able to reach the people they desire to serve only through these other organizations. For example, the American Foundation for the Blind, the American Hospital Association, the American Prison Association, the Army and the Navy, the National Council for Parent Education, the AFL-CIO, all made it possible for ALA to set up programs it could not have carried out independently.

(6) Groups which have formed their own libraries. Hospitals and prisons organized libraries within their own institutions, leaving public libraries to serve only the smaller institutions. World War II demonstrated the ability of the Army and Navy to provide library service with very little help from public libraries. Business and industry have become more related to the Special Libraries Association than to ALA. Extension students are now being supplied

with materials by the university libraries.

Recommendations

Since this study was undertaken because there is a need for public libraries today to know the past in order to determine the direction in which they are going, certain recommendations resulting from this study may be made regarding future work with groups:

(1) That new groups be considered. Certainly there can be no criticism of these past programs from the point of view of the benefit they bring to their recipients or for the outlets they provide for additional library service. There is the question, though, of other groups which might also be reached. Is it wise to assume that people who are mentally and physically able to avail themselves of library service, will do so to the fullest extent of which they are capable?

Perhaps the group most closely related to special service to capable readers is the one composed of businessmen. There was no question here of ability, but it was felt that an effort had to be made to convince these men that the library actually had materials which would be of service to them in their business and that its books were not limited to cultural and recreational subjects. Conversely, today, do not other capable readers need to be reminded that libraries can provide not only materials for their particular line of work, but also for their cultural needs?

In this day of rapidly increasing and changing forms of knowledge, should the library make some aggressive effort to enable people to learn a little about fields other than their own? Could the library serve as a bridge between C. P. Snow's Two Cultures? Of course, individuals can do this by themselves, but "adult education" implies some guidance, some promotion of activity.

This study of past programs revealed that those working with parents were concerned with the provision of books on the care and education of the child, which were written simply enough for the mother to understand. What about the mother who is frustrated because her home activities do not provide sufficient challenge for her intellectual abilities?

Also, there is the matter of the library "image" when emphasis is limited to such groups as the library has been serving in the past. Librarians have often felt slighted when little or no mention is made of libraries in reports of adult education activities, for they have taken great pride in being "the People's University." Might there not be some justification for this lack of recognition, when so much of public library work has been with groups for whom simplified reading materials are the first requirement?

(2) That continued stress be placed on cooperative programs. The implications from this study might well cause public libraries to recognize the advantages of cooperation

over their tendency "to go it alone." The fear that the terms cooperative, supplementary, and complementary will be construed as secondary and sub-servient, at times prevents librarians from seeing that their greatest contribution may be to make their own particular abilities available to other programs and organizations. This does not mean that librarians must wait until asked to contribute their service. In most of the groups studied, the program was library-initiated.

(3) That other organizations be encouraged and supported in their efforts to set up their own libraries. This should be viewed as a perfectly normal outcome of library service, and not as an indication that the public library is being replaced. The library can then increase its services to other groups and initiate new programs.

Of all the programs considered during this fifty-year period, those carried on during World War I seem to furnish the most likely pattern for future library participation. War service was initiated by the library, but it was carried out in close cooperation with other organizations, and library processes were adapted to meet the needs of those served, even at the expense of "correct" processing. Finally, when the Army, the Navy and Veterans Hospitals became convinced that library service was important, they established their own libraries, and the public library withdrew completely.

To initiate, to cooperate, to adapt, and to

withdraw--this might well be a continuing process for public libraries as far as their work with groups is concerned.

With increasing knowledge and increasing population, there will still be new groups to serve, and the library need have no fear that "there will be no more worlds to conquer."

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APPENDICES

APPENDIX I

ADULT GROUPS RECOGNIZED BY
THE AMERICAN LIBRARY ASSOCIATION

The references in the following pages are to
three sources in the Bibliography--

- #3--Issues of the ALA Bulletin
- #5--Proceedings of the American Library Association
after they were published separately
- #22--Annual reports of the Library Association of
Portland

The purpose of Appendix I is to show the origin,
development, function, and activity of committees and other
forms of participation by ALA in organized work with adult
groups.

THE AGING

1957. Advisory committee on study of library service to an aging population. To assist and advise in completing a study initiated by the Office for Adult Education in 1956. (3, 1957, p.845)
1958. Advisory committee report, recommending Standing Committee (5, 1958, p.35)
COMMITTEE ON THE STUDY OF LIBRARY SERVICE TO AN AGING POPULATION. Report to Adult Services Division (5, 1958, p.39-40)
1959. Committee report (5, 1959, p.49)
1960. Committee meeting (5, 1960, p.43-44)
1961. Committee report (5, 1961, p.63)
White House Conference on Aging (3, 1961, p.247-251)
1962. Midwinter session
Adult Services Division collecting data on library activities in this area (3, 1962, p.238)
Committee report (5, 1962, p.69)
1963. Committee report (5, 1963, p.82)
1964. Committee report (5, 1964, p.66)
1965. Committee report (5, 1965, p.67)

ALUMNI

1925. Speech, Annual conference--3d general session: "Reading Courses--Alumni and library," by Alice M. Farquhar, Chicago Public Library (3, 1925, p.145-147)
1930. Speech, Annual conference, 3d general session. "Two new aspects of adult education--Alumni and Radio Education," by Levering Tyson, Field Representative, American Association for Adult Education (3, 1930, p.338-348)
- ALUMNI EDUCATION ROUND TABLE (3, 1930, p.381-382)
1931. Speech at College and Reference Section, "The Public Library and College Alumni Reading," by Charles R. Green, Jones Library, Amherst, Massachusetts. (3, 1931, p.523)
- Board on the Library and Adult Education sent questionnaire asking institutions what they were doing to interest their alumni in reading (3, 1931, p.219)
1932. Adult Education report--Report of use of book lists and public libraries by alumni. (3, 1932, p.221-222)

THE BLIND

1915. COMMITTEE ON WORK WITH THE BLIND
Committee report (3, 1915, p.231-237)
1916. Committee report (3, 1915, p.357-362)
1918. Committee report (3, 1918, p.264-266)
1919. Committee report (3, 1919, p.90-91)
1920. Committee report (3, 1920, p.281-282)
Speech, Annual conference--2d general session. "Notes from Library work for the blind," by Lt. Frank Shoble, blind ex-service man (3, 1920, p.143-145)
Enlarged Program--Work with the Blind included in plans and budget (3, 1920, p.300-301)
1921. Annual reports distributed at conference, not published.
1922. Committee report (3, 1922, p.220-228)
1923. Committee report (3, 1923, p.206-209)
Committee on Committees statement of function: "To report on conditions and accomplishments of libraries for the blind and other matters of interest in connection therewith, and to encourage the establishment of such libraries." (3, 1923, p.182)
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1924. Committee report (3, 1924, p.246-249)
1925. Committee report (3, 1925, p.217-219)
Designated as Standing Committee (3, 1925, p.11)
1926. Committee report (3, 1926, p.399)
1927. Committee report (3, 1927, p.168-169)
1928. Committee report (3, 1928, p.161-162)
WORK WITH THE BLIND ROUND TABLE (3, 1928, p.472)
1929. Committee report (3, 1929, p.145-146)
Speech, Annual conference--2d general session. "Survey of library work for the blind in the U.S. and Canada," by R.B. Irwin, Exec. Director, American Foundation for the Blind (3, 1929, p.250-252)
Round Table (3, 1929, p.367-370)
1930. Council Session
Approved Pratt Bill, providing funds for the Library of Congress to spend on production of books in Braille (3, 1930, p.372)
Committee report, (3, 1930, p.171-173)
1931. Committee report (3, 1931, p.301-302)
Round Table (3, 1931, p.628-629)
Committee on committees statement of function. Same as above (1923) with following words added: "and the publication of books in braille" (3, 1931, p.276)
1932. Committee report (3, 1932, p.285-288)
Round Table (3, 1932, p.663-664)
1933. Committee report (3, 1933, p.473)
Round Table (3, 1933, p.819)

THE BLIND (cont.)

1934. Committee report (3, 1934, p.362-363)
Round Table (3, 1934, p.722-723)
1935. Committee report (3, 1935, p.388)
Round Table (3, 1935, p.729-731)
1936. Committee report (3, 1936, p.417-419)
Round Table (3, 1936, p.824-826)
1937. Committee report (3, 1937, p.607-612)
Round Table (3, 1937, p.905-906)
1938. Committee report (3, 1938, p.619-620)
Round Table (3, 1938, p.983-984)
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1939. Committee report (3, 1939, p.606)
Round Table (3, 1939, p.P-222-225)
1940. Committee report (3, 1940, p.574-575)
Round Table--No report (3, 1940, p.P-224)
1941. Committee on Committees and Board, statement of function: Same as above (1931) with following added:
"and the preparation of talking books." (3, 1941, p.P-32)
Round Table (3, 1941, p.P-154-157)
Committee report (3, 1941, p.607)
1942. Committee report (3, 1942, p.675)
Round Table (3, 1942, p.P-126-128)
1943. Committee report (3, 1943, p.347)
1944. Committee report (3, 1944, p.379)
1945. Committee report (3, 1945, p.400-401)
1948. Committee report (3, 1948, p.464)
1953. Committee report (5, 1953, p.40)
1955. Committee report (5, 1955, p.87-88)
1956. Reorganization as result of Management Survey. Functions of Work with Blind Committee to be dispersed among the appropriate divisions (3, 1956, p.713)
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1957. Ad hoc committee on library services to the blind.
"To serve as a channel through which library interests in services to the blind may be expressed." Created by the Executive Board, June 1957. (3, 1957, p.873)
Committee on Work with the Blind. (Voted to request affiliation with the State Library Agencies Division. (5, 1957, p.90)
1958. ROUND TABLE ON LIBRARY SERVICE TO THE BLIND. Established by Council at Midwinter meeting, January, 1958.
Purpose: To promote effective library service to the blind in accordance with professional library standards; to promote the cooperation of the entire library profession in helping to provide such service. (3, 1958, p.862)
Round table meeting. (5, 1958, p.81)

THE BLIND (cont.)

- 1959. Round table (5, 1959, p.95-96)
- 1960. Round table (5, 1960, p.95)
- 1961. Round table (5, 1961, p.111)
- 1962. Round table (5, 1962, p.110)
- 1963. Round table (5, 1963, p.122-123)
- 1965. Round table (5, 1965, p.119)

New statement of purpose, adopted January 1965: To extend and improve library service to the blind and to those whose limited vision prevents the use of materials in ordinary print; to provide a symposium for the exchange of ideas and experiences; to develop and implement standards for library service and personnel; to acquaint all librarians whose service communities may include visually impaired persons with the round table, and to enlist their cooperation in meeting these objectives. (3, 1965, p.924)

BUSINESSMEN

1917. Speech, Annual conference--3d general session, "Corporation school movement--training men during business hours," by J.W. Dietz, Educational Director, Western Electric (3, 1917, p.114-120)
1920. Speech, Annual conference--2d general session, "Business libraries and basic service," by Dorsey W. Hyde, Jr., Packard Motor Car Co. (3, 1920, p.141)
1924. Speech, Annual conference--4th general session, "Research and reference in the special library," by Margaret Mann, Engineering Societies Library, New York City (3, 1924, p.185-190)
1925. Council Session:
 Petition read requesting establishment of a Business Libraries Section. Special committee appointed to investigate need (3, 1925, p.159-160)
 Joint session with Catalog Section (3, 1925, p.286-287)
 BUSINESS LIBRARIANS ROUND TABLE (3, 1925, p.274-277)
1926. Report of progress of committee appointed to consider establishment of Business Libraries Section (3, 1926, p.22)
 Midwinter Conference--Two sessions held by Business Librarians (3, 1926, p.30-31)
1927. Business Libraries Round Table (3, 1927, p.334-338)
1928. Midwinter Conference
 Report of special committee--again laid on the table (3, 1928, p.5-6)
 Round Table (3, 1928, p.14)
 Annual Conference Council Session
 Petition taken from table and made special order of business for Council at next meeting after termination of conference (3, 1928, p.383-384)
1929. Midwinter Conference
 Motion carried to permit organization of THE BUSINESS LIBRARIES SECTION (3, 1929, p.10)
 Speech, Annual conference--2d general section, "The special library in the public library," by Harry Miller Lydenberg, NYC Public Library (3, 1929, p.241-245)
 Business Libraries Section (3, 1929, p.292-297)
 Object (as given in Constitution of new Section):
 "To promote the dissemination of information on business; to promote closer contact between the business world and libraries, both public and private; and to promote the usefulness and efficiency of organized business libraries and departments of public libraries serving business." (3, 1929, p.296)
1930. Midwinter Conference
 Committee appointed to inquire into legal standing

BUSINESSMEN (cont.)

1930. of the Business Libraries Section. Council adopted report that group acted within its rights regarding election of officers (3, 1930, p.13-14)
Business Libraries Section (3, 1930, p.385-393)
1931. Section meeting (3, 1931, p.495-505)
1932. Section meeting (3, 1932, p.527-531)
1933. Section meeting (3, 1933, p.651-657)
1934. Section meeting (3, 1934, p.560-570)
1935. Section meeting (3, 1935, p.584-589)
1936. BUSINESS AND TECHNOLOGY SECTION 93, 1936, p.648-666)
Midwinter Council session
Recommended to Council that name be changed (3, 1936, p.111)
1937. Business and Technology Section meeting (3, 1937, p.720-730)
1938. Section meeting (3, 1938, p.851-856)
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1939. Section meeting (3, 1939, p.P-88-99)
1940. Section meeting (3, 1940, p.P-68-78)
1941. Section meeting (3, 1941, p.P-101)
1942. Handbook: BUSINESS AND TECHNOLOGY ROUND TABLE.
Round Table (3, 1942, p.P-92-93)
1944. Round Table report (3, 1944, p.376)
Became section of New Division of Public Libraries.
Purpose: To provide an organization of business, technology, and vocational school librarians for the exchange of views and ideas pertaining to their respective fields of professional activity.
1946. BUSINESS AND TECHNOLOGY SECTION (3, 1946, p.P-82-83)
1947. Section meeting (3, 1947, p.P-62-64)
1948. Section meeting (3, 1948, p.P-58-60)
1951. Section meeting (5, 1951, p.37-40)
Committee appointed to determine future of section (5, 1951, p.41)
1952. Committee report (5, 1952, p.103-104)
1953. Voted to continue as part of Reference Section of PLD (5, 1953, p.34)
1954. BUSINESS AND TECHNOLOGY COMMITTEE of Reference Section of PLD (5, 1954, p.50)
1955. Speech, Annual conference--2d general session, by John A. Stephens, U.S. Steel Corporation on Libraries in the life of the Nation, from standpoint of Business.
Reference Section Meeting (5, 1955, p.5-6)
Recommendation for establishing Business and Technology Committee as continuing committee. (5, 1955, p.59)
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1957. BUSINESS AND TECHNOLOGY REFERENCE SERVICES COMMITTEE

BUSINESSMEN (cont.)

- Purpose: To encourage development of the reference function in this subject area stimulating and undertaking publications in the field, and aiding in conference programs in this field of interest. (3, 1957, p.861)
Committee report (5, 1957, p.53)
1958. Purpose restated: To encourage the development and expansion of the reference function in these subject areas; to stimulate or undertake the preparation of reference works, studies, bibliographies, indexes and other contributions in the field; and to aid in developing conference programs in these fields of interest. (3, 1958, p.856)
Committee meeting (5, 1958, p.59)
1960. Sponsored panel on Reference Services program (5, 1960, p.63)
1961. Sponsored program meeting for Reference Services Division (5, 1961, p.84)
1962. Committee meeting (5, 1962, p.87-88)
1965. Committee meeting (5, 1965, p.92-3)

FOREIGN BORN

1916. Speech, Annual conference--3d general session, "Some of the people we work for," by John Foster Carr, Director, Immigrant Publication Society of New York (3, 1916, p.149-154)
 Council Session
 One session devoted to "The library's part in the Americanization of the immigrant," (3, 1916, p.257-276)
1917. Midwinter conference
 At Executive Board Meeting, question of appointment of Committee on Library Work with Foreigners discussed and laid on the table, (3, 1917, p.33)
 Annual conference
 Resolution presented that committee of five on Work with the Foreign Born be appointed (3, 1917, p.336)
 Handbook
 COMMITTEE ON WORK WITH THE FOREIGN BORN included in list of Special Committees (3, 1917, p.451)
1919. Committee report (3, 1919, p.342-343)
1920. Enlarged Program. Work with the Foreign Born included in plans and budget (3, 1920, p.299-300)
1921. Annual reports not published.
1922. Committee report (3, 1922, p.228-229)
 Council session
 Platform on Library work with the Foreign Born presented to Council and adopted by them (3, 1922, p.153-154)
 WORK WITH THE FOREIGN BORN ROUND TABLE (3, 1922, p.366-374)
1923. Committee report (3, 1923, p.209-210)
 Committee on Committees statement of function:
 "To extend the knowledge and use of libraries among the foreign born, and to assemble a body of information and practice relating to work in this field." (3, 1923, p.182)
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1924. Committee report (3, 1924, p.249-250)
1925. Committee report (3, 1925, p.220-221)
 Designated as Standing Committee (3, 1925, p.11)
1926. Committee report (3, 1926, p.399-400)
 Joint meeting with Catalog Section (3, 1926, p.498-499)
1927. No committee report (3, 1927, p.169)
 Committee report published later (3, 1927, p.773-774)
1928. Committee report (3, 1928, p.162)
 Round Table (3, 1928, p.473-475)
 Council Session
 Action deferred on proposal for Section on Work with the Foreign Born (3, 1928, p.386-387)

FOREIGN BORN (cont.)

1929. Midwinter conference
 Action on request for Section deferred until principles established for the creation of sections (3, 1929, p.10)
 Committee report (3, 1929, p.146)
 Round Table (3, 1929, p.370-371)
 Council Session
 Adopted recommendation that establishment of section on Work with the Foreign Born be deferred until need has been made clear (3, 1929, p.269)
1930. Round Table (3, 1930, p.511-513)
 Committee report (3, 1930, p.173)
1931. Work with Foreign Born Consultation Hour--meeting for discussion only in place of Round Table (3, 1931, p.629-630)
 Committee on Committees revised statement of function:
 "To assist librarians in their efforts to help racial groups establish an intelligent citizenship through the use of books and libraries, and to promote mutual understanding between the newer and older elements in the population; to enrich American culture by a wider dissemination of world literature, and to assemble a body of information and practice relating to work in this field." (3, 1931, p.276)
 Committee report (3, 1931, p.302)
1932. Committee report (3, 1932, p.288)
1933. Committee report (3, 1933, p.473)
 Round Table (3, 1933, p.819-820)
1934. Committee report (3, 1934, p.363)
 Round Table (3, 1934, p.723-731)
1935. Committee report (3, 1935, p.388)
 Round Table (3, 1935, p.731-733)
 Council session:
 Petition to create Section for Interracial Service sent back to the Committee with request for new petition, new name and new statement of purpose (3, 1935, p.560)
1936. Committee report (3, 1936, p.420)
 Round Table (3, 1936, p.826-828)
 Council Session:
 Petition to change name withdrawn (3, 1936, p.617)
1937. Committee report (3, 1937, p.612)
 Round Table (3, 1937, p.906-908)
1938. Committee report (3, 1938, p.640-641)
 Round Table (3, 1938, p.984-985)
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1939. Committee report (3, 1931, p.618)
 Round Table (3, 1939, p.P-225-227)
1940. Committee report (3, 1940, p.582-583)

FOREIGN BORN (cont.)

- Round Table (3, 1940, p.P-224-225)
1941. Round Table (3, 1941, p.P-157-159)
Committee on Committees and Boards--new statement of function: "To serve as a medium for the exchange of information relative to the work of libraries with the foreign born; to assist in adjustment of foreign individuals and groups to American life; to promote understanding between the newer and the older elements in communities; and to assemble a body of information and practice relating to work in the field." (3, 1941, p.P-33-34)
1942. Committee report (3, 1942, p.675)
Round Table (3, 1942, p.P-128)
1943. Committee report (3, 1943, p.346-347)
1944. Committee report (3, 1944, p.379-380)
1945. Committee report (3, 1945, p.401)
1946. Committee report (3, 1946, p.386)
1947. Committee report (3, 1947, p.401-2)
1948. Committee report (3, 1948, p.464)
Round Table (3, 1948, p.P-69-70)
1950. INTERCULTURAL ACTION COMMITTEE
Name changed June 14, 1948 (3, 1950, p.406)
Committee report (5, 1950, p.73-74)
Statement of function: "Through books and reading services, to further mutual understanding among cultural groups, of their life, literature and aesthetic experience as reflected in creative work; emphasize the unity, as persons, of diverse races; strengthen public understanding of the aims and work of the U.N., especially Unesco; encourage the spread of information on race, group dynamics and techniques for joint action, as a contribution to the right handling of potential violence in areas of racial friction."
(3, 1950, p.406)
1951. Intercultural action committee (of PLD) report (5, 1951, p.46-47)
1953. Committee report (5, 1953, p.46)
1954. Committee report (5, 1954, p.65-66)
1955. Committee report (5, 1955, p.73)
Asked for clarification of relationship between Intercultural Action Committee, International Relations Board and Round Table on Library Service Abroad.
1956. As result of Management Survey, functions to be dispersed among appropriate divisions (3, 1956, p.717)
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FUNCTIONAL ILLITERATES

- 1962. Reference to need of combating adult illiteracy in President's State-of-the-Union message (3, 1962, p.217)
- 1963. Pre-conference Institute "Reading Improvement for Adults" (3, 1963, p.726)
- 1964. Special committee authorized "to study ways in which the public library as a total institution serving all age levels can reach the functionally illiterate and cooperate with other interested institutions and organizations, as well as other divisions of ALA in serving their needs." (5, 1964, p.57)
- 1965. COMMITTEE ON SERVING THE FUNCTIONALLY ILLITERATE (3, 1965, p.900)
Joint program with Public Libraries Association
"Libraries and Literacy--a new Commitment?" (5, 1965, p.66)

HOSPITALS

1915. COMMITTEE ON LIBRARY WORK IN HOSPITALS AND CHARITABLE AND CORRECTIONAL INSTITUTIONS
Listed as Special Committee appointed by Executive Board (3, 1915, p.378)
1917. Committee report (3, 1917, p.312-13)
1918. CAMP HOSPITAL LIBRARIES ROUND TABLE (3, 1918, p.307-308)
1919. HOSPITAL LIBRARIES ROUND TABLE (3, 1919, p.399)
1920. Enlarged Program--Institutional libraries included in plans and budget (3, 1920, p.301)
1921. Round Table (3, 1921, p.177)
1922. A.L.A. Secretary's report:
"Library work for ex-service men in hospitals, 1921-22" (3, 1922, p.166-169)
Round Table (3, 1922, p.276-281)
1923. Committee report 3, 1923, p.187-188)
Round Table (3, 1923, p.234-240)
Committee on Committees statement of function:
"To promote organized libraries in all of the larger hospitals as a distinct department of the hospital, maintained by an appropriation and administered by a trained and experienced librarian; to interest public libraries to extend professional service in the way of book collections and supervision in the smaller hospitals." (3, 1923, p.180)
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1924. Committee report (3, 1924, p.231)
Round Table (3, 1924, p.313-318)
1925. Committee report (3, 1925, p.198)
Round Table (3, 1925, p.300-301)
Committee on Committees:
Executive Board adopted recommendation that separate Hospital Libraries Committee be continued and not merged with another committee as had been suggested. (3, 1925, p.196)
1926. Committee report (3, 1926, p.379-381)
Round Table (3, 1926, p.509-514)
1927. Committee report (3, 1927, p.139-140)
Round Table (3, 1927, p.372-375)
1928. Committee report (3, 1928, p.139-140)
Round Table (3, 1928, p.420-425)
1929. Committee report (3, 1929, p.126-127)
Round Table (3, 1929, p.319-323)
1930. Midwinter conference:
A proposal to affiliate with the American Hospital Association endorsed by Council (3, 1930, p.12)
Committee report (3, 1930, p.148-149)
Round Table (3, 1930, p.422-426)

HOSPITALS (cont.)

1931. Speech, Annual conference--3d general session
 "Hospital libraries," by Elizabeth Pomeroy, Chief,
 Library Section, U.S. Veterans Bureau (3, 1931,
 p.430-435)
 Committee report (3, 1931, p.279-281)
 Round Table (3, 1931, p.538-542)
 Committee on Committees revised statement of function:
 "To promote organized library service to patients
 and personnel in hospitals as distinct and sepa-
 rate from the strictly medical or technical li-
 braries maintained for staff use. To interest
 public librarians to extend library work to hos-
 pitals by methods similar to those employed in
 the general library extension program; book col-
 lections and professional service to be furnished,
 leading to the ideal situation of a trained and
 experienced resident librarian, with salary paid
 either by the library or the hospital . . . In
 any event the public library should cooperate to
 the fullest extent in giving professional library
 service to the hospital population." (3, 1931,
 p.273)
1932. Committee report (3, 1932, p.252-254)
 Round Table (3, 1932, p.564-569)
1933. Committee report (3, 1933, p.460)
 Round Table (1933, p.702-706)
1934. Committee report (3, 1934, p.331-332)
 Round Table (3, 1934, p.609-612)
1935. Committee report (3, 1935, p.357-358)
 Round Table (3, 1935, p.618-624)
1936. Committee report (3, 1936, p.386-387)
 Round Table (3, 1936, p.696)
1937. Committee report (3, 1937, p.564)
 Round Table (3, 1937, p.776-777)
1938. Committee report (3, 1938, p.641-642)
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1939. Committee report (3, 1939, p.618-619)
 Committee meeting, (3, 1939, p.P-129-130)
 Statement of function under Revised National Plan:
 After first sentence above (1931) the following state-
 ment is substituted: "The larger hospital may
 maintain these services (jointly or separately)
 for itself, while the small hospital should re-
 ceive one or both of these services from the pub-
 lic library or from the general library of the
 institution (such as a university) with which it
 is associated." (3, 1939, p.145)
1940. Committee report (3, 1940, p.583-584)
 Committee meeting (3, 1940, p.P-120-121)
1941. Committee report (3, 1941, p.621-622)

HOSPITALS (cont.)

1941. Committee meeting (3, 1941, p.P-105-108)
 Committee on Committees and Boards--statement of function:
 "To promote the establishment of libraries for patients and personnel in hospitals and to further their better organization and administration; and to interest public libraries and other agencies in extending library service to hospitals." (3, 1941, p.P-34)
 Council session, annual conference:
 Voted that Round Table status be granted hospital librarians in accordance with their petition. (3, 1941, p.P-40)
1942. Council session, Midwinter conference:
 Committee on Hospital Libraries discontinued, (3, 1942, p.150)
 Hospital Libraries Round Table accepted by Council July 24, 1941 (3, 1942, p.H-50)
 Function same as reported in 1941.
 Round Table (3, 1942, p.P-96-98)
1944. Special Joint committee (with several medical associations appointed by Executive Board, January 1943, to consider plans for study of hospital library service (3, 1944, p.H-31)
- DIVISION OF HOSPITAL LIBRARIES
 Established by Council December 1944, following petition from 309 ALA members (3, 1944, p.H-45) to replace Round Table
Function same as above (1941) with additional phrase, "And to advance professional training for hospital library service."
 Round Table report (3, 1944, p.377-378)
1945. Division of Hospital Libraries organized (3, 1945, p.413)
 Division report (3, 1945, p.397-398)
1946. Division report (3, 1946, p.382-383)
 Division meeting 3, 1946, p.P-62-65)
1947. Division meeting (3, 1945, p.P-31-32)
 Division report (3, 1947, p.398)
1948. Division meeting (3, 1948, p.P-34-36)
 Division report (3, 1948, p.460-461)
1950. Division meeting (5, 1950, p.44-46)
1952. Division meeting (5, 1952, p.80-83)
1953. Division meeting (5, 1953, p.15-17)
1954. Division meeting (5, 1954, p.30-34)
1955. Division meeting (5, 1955, p.40-43)
1956. Division meeting (5, 1956, p.24-26)
 Reorganization as result of Management Survey:
 ASSOCIATION OF HOSPITAL AND INSTITUTIONAL

HOSPITALS (cont.)

LIBRARIES

1956. Includes former Division of Hospital Libraries and former Institutional Libraries Committee.
Purpose: "To represent libraries which serve the recreational, educational, rehabilitative and therapeutic needs of patients, inmates, and residents in hospitals and institutions, and libraries which serve the needs of the medical, nursing, and other professional staffs . . . The Association desires . . . to promote specialized training of librarians for hospital and institution work, to interest public, county, and regional libraries in extending library service to hospitals and to institutions, and to promote the establishment of libraries for patients, residents, and staff in hospitals and institutions without this service. (3, 1956, p.735)
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1957. Association meeting (3, 1957, p.497)
Annual meeting (5, 1957, p.20-21)
1958. Association meeting (5, 1958, p.23-24)
1959. Association meeting (5, 1959, p.33-35)
1960. Association meeting (5, 1960, p.30-33)
1961. Association meeting (5, 1961, p.45-50)
Joint meeting with ASD and PLA on Mental Health (5, 1961, p.61)
1962. Association meeting (5, 1962, p.60-62)
Joint meeting with State Library Association, LAD, and PLA--"How public libraries can cooperate with hospitals and institutions . . ." (5, 1962, p.61)
Joint meeting with Armed Forces Section and Blind Round Table on standards (5, 1962, p.61)
1963. Association meeting (5, 1963, p.76-77)
1964. Association meeting (5, 1964, p.55-57)
1965. Association meeting (5, 1965, p.57-60)
Association report (5, 1965, p.127-129)
Council session
Request to establish joint committee with the American Correctional Association, approved. (5, 1965, p.19)
- Function of Joint Committee: To cooperate in the formulation and implementation of standards of library service in correctional institutions; to stimulate planning and provide guidance in the establishment and improvement of libraries in these institutions and other correctional services; to coordinate and strengthen such activities as each Association now has under way; and to explore possibilities for future cooperation

HOSPITALS (cont.)

1965. in carrying out the objectives held in common by
both organizations. (5, 1965, p.20)

INSTITUTIONS

1920. COMMITTEE ON INSTITUTIONAL LIBRARIES

Listed in Handbook (3, 1920, p.377)

1921. Listed in Handbook (3, 1921, p.279)

1922. Committee report (3, 1922, p.188)

1923. Committee report (3, 1923, p.188)

Committee on Committees statement of function:

"To promote the cause of organized library service in institutions other than hospitals, especially in prisons and other correctional institutions and those for dependent and neglected children, and to render all possible aid in bringing this about." (3, 1923, p.180)

1924. Committee report (3, 1924, p.231-233)

1925. Committee report (3, 1925, p.199-200)

1926. Committee report (3, 1926, p.381-382)

1927. Committee report (3, 1927, p.140)

1928. Committee report (3, 1928, p.140)

1929. Midwinter Conference:

Proposal for prison library demonstration and funds for \$2500 referred to Executive Board (3, 1929, p.12-13)

Committee report (3, 1929, p.127)

1930. Midwinter conference:

Prison demonstration in Massachusetts discontinued (3, 1930, p.36)

Council session, annual conference:

Referred recommendations regarding affiliation with the American Prison Assn. and publication of Handbook, to incoming Committee and Executive Board. (3, 1930, p.371)

Committee report (3, 1930, p.150-154)

1931. Institution Libraries Round Table--first open meeting since Hospital Libraries Committee separated (3, 1931, p.543-548)

Committee report (3, 1931, p.282)

Committee on Committees report:

Libraries in Penal Institutions (To replace Institution Libraries) Function: "To promote organized library service in prisons and other correctional institutions." (3, 1931, p.274.

Also recommended Committee on Libraries in Eleemosynary Institutions, "To promote organized library service in eleemosynary institutions other than hospitals and prisons." (3, 1931, p.273-274)

1932. Committee report--Libraries in Correctional Institutions, (3, 1932, p.269-270)

1933. Council session, annual conference:

Voted that "Committee shall hereafter include at

INSTITUTIONS (cont.)

1933. least three members of the American Prison Assn. in close touch with prison libraries.
Received report from Committee on Committees that this committee had changed its name to Committee on Libraries in Penal Institutions and then to Committee on Libraries in Correctional Institutions, and now wishes to go back to the original name. (3, 1933, p.618)
Libraries in Correctional Institutions report (3, 1933, p.461)
Institution Libraries Round Table (3, 1933, p.706-715)
Eleemosynary Institutions
Established in 1930; personnel never appointed; recommended by Council that committee be abolished. (3, 1933, p.618)
1934. Committee report (3, 1934, p.332)
1935. Committee report (3, 1935, p.358-359)
1936. Committee report (3, 1936, p.387)
Round Table (3, 1936, p.696-698)
1937. Committee report--to appear later (3, 1937, p.564)
Round Table (3, 1937, p.777-782)
1938. Committee report (3, 1938, p.642-643)
Committee meeting (3, 1938, p.878-882)
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1939. No committee report (3, 1939, p.619)
Revised National Plan statement of function:
Prisons, jails, reformatories, and other penal and charitable institutions should normally maintain their own libraries, and the smaller ones should receive service from local public libraries or state library agencies. (3, 1939, p.145)
1940. No committee report (3, 1940, p.584)
1941. Committee on Committees and Boards, state of function:
No change from 1939 (3, 1941, p.P-34)
1942. Committee report (3, 1942, p.680)
1943. Committee report (3, 1943, p.345-346)
1944. Committee report (3, 1944, p.378)
1945. Committee report (3, 1945, p.399)
1946. Committee meeting (3, 1946, p.P-97)
1947. Committee report (3, 1947, p.399)
1950. Purpose: To promote organized library service in institutions other than hospitals, especially in correctional institutions and those for dependent and neglected children, and to render all possible aid in promoting such service. (3, 1950, p.167)
1953. Committee meeting (5, 1953, p.65)
1956. Reorganization as result of Management Survey:
To go to the Division of Hospital and Institution

INSTITUTIONS (cont.)

1956. Libraries (3, 1956, p.716)

LABOR

1925. Speech, Annual conference--3d general session:
"Workers' education," by William Short,
president, Washington State Federation of
Labor (3, 1925, p.147-148)
-
1941. Resolution passed to encourage library work with
organized labor (3, 1941, p.P-121-122)
1946. COMMITTEE ON LIBRARY SERVICE TO LABOR GROUPS created
by Executive Board October 1946. "To discover
ways of encouraging and assisting public li-
braries to develop specialized library service
which will be useful to labor groups. (3,
1946, p.H-43)
- Joint committee with AF of L, CIO, and ALA--under
Adult Services Division.
1948. Library Service to Labor Groups--meeting (3, 1948,
p.P-73-74)
1950. Made standing committee (3, 1950, p.272)
Committee meeting (5, 1950, p.78-80)
1951. Midwinter session (3, 1951, p.99)
1953. Committee meeting (5, 1953, p.47)
1954. Committee meeting (5, 1954, p.67-68)
1955. Committee meeting (5, 1955, p.79)
Speech, Annual conference--2d general session by
Victor Reuther, CIO (5, 1955, p.5-6)
1956. Joint Committee on Library Service to Labor Groups
to go to Adult Education Division, under Manage-
ment Survey (3, 1956, p.723)
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1957. Committee meeting (5, 1957, p.37-38)
Program meeting (3, 1957, p.496)
1958. Midwinter session:
Labor-Library Project submitted to Special Pro-
jects Committee of ASD for help in formula-
tion and presentation (3, 1958, p.181)
Committee meeting (5, 1958, p.37)
1959. Committee meeting (5, 1959, p.49-50)
1960. Committee meeting (5, 1960, p.45)
1961. Committee meeting (5, 1961, p.64)
1962. Committee meeting (5, 1962, p.68)
1963. Report to Council (5, 1963, p.23)
Committee meeting (5, 1963, p.83)
1964. Report to Adult Services Division (5, 1964, p.66)
1965. Report to Adult Services Division (5, 1965, p.67-68)

NEGROES

1917. Speech, Children's Librarians Section, "Colored
branches of the Louisville Free Public Library,"
by Bernice W. Bell (3, 1917, p.169-173)
1921. WORK WITH NEGROES ROUND TABLE arranged in response to
demand (3, 1921, p.200-201)
1922. Round Table (3, 1922, p.361-366)
1923. Round Table (3, 1923, p.274-279)
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PARENTS

1931. Talk to Adult Education Round Table by Ada Hart Arlitt, of National Congress of Parents and Teachers, "The libraries and parent education in PTA's." (3, 1931, p.373-376)
1932. Second year of cooperative plan of National Congress of Parents and Teachers and Adult Education Board (3, 1932, p.221)
1935. Committee report (3, 1935, p.373)
1937. Committee report (3, 1937, p.588)
Round Table (3, 1937, p.816-818)
1938. Committee report (3, 1938, p.659)
Round Table (3, 1938, p.905-906)
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1939. Committee report (3, 1939, p.655-657)
Committee meeting (3, 1939, p.P-144-149)
1940. Committee meeting (3, 1940, p.P-157-161)
Committee report (3, 1940, p.595-596)
1941. Committee on Boards and Committees statement of function:
"To facilitate and promote joint studies and other cooperative activities in the field of parent education; to stimulate an intelligent interest and cooperative effort between parent education groups and local libraries." (3, 1941, P-35)
Committee report (3, 1941, p.642-643)
Committee meeting (3, 1941, p.P-128-132)
1942. Council session, annual conference:
Recommend discontinuance with understanding that work will be carried on by sub-committee of Adult Education Board (3, 1942, p.P-47)
Committee meeting (3, 1942, p.P-112-113)
Committee report (3, 1942, p.683-684)
Voted to discontinue, as above.
1943. Adult Education sub-committee on Parent Education report (3, 1943, p.342)

Sub-committee reports no longer included.

UNIVERSITY EXTENSION

1922. Speech, Ann Arbor meeting of Detroit Conference:
 "Adult education: a common interest of libraries
 and universities," by W.D. Henderson, University
 of Michigan (3, 1922, p.131-133)
1923. UNIVERSITY LIBRARY EXTENSION SERVICE ROUND TABLE
 (3, 1923, p.268-274)
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1924. Meeting held of those interested in university library
 extension service (3, 1924, p.352-356)
1925. Round Table (3, 1925, p.333-339)
1926. Round Table (3, 1926, p.558-562)
1928. Round Table (3, 1928, p.471)
 Speech, Annual conference--2d general session:
 "Library and University Cooperation," by R.E.
 Cavanaugh, Director, Indiana Univ. Extn (3, 1928,
 p.326-333)
1930. Adult Education Round Table
 Supply of books to university extension students
 discussed (3, 1930, p.375)
1932. Report of joint committee of Adult Educ. Board and
 National Univ. Extn. Assn. (3, 1932, p.199)
1933. Round Table (3, 1933, p.813-814)
1935. Round Table (3, 1935, p.728-729)
1936. Round Table (3, 1936, p.819-823)
1937. Round Table (3, 1937, p.901-905)
1938. Round Table (3, 1938, p.975-979)
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1939. Round Table (3, 1939, p.P-211-215)
1940. Round Table--No report (3, 1940, p.P-222)
1942. University Extension Library Service Section (3, 1942,
 p.P-76-77)
1946. Recommendation that if membership not brought up to 25
 within 3 months section be discontinued. (3,
 1946, p.P-76)
1947. Discontinued (3, 1947, p.159)

WAR SERVICE

1917. PRELIMINARY WAR LIBRARY COMMITTEE
 Committee report (3, 1917, p.315-322)
 WAR SERVICE COMMITTEE appointed by Executive Board (3, 1917, p.451)
 Speeches, Annual Conference--2nd general session:
 "Books in camp, trench, and hospital," by Theodore Koch, Library of Congress (3, 1917, p.103-108)
 "Cooperation in war work between the YMCA and the ALA," by William Orr, National War Work Council, YMCA (3, 1917, p.111-114)
1918. Committee report (3, 1918, p.107-162)
 Special report--"The million dollar campaign, story of the ALA campaign for \$1,000,000," by Frank P. Hill, chm. War Finance Committee (3, 1918, p.163-181)
 Speeches, Annual conference--
 Second general session:
 "The work of the War Service Committee," by J.I. Wyer, Jr, (3, 1918, p.106 and 182-183)
 Talk by Herbert Putnam, librarian of Congress and general director of the Library War Service (3, 1918, p.277-278)
 Symposium conducted by Carl H. Milam, asst. to the General Director--talks and discussion on what men read in camps and hospitals (3, 1918, p.221-222)
 Third general session:
 Symposium on "What libraries are doing to help win the war," (3, 1918, p.282)
 Special general session to continue Mr. Milam's symposium, (3, 1918, p.233-242)
 Fourth general session:
 "The ALA follows the flag overseas," by M. Llewellyn Raney, Johns Hopkins Univ. (3, 1918, p.81-93)
 "The Cooperation of the YMCA and the ALA," by William Orr, Educational director, YMCA (3, 1918, p.93-95)
 Fifth general session:
 "The Library War Service," by Herbert Putnam, Librarian of Congress (3, 1918, p.103-105)
1919. Reports:
 War Service Committee (3, 1919, p.188-189)
 Dr. Putnam's report (3, 1919, p.261-263)
 Carl Milam's report (3, 1919, p.263-265)
 Round Table for Camp librarians (3, 1919, p.399)

WAR SERVICE (cont.)

1919. Speeches, Annual conference:
 First general session:
 "The Library war service and some things it has taught," by Chalmers Hadley, Denver Public Library (3, 1919, p.106-111)
 Second general session:
 "How the army libraries helped our fighting men," by Frederick P. Keppel, 3d asst. Secy of War (3, 1919, p.152-155)
 Third general session:
 Five talks on experiences of those in library work overseas (3, 1919, p.348)
 Fourth general session:
 Talks by Army and Navy men on value of books and reading in morale (3, 1919, p.348-350)
1920. Transfer of work of War Service Committee to Executive Board requested and granted (3, 1920, p.78)
 War funds transferred to Executive Board (3, 1920, p.106)
 Committee report (3, 1920, p.229-280)
 Enlarged Program. Following included in plans and budget: Ex-service men, War work industries, blind ex-service men (3, 1920, p.307)
1921. TRANSFER OF WAR SERVICE ACTIVITIES COMMITTEE
 Report (3, 1921, p.8) Midwinter conf. report
1922. Committee report (3, 1922, p.218-220)
 Speech, Annual conference--3d general session:
 "Libraries in the navy," by C.R. Traine, U.S. Morale Division (3, 1922, p.129-131)
1923. Committee report (3, 1923, p.204)
 Committee on Committees statement of function:
 "To consider questions pertaining to the transfer of ALA War Service activities to the government or other agencies and make recommendations to the Executive Board. The committee has 'power to make decisions.'" (3, 1923, p.182)
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1924. Committee report (3, 1924, p.246)
 1925. Committee report (3, 1925, p.216-217)
 1926. No committee report (3, 1926, p.398)
 1927. Committee report (3, 1927, p.167-168)
 1928. No committee report (3, 1928, p.161)
 1929. No committee report (3, 1929, p.144)
1941. NATIONAL DEFENSE ACTIVITIES AND LIBRARIES--committee created by Executive Board October 1940.
 "To consider library problems which may arise in connection with the national defense program, and to recommend such action as seems appropriate."
 (3, 1941, p.P-35)

WAR SERVICE (cont.)

1941. Committee meeting (3, 1941, p.P-123)
Committee report (3, 1941, p.638-639)
1942. LIBRARIES AND THE WAR--committee renamed by Council,
(3, 1942, p.P-46) Function amended by substituting "War effort" for "national defense program" in above statement.
Committee report (3, 1942, p.655-657)
Speech, Annual conference--1st general session
"Informing the citizen in a world at war," by Edgar A. Mowrer of Office of War Information (3, 1942, p.448-455)
Speech, Annual conference--2d general session,
"Public libraries and the war," by Ralph A. Beals, Asst. Libn. of the Public Library of the District of Columbia (3, 1942, p.476-479)
Speech, Annual conference--2d general session
"Public libraries and the war from the standpoint of the citizen," by Robert J. Blakely of Des Moines Register and Tribune (3, 1942, p.429-437)
Speech, Annual conference--4th general session
"The basic needs in war and peace," by Keyes D. Metcalf, President-elect, ALA (3, 1942, p.471-475)
Speech, Annual conference--4th general session
"Toward an intellectual offensive," by Archibald MacLeish, Librarian of Congress (3, 1942, p.423-428)
1945. Committee discontinued. (3, 1945, p.109-110)

APPENDIX II

Annual statistics, Library Association of Portland:

Year	Popula- tion	Borrow- ers	Volumes	Circula- tion	Operating Expenses
1915	275,735	80,317	225,560	1,385,964	\$ 157,781
1916	275,000	83,387	245,370	1,468,793	156,308
1917	"	83,967	266,729	1,582,259	160,560
1918	311,351	84,797	280,484	1,487,572	163,077
1919	316,114	107,949	294,000	1,470,861	188,946
1920	275,898	107,729	313,627	1,711,215	262,735
1921	"	111,313	331,943	2,037,545	274,097
1922	"	114,221	348,079	2,128,967	273,718
1923	"	119,120	370,260	2,175,668	284,116
1924	"	127,613	392,147	2,387,743	292,585
1925	"	133,526	414,779	2,496,569	311,460
1926	"	137,502	429,730	2,581,484	312,091
1927	"	144,298	457,662	2,745,293	320,706
1928	"	144,578	484,562	2,662,764	332,397
1929	"	142,946	506,152	2,678,723	337,667
1930	338,241	145,007	523,604	2,892,226	340,239
1931	"	148,409	539,279	3,167,360	333,552
1932	"	155,360	553,351	3,509,076	306,235
1933	"	154,302	571,346	3,523,709	272,341
1934	"	153,934	575,959	3,262,919	273,772
1935	"	150,919	588,568	2,896,935	282,336
1936	"	147,837	593,101	2,740,330	286,607
1937	"	144,921	609,736	2,703,106	299,223
1938	"	145,363	623,883	2,940,696	313,997
1939	"	145,473	655,692	2,941,501	327,952
1940	355,099	146,728	672,846	2,894,026	321,677
1941	"	148,177	680,803	2,770,118	318,040
1942 ¹	"	147,546	690,639	1,709,361	220,470
1943	"	144,628	696,447	1,980,374	334,398
1944	"	141,005	705,924	1,949,267	369,715
1945	"	137,911	716,602	2,045,778	365,370
1946	"	137,583	725,256	2,029,560	365,062
1947	"	139,623	736,216	2,025,245	413,154
1948	"	141,135	741,218	2,090,023	442,941
1949	"	143,853	748,852	2,081,948	501,032
1950	468,571	150,567	760,749	2,191,423	531,660

¹ Eight months only --change in fiscal year.

Year	Popula- tion	Borrow- ers	Volumes	Circula- tion	Operating Expenses
1951	471,537	148,063	764,645	2,088,319	600,069
1952	"	148,549	773,258	2,065,112	683,704
1953	"	150,201	786,887	2,154,631	732,541
1954	"	153,680	719,250	2,200,443	778,497
1955	"	164,818	717,962	2,087,771	905,361
1956	"	179,557 ²	738,063	2,257,143	981,187
1957	"	195,143	747,099	2,402,386	1,038,437
1958	"	215,301	771,363	2,768,569	1,145,781
1959	"	227,844	796,429	2,929,703	1,225,541
1960	521,112	308,677	828,071	3,162,406	1,457,748
1961	522,813	259,232	838,947	3,400,757	1,516,480
1962	"	290,120	872,965	3,415,659	1,539,317
1963	"	320,085	882,288	3,485,308	1,634,331
1964	"	322,323	882,849	3,638,888	1,771,069
1965	"	363,796	896,917	3,504,963	1,849,660

²From 1956 on, total only reported. (Previous figures showed "cards in force" at end of year.)