

Lors des journées d'étude tenues à Philadelphie en décembre 1966 et organisées par la Graduate School of Library Science du Drexel Institute of Technology à l'intention des bibliothécaires de collège, nous avons eu l'occasion d'entendre la conférence (ne devrait-on pas dire plutôt la causerie, tant elle était imprégnée de bonhomie, de charme et d'esprit) donnée par Louis Shores, intitulée "The College Becomes a Library", en bref "The Library-College". De l'aveu même de son auteur, cette expression n'est pas très heureuse au point de vue de la langue, mais utile et très commode dans la pratique sur le plan de l'échange des idées. Elle a cet avantage de traduire exactement son contenu.

Il va sans dire, elle est intraduisible en français. Ainsi en va-t-il un peu de la causerie elle-même. Afin de mettre ce texte à la disposition des éducateurs, nous le leur offrons dans la langue originale !

Voici quelques renseignements biographiques sur l'auteur. Né à Buffalo, le 14 décembre 1904, diplômé en bibliothéconomie de Columbia et de Chicago, possédant un PhD en éducation, vétéran de la dernière guerre, professeur en bibliothéconomie et auteur ou directeur de plusieurs publications tant dans le domaine de l'éducation que de la bibliothéconomie, membre et même président de plusieurs associations professionnelles, conférencier invité à l'étranger, notamment en Italie, pionnier de la formule "Library-College" dont il s'est fait l'infaillible promoteur, Louis Shores est un des grands noms de la bibliothéconomie aux États-Unis et même dans le monde, profession qu'il honore et sert avec une compétence et un entraînement qui ne se sont jamais démentis depuis bientôt trente ans.

VICTOR COULOMBE, S.J.

¹ Sur le même sujet, voir aussi "The 'Library-College', a Merging of Library and Classroom", par Robert T. Jordan, dans *Libraries and The College Climate of Learning*, School of Library Science, Syracuse University, 1964, pp. 37-60.

The Library College

by Louis SHORES

THE COLLEGE of the immediate future will be a library. All the trends of the present point to independent study by the student as the dominant pattern of American higher education. Group teaching in a classroom is relentlessly being subordinated to individual learning in a carrel. The faculty is lecturing information less, and guiding bibliographically more. And that part of the faculty called "professional librarian" is more willing than ever to let clericals and automation take over management and housekeeping chores so that at long last librarianship may devote itself to one of its high roles: education. What is emerging, inevitably, from the trend to independent study is what we call the Library-College.

Others may offer better variations on this definition. To me a Library-College is a college in which the dominant learning mode is independent study by the student in the Library, bibliographically guided, intellectually aroused, and spiritually stirred by the faculty.

The *learning mode* of the Library-College is universal, and followed by all students regardless of their individual differences.

The *library* of the Library-College is selected to match the individual differences in the student population of the college community. All subjects, levels and formats are represented in the collection. In this library the term book means the "generic book", which comprises all the media through which educator and educand communicate.

The *faculty* of the Library-College is a cross between today's teaching-committed librarian and library-using teacher.

The *curriculum* of the Library-College is the sum total of the students' experience under the influence of the college. Content is interdisciplinary, crossing the sacred boundary lines of predatory disciplines, and exposing to the student interstices often excluded from consideration in the current college courses of study. Specialisms are cushioned by general education in the beginning that integrates not alone within the sciences, the social sciences, and the humanities; but *among* them; and at the end by a capstone synthesis.

The *facility* of the Library-College is fundamentally a library learning resource center, surrounded by laboratories, gymnasium-athletic fields, auditoria, residences, recreational, health, and meditation and worship areas.

The *organization* of the Library-College is committed to encouraging intimate informality in learning. Its total student body numbers under 500. As enrollments increase, new colleges are opened, and gathered into a cluster, Cambridge University-like.

From this overview some specifications for the Library-College are offered both confidently and diffidently.

Evolution of the Library-College Idea

The Library-College was inevitable once printing was invented and books became ever more plentiful. What hastened this inevitability was the concurrent spread of educational opportunity to every one, first on the elementary, then on the secondary, and now even on the higher educational level. Because of the ever widening range of individual differences, group teaching in the classroom became steadily less communicative to more students. With the proliferation of print and other media, independent learning in the library became insistently more rewarding.

In 1880, Justin Winsor, eminent historian and the first president of the American Library Association, who was then directing Harvard's Library toward newer educational opportunities, wrote, in his eight-page contribution for the U.S. Bureau's historic document,

"I will not say that the library is the antagonist of the textbook; but it is, I claim, its generous rival and abettor, helping where it fails and leading where it falters. If this is so, it follows that *we must build our libraries with classrooms annexed*, and we must learn our way through the wilderness of books until we have the instinct of the red man when he knows the north by the thickness of the tree-boles . . .

The proposition then is to make the library the grand rendezvous of the college for teacher and pupil alike, and to do it in as much of the teaching as is convenient and practicable."¹

Perhaps Justin Winsor's essay was one of the earliest implementations of the Carlyle philosophy and the herald of the independent study movement. Just which U.S. college was the birthplace of the so-called honors program is less important than the fact that through numerous variations at Harvard, Princeton, Swarthmore, Colgate, Antioch, Southwestern in Memphis, Stephens, Oberlin, Rollins and a score or more campuses the learning accent was shifting from classroom to library.

The movement began to gain impetus after World War I.

Typically, Swarthmore's Honors Program was described in 1927:

"Topics are assigned by professors a fortnight or more in advance, with brief indication of the literature available. Such bibliographical suggestions are never complete and it is always understood that the student must ransack the library for additional sources."²

At Colgate, a few years later, President Cullen defined the aim of their "preceptorial" variation on the independent study theme "as that of broadening the intellectual horizon . . . developing the student intellectually as a whole man . . . In general we find this aim is best achieved by stimulating the leading interest of the college man along lines which might not occur to him. For this purpose we have extensive reading lists and reading facilities . . . The reading, however, is not compulsory for the group, the whole thing being at the discretion of the faculty member in question."³

Sample descriptions of innovations in learning mode that featured varieties of independent study can be extracted from the pre-World War II higher educational literature. Notable examples would include Lamar Johnson's "Vitalized Library" at Stephens⁴;

President Conant's "Hobby Study"⁵ at Harvard; President Diehl's Tutorial Plan at Southwestern, Memphis; President Arthur Morgan's Autonomous Courses at Antioch. Possibly the impact of a September visit in 1928 to an Antioch beginning Economics class crystallized a cumulative urge for independent library study in my own undergraduate days.

It was the opening day. As I recall it, the professor gave the students a syllabus; a list of basic sources in Economics; his office hours and room number; and a calendar of quiz, essay, mid-term, and final examination dates. As I remember, there were only four lectures scheduled for the whole semester, on subjects not covered by print, and upon which the professor was an expert. One of these lectures was the one I heard on the opening class day: an inspired overview of the subject of Economics, such as might rarely occur in one of the better general encyclopedias. At the conclusion of the lecture, the Professor distributed a list of possible subjects for investigation, and the form in which the investigations were to be reported. Only the first topic was required of every one and was due in two weeks. Three other subjects were to be selected by the student from the list, or independently in conference with the professor. His final words to the class, "Happy library hunting; the next time we meet as a class will be at the first of the term's four scheduled lectures, unless you request a class meeting before."

Post World War II Developments

Up through V-J Day the independent study movement was a phenomenon reserved for the superior student — "the upper 10%" who had inherited the intellectual talents labelled educationally as "gifted". But in the two decades that followed, this nation boldly committed itself to a "first" in the history of the world: not only to educate, but to higher educate every one. There is no time here to endorse this commitment, philosophically and enthusiastically, except, telescopically. Fundamentally I believe all of us are gifted in some directions; less talented in others. This goes for the so-called "10%" as well as for the other "90%". Historically, I observe that violent revolutions (political) have occurred when the 10% and the 90% were educationally so far removed from each other that they were no longer able to communicate. The hope here is that universal higher education will lay a foundation for gradual rather than explosive political and social change.

Whether these philosophical assumptions can be defended or not the fact remains that universal higher education in the United States is almost here in 1966. With the help of the exciting junior college phenomenon it has become almost anti-social for the high school graduate to go anywhere except to college. By 1970, we are told, there will be million students in college, the highest per cent ever of that age group.

What confronts those of us who gladly or sadly teach are two phenomena unknown to higher education before, at least in such proportions. One of these is the growing threat of impersonality caused by numbers. Mob scenes in gymnasiums on registration days have become a major obstacle to higher education in our so-called multiversities. The other hazard is in the classroom, group teaching of the widest range of individual differences among students ever before enrolled in our colleges. Unless students can be communicated with more individually than numbers, and talent diversifications permit in the classroom, the present spasmodic, student insurrections will grow into a continuous rebellion.

Fortunately, solutions for both problems are at hand. The hazard of numbers can be met by reorganization of our multiversities into cluster colleges. For the first time in the history of education it is now possible to meet individual differences in students with individual differences in media.

Paralleling the college student population growth, which our pedagogical orators like to call one of the several "explosions", media of all formats have been proliferating in geometric proportions. The beginning may have occurred in Mainz, Germany, about 1450, if the invention of printing is credited to Johannes Gutenberg Gensfleisch. As the making of books increased, and various new formats entered the educational world, the quantity and range of subjects and levels proliferated as well. By the beginning of the 19th century, no library apologized for the presence on non-manuscript material as did the Duke of Urbino in the 15th century when he noted:

"In this library all the books are superlatively good, and written with pen, and had there been one printed volume it would have been ashamed in such company."⁶

Rather, libraries began to accession other forms of print: newspapers, periodicals, pamphlets, broadsides, minibooks. The introduction of photography brought pictures into the collection. How early other graphics

entered the library is indefinite, but bulletin boards and exhibits steadily became important library media of communication. Nor is the inclusion of museum objects a very recent library phenomenon. Certainly maps and globes have had a centuries-old place in libraries.

Toward the end of the last century, probably in the St. Louis school system, Superintendent W. T. Harris, later to become U.S. Commissioner of Education, added the graphic, realia, and geographic media to the newly invented phonorecording and motion picture to herald what was later to become known as the audio-visual movement. Although some librarians persisted in referring to these newer formats, and to radio, TV, teaching machines and computer consoles as “non-book”, much in the manner of the Duke of Urbino on print in the 15th century, there was no question that all of these newer media were part of the “generic book”.

The proliferation of media since World War II armed librarianship to lead the educational world to meet the challenge of universal education. Ever since Binet and Cattell at the turn of this century pedagogy had been paying lip service to something called “individual differences” without really doing very much about it. Pedagogy could not, as long as it was tied to the lockstep of classroom group teaching. Nor was Pedagogy likely to have much help from a librarianship that, on the school and college level, made a fetish of supporting classroom instruction. In the words of Harvey Branscomb in that monumental volume *Teaching with Books*

“To sum up, it may be said without hesitation that the fundamental need of the college library is to develop a distinctive program of its own. Absorbed as it has been in the task of increasing its supply of books and compelled to serve a constantly increasing student body, paying small salaries and getting usually — although not always — no more than it paid for, it has been too imitative of other institutions.”⁷

Well, the proliferation of media provides Librarianship with the opportunity to develop a distinctive program of its own.

In 1934 at the Chicago Century of Progress A.L.A. convention I read my paper on the “Library-Arts College”. It was described as “the logical culmination of such current trends in American higher education as are exemplified by honors courses, comprehensive examinations and other reforms . . .” and

differing from the conventional college in at least five essentials: 1) a learning mode that reverses the library-classroom relationship by having the latter support the former; 2) an educational plant that consists of a library, which contains all of the classrooms and laboratories as well as the reading facilities; 3) an instructional method that borrows the “each one teach one” principle of the Bell-Lancaster monitorial schools; 4) a faculty that is bibliographically competent to guide student independent study in the library, and generalist enough to cross sacred disciplines’ boundary lines; 5) a curriculum which follows the library, rather than *vice versa*, which school and college librarians proclaim sa self-righteously, now.

Well here was a distinctive program of its own for the American college library. Few will remember the shock and indignation with which this proposal was met some three decades ago. As Dr. Branscomb might have observed, librarians, more than educators, considered the proposal preposterous. I recall that in my youthful feeling of discouragement I compared my Chicago reception with the booing Stravinsky got in Paris about a quarter of a century before, for introducing a new musical dimension.

All during those dark, Hitler pre-war days I studied innovation in our U.S. colleges for features that might reinforce the library-arts college idea. I took notes constantly, sketched a campus plan, and sought to enlist financial backing for a prototype college. But these were post-depression WPA years, and my meager college librarian’s salary prohibited even minor expenditures for explorations. Pearl Harbor relegated the stack of notes to a farm house in Michigan as I went off to war. But I never forgot the idea. Even in the far off China-Burma-India theatre (my war-time substitute for my library CBI) I used to discuss the Library-Arts College with an intelligent staff sergeant, whose father was fairly affluent, and who promised that if he came out alive he would work with me to establish the college. But he was killed in action.

Nevertheless, upon discharge from the army in the spring of 1946, a friend and I set out to establish a Library-Arts College in South Florida. We almost succeeded in Sarasota. With the help of a newspaperman there and several prominent citizens we nearly enlisted the Crosley family to donate their estate, closely by the present airport, as a site, and as the first building. But at the last moment, the Crosley decided to sell instead, and after following up a few more futile leads in Venice and Miami, we accepted President Camp-

bell's invitation to join the Florida State University faculty.

I had just decided that if the Library-Arts College was ever to be tried out anywhere I would have to write another book, when Bob Jordan sent me an announcement of the Kenyon Talkshop. Since 1962 I have lived Library-College as I never have before, because of Bob Jordan, Lamar Johnson, Dan Sillers, Pat Knapp, Lee Sutton, Dan Bergen, John Harvey and all of the others you will find in the *Library-College* volume. In that year, two fellow deans and I on our way to join a Southern Association evaluation team for Texas Tech at Lubbock began talking experimental college at Florida State University. Two other deans, the Director of the University Library and the chairman of our department of Higher Education joined us, and one night a week, for a full year, we met in one of our homes to design our prototype college for the eventual cluster organization of the university. Of course, the Library-College concept received regular and full attention. At these meetings, we planned also the Wakulla Spings Colloquium at which ten invited experimenting institutions from California, Michigan, Ohio, Iowa, Missouri and Florida described their innovations.⁹

Innovation is of urgent concern to higher education today. The Magnolia, Massachusetts conference of May 1966 revealed the commitments of additional colleges. Perhaps no description there of an experiment in operations seemed farther along the way toward a Library-College than that by Stafford North of Oklahoma Christian. Elsewhere, unmistakable features of the Library-College can be found at Antioch, where the autonomus course approach has now been extended to the entire freshman class; at Florida Presbyterian, where classes are replaced completely by independent study in the library during the winter inter-term; at Parsons, Monteith, Oakland Community College, where components of the concept are being successfully demonstrated; and of course, at Jamestown, the first college to commit itself to the idea.

The Library-College

Permit me now to sketch my designs for six elements of the Library-College. They are only sketches, and certainly open to suggestion. In order, I wish to consider with you: 1) Learning Mode; 2) Library; 3) Faculty; 4) Curriculum; 5) Facility; 6) Organization.

Of the Learning Mode enough has been said to emphasize the locus shift from group teaching in the classroom to individual learning in the library carrel. The philosophy of this mode was well put for Bennington College when education was conceived as "intellectual adventure rather than in doctrination"¹⁰, and the college bulletin announced as a principal aim "to accustom its students to the habit of engaging voluntarily in learning rather than submitting involuntarily at certain periods to formal instruction."¹¹

In the library-College the student is learning primarily by reading. This is not unlike the English university where the student records not that he is attending a class in economics but rather that he is "reading in Economics, or in Physics, or in Philosophy, or Greek, or whatever." Although a major part of this reading is done in the format known as the hard cover, the Library-College faculty guides and encourages students to read in all formats. Such reading may include listening to tapes and discs; viewing transparencies, filmstrips, motion pictures; listening and viewing radio, television, and the entire repertoire of educational media formats; it may, indeed, enlist sensory experiencing with all of the five senses. To quote *Saturday Review's* Frank G. Jennings:

"But reading, remember, is not restricted to the printed page. Actually it never was . . . throughout his history man has 'read' many things: the flight of birds, the guts of sheep, sun spots, liver spots, and the life lines on a hand. He has read the lore of the jungle, the spoor of the beast and the portents in a dish of tea. But whatever he has read and however he has read, it has always been for 'reason'."¹²

Yes, reading encompasses the generic book in all of its formats. In the course of his college life student reading will add up to all of the sensory responses to his environment. And learning will come through that mystical extrasensory flash which we are only beginning to investigate in some of the "far out" parapsychological laboratories like the one at Duke. To encourage this extrasensory perception on the part of the student, reading should include also meditation, and deep introspection on such impractical questions as "Who am I?" "Where did I come from?" "Why am I here?"

But in the Library-College the student is also learning by doing, by demonstrating, by performing, by manipulating, and by speaking, writing and teaching. One measure of an educated man or woman is the ability to communicate. In the Library-College the

student will write as well as read. He will write well and frequently — reports, papers, essays, and even imaginative literature, including poetry. He will speak informally in conferences with faculty and fellow students, with continuous, conscious and critical effort to improve the form of his speech and add a creative element to it.

The Library-College student will strive to do the many things required to maintain life. Part of each day will be devoted to perfecting himself in the tasks of homemaking and earning a living. This may involve agriculture and horticulture on the college farms; carpentering in the shops; cooking, sewing, home maintenance and repair; auto driving and servicing. He will practice the art of self-defense under expert instruction; learn to swim, and perfect himself in a sport of his own choice. And there will be both intramural and intercollegiate athletics. Yes, even football, and the team will be coached and urged on to win, to strive for the coveted number one in the AP weekly poll, and to aim to take on the winner of the pro super bowl to prove that college football is better than the professional brand, even as certain students of the game like the late General Neyland of Tennessee, and Earl Blake of the Army, and most recently in *Sport Illustrated*, John Sutherland. Because I believe football has a unique place in education, and in out national life. And it has far more color, and meaning than is revealed in Ernest Hemingway's glorification of the bull fight.

The Library-College student will perform in any of the arts he selects. Music, the dance; sculpture, painting, architecture. The college theater will offer opportunity for every dramatic talent. Editing and writing experience beyond that afforded by educational assignments will be available through college publications, all joint faculty-student ventures, from campus newspaper through annual, and monthly literary and humor magazines. If campus or community radio and television stations exist these will be added performance opportunities.

Not the least performing opportunity will be the "each one — teach one" requirement of all students. Toward the end of the 18th century two English educators, Andrew Bell (1753-1832) and Joseph Lancaster (1778-1838) each claimed to have originated the "monitorial" system of instruction under which advanced students drilled their juniors in fundamentals. In recent years this system has been used by the missionary Dr. Laubach to advance literacy in back-

ward nations. The advantage of this system is mutual to both monitor and learner. Every one who has ever taught will affirm that knowledge is reenforced by the teaching of it. The monitorial system is especially made to order for an independent study program.

There are other characteristics of the Library-College Learning Mode. One dramatic device to stimulate fact learning is to adapt the GE television "College Bowl" for intramural competitions. The questions can be selected from various national examinations which students may need to take at times and whose outcomes may reflect on the college. Public debates, addresses, forums, panels are other devices. Above all else, the Learning Mode aims to be student initiated, individual, and independent.

The Library

The Library-College Library is, to paraphrase Carlyle, the true college, since it is primarily a collection of books. But the book in the Library-College Library is the generic book. It includes a selection of every subject, level, and format pertinent to the educational mission. Subject selection reflects not only the curriculum disciplines we accept today, but some areas that fall outside and in between. An example might be the subjects beyond the borderlines of science, the occult, flying saucers, and Bridie Murphy. Levels should represent the range of individual differences in the student population of a particular college community. This could mean school encyclopedia level of science for some; post graduate for others.

When it comes to format, my classification of the Generic Book as it appears in my book *Instructional Materials* is a beginning.¹⁴ There are at least a hundred or more physical makeups of educational media found in the schools and colleges of the nation. Representations of all or most of them belong in the collection if only because one kind of format will communicate better with the background of an individual student for a particular learning situation. It is fashionable, intellectually, these days to quote Marshall McLuhan on media. I have served with him on the ASCD Instructional Materials Commission. Much of what he says does not communicate with me. But this much I have believed all of these years of my educational effort to effect a marriage between audio-visualists and librarians: "the form of the medium may influence communication". Indeed it is entirely possible that format may change meaning for different individuals.

If this is so, then it is more important than ever that the Library stock representative items in all formats. Nor should so-called audio-visual media ever be considered non-book material, and therefore reduced in its educational status.

Furthermore, new dimensions of access to these materials must now be envisaged. The open stack is certainly made to order for the Library-College. But so also is the recent extension of remote access. If the carrel is to become truly the student's work bench, the Library-College Library must be prepared to go as far as possible from dry through damp to wet carrel. For our glossary, I understand the wet carrel to mean carrel equipped with dial access to audio and visual material like tape, disc, radio, to still projections like transparencies, slides, filmstrips, films, and possibly to closed circuit television, and remote console, computer-assisted instruction; to facsimile and radio-teletype, etc. "Dampness" to me represents various stages along the way from dry to wet carrels.

With regard to bibliographic access, we should look forward to the computerized printout book catalog as an eventual replacement for the card catalog. Present imperfections are only a delay. No phase of library automation excites me more than the potential of unlimited instant printout, index bibliographies to any portion of the collection, to any topic, and with many more analytics or descriptors for each item than the standard five analytics on cards. In embryo, such cataloging can be found at a number of colleges and universities now, like Florida Atlantic, Louisiana State at New Orleans, Missouri. And as for classification we may yet justify observations by some foreign librarians that expensive L.C. reclassification was unnecessary when the computer works better with a simple I.D. number.

Besides the generic book stock, the Library-College Library will accommodate people. These will include students, faculty and staff. For students, the first departure will be upping the per cent of student body seated at one time from conservative 25%, beyond generous 50%, to 100%. This has been done at Oklahoma Christian, where at present it is 110%. There will be an individual carrel for each student, his individual work bench to which he can come any time of the long day and night the library is open. This does not prevent the student from studying in his own room, if he prefers, with the radio on, or a conversation in progress between his roommate and a dropper-in; or in the play room with every other sentence

punctuated by a popping ping pong. But he will also begin to live like he will after he leaves college and has a place of work to report to daily. Nor will this prove architecturally uneconomical when reckoned against unused class space-time.

Faculty offices, one for each faculty member will be in the library. This should stir some librarian opposition based on previous experiences. But recall, please, the learning mode was not that of the Library-College. And for each four faculty offices there should be one seminar room. Faculty offices will be used for study, conference with colleagues and students.

Most of the special areas provided in libraries will be represented: public catalog and bibliography-index area; reference; current periodical; browsing; rare materials; exhibit and display. Equipment storage for projectors, recorders, playbacks, readers, etc. for use with the related formats of the generic book, as well as maintenance and service space areas will be planned. Laboratory and demonstration space will be provided, although the Purdue experiment with biological laboratory may point the ideal accommodation for laboratory in a library.¹⁵

The Faculty

The new breed faculty that will be required for the Library-College is a cross between those librarians who like to teach, and those classroom instructors who like to use the library in their teaching. There are enough of both today to provide a nucleus for the faculty of tomorrow's prototype. Essentially, this faculty member's job will be to guide bibliographically the great adventure in learning by the student. Inspirationally, the faculty member will arouse, through about a half dozen carefully prepared lectures of such significance as to be worthy of public billing on the campus. He will stimulate by stirring seminar discussion; through individual or small group conference. Bibliographically, he will attempt to tailor media selection to the individual differences of his students, prescribing much as the skilled medical diagnostician.

To accomplish this last, the faculty member will have to know media, not incidentally as he was taught them in his liberal arts or teachers college days, but *per se*. He will have to know his sources not alone for subject but for level. And above all he will have to know the strengths and weaknesses of the various formats for individual learning situations. For example,

time-lapse motion pictures can accomplish communication of certain concepts better than almost any other medium. Yet there are some abstractions that cannot be mastered except by wrestling with the printed word. How better can a youngster gather the nuance of Spanish idiomatic conversation than through tape exchanges with college students in Latin American countries.

The time is coming when college orientation and teaching in library use will assume a new importance. With that will come a more creative approach to communicating this important half of knowledge-knowing where to find it. For the present, in-service education is called for. One device is for the faculty to undertake continuous indexing of library materials for computerized retrieval much as is now carried on in scientific libraries. A thesaurus of descriptors, fields, and groups, based on units and terms in the curriculum, could be used as a basis. And the librarian could lead the way by establishing a college interest profile related to faculty research, to specialist and hobby interests.

Prophetically, Carter Alexander anticipated the role of the faculty in this new and more exciting relationship to the student when he wrote:

"A plan must be developed . . . where the teaching process can be started and finished by the instructor and the learning process carried on effectively in the library . . . where suggestions can be given in the library as well as in the office of the professor."¹⁶

Curriculum

"The curriculum is commonly defined", says the *Encyclopedia of Educational Research*, "as all the experiences that a learner has under the guidance of the school."¹⁷ Although the Library-College accents intellectual development in the library, it by no means neglects "the effects upon learners of all aspects of the community, the home and the school." The Library-College will periodically invite student diaries for review and exchange with the purpose of encouraging students to revise continuously the total experiences planned.

Of the many statements of a liberal education aim, perhaps none will fit the purpose of the Library-College better than this by Professor Richardson to the President of Dartmouth College:

" . . . the stimulation and development of those gifts of intellect with which nature has endowed the student, so that he becomes, first, a better companion to himself through life, and, second, a more efficient force in his contacts with his fellow men."¹⁸

To accomplish this purpose the Library-College departs from the curriculum of many contemporary liberal arts colleges by: 1) intellectually accenting general background more, and specialism less; 2) physically and spiritually, converting elements of college life formerly looked upon as "extra" or "co" curriculum to an integral part of the curriculum.

The college curriculum today suffers from the compartmentalization enforced by the predatory rights and privileges of our contemporary academic disciplines. The Library-College will have to recognize these subject areas for some time to come, but it can more solidly develop the student's general background on which to build a specialism by including in its curriculum two "generalialia" areas, both in the beginning and as a capstone. One of those areas is "the half of knowledge", that is, "knowing where to find it". It is an area devoted to the study of media, to sources of information, *per se*, done with a dimension and imagination not yet accomplished by our one-hour courses on the use of the library, or certainly by our freshman orientation week. One possible approach is the continuous building of a student-interest profile, covering the range of interests of the student population, and becoming a continuous printout catalog. The student would pursue this course in the Library-College learning mode, working independently under the bibliographic guidance of the instructor.

The other area of "Generalialia" would simply be called "Knowledge", for want of a better title at the moment. It would be an overview or summary of the wisdom of mankind; of the thought, actions, and achievements that have most significantly been responsible for man's present state. A beginning might be made through the "Good Books", a collection like that of Harvard President Eliot's the *Harvard Classics*, or Chicago President Hutchins' *Great Books*, if we could eliminate the provincialism of the latter and add the classics of the Eastern World. The student would be encouraged to read across boundary lines, not only within the sciences, the social sciences and the humanities, as our now "old hat" integrated courses do in most colleges, but across these broad areas, so that C.P. Snow's doubtful accusation against the humanists might never be thought again of a college graduate.

On the physical side, the Library-College proposes to include without apology in its curriculum, how to make a living, how to perform in the world, how to get along with his fellow men. Without particularizing further here, the Library-College curriculum has a place for such sacriligious subjects (in the opinion of the intellectualists) as marriage and the family, infant care; the dance-ballroom, go go, and ballet; intercollegiate football; farming; carpentry, etc.

And on the spiritual side, there must be time for meditation. "Where the action is" apparently sells commercially. But if this nation is to be great it must begin to balance our national mind with more contemplation, with time to consider the ultimates. The other day I discovered tucked away in the New Orleans airport a room for meditation. All of us know the famous meditation room in the United Nations. Meditation must be provided for and encouraged in our Library-College, even if it does not involve worship of God. There is no thinking agnostic or atheist I know who does not welcome an opportunity to consider introspectively his decision.

Facility

The Library-College does not consider that the last work in library architecture has yet been written. In 1930 I introduced or reintroduced with architect Henry Hibbs, for Fisk University in Nashville, of which I was librarian at the time, the tower stack. The next fashion that followed was probably modular construction. As one who has been frustrated by the fixed columns of the module, and has questioned the advantages of "flexibility" and the uneconomical, reenforced floors throughout, I hope this architectural fashion will at least be critically reexamined by Library-College building planners.

In my opinion, fixed stack for the varied formats of our generic book now seem more justified than ever. Storage for films and hard covers is not practically interchangeable. Nor will the space for projectors lend itself economically to conversions, frequently. At the moment I favor a fixed allotment for the bulk of stock accommodation. As far as possible, media which depend on equipment for use should be placed in proximity to their equipment; at least until remote access is feasible.

Reader accommodation departs from college library building standards, quantitatively by speci-

fying 100% of the student body to be seated at one time. Qualitatively, the individual carrel rather than the group reading table becomes standard. Typical designs for these carrels are available in such publications as the EFL booklet.

Staff accommodation must now provide offices for the new-breed faculty; seminar rooms; and auxiliary bibliographic, browsing, reference, special format rare, and other work areas. Since the professional librarian will now have merged with the classroom instructor to become the faculty, there will still be need to accommodate the management and house-keeping staff, probably according to the "100-foot per", standard.

Organization

For the Library-College to function properly its enrolment should be limited to under 500. As enrolment increase on a campus, another college should be organized. For the cluster of colleges, the university should perform certain resource and evaluation functions. Research and other expensive resources which can be shared by all of the colleges will be housed in the university library. All-university lectures by nationally and internationally distinguished scholars will be open to all of the colleges. The university will act as an evaluative agency for the programs of the various colleges, each of which may have different accents. A federation of Library-Colleges, therefore, becomes a Library-University.

Conclusion

The report of the president of the Carnegie Corporation for the year ending September 30, 1931 contains these words: Whether the liberal arts college can continue to be "the characteristic element in American life which it has been in the past will probably depend more than anything else upon the colleges themselves. They must demonstrate anew the capacity to produce the men and women whose influence in the world they will enter after graduation can never be measured by mere numbers. This the college succeeded in doing in the past, and can do again in the future, but not by repeating the old techniques, for the world of tomorrow will be a very different place from the world today. As one element in meeting these conditions, the library must be actively and intelligently used by students . . .

I submit that the Library-College is designed to meet precisely this challenge of preparing a generation for tomorrow •

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¹⁰ DUFFUS, R. L. *Democracy Enters College*. 1936. p. 205.

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¹⁸ RICHARDSON, L. B. *A Study of the Liberal College*; a report to the president of Dartmouth College. 1924. p. 17.

¹⁹ EDUCATIONAL FACILITIES LABORATORY. *Carrels*.