

# Mountain-Plains Library Quarterly

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LIBRARY ASSOCIATION

## BUILDINGS ISSUE

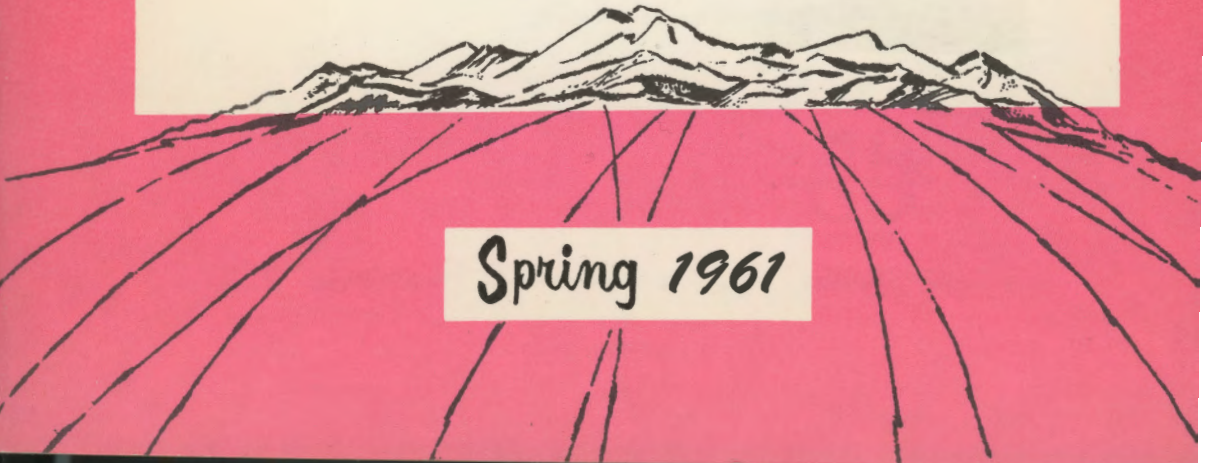
THE LIBRARY BUILDING CONSULTANT

THE ARCHITECT AND THE BUILDING EXPERIENCE

98 PER CENT PERSPIRATION —  
OR THE BIRTH OF A UNIVERSITY LIBRARY BUILDING

BUILDING ACTIVITY IN THE MOUNTAIN-PLAINS

SUMMER LIBRARY COURSES



Spring 1961

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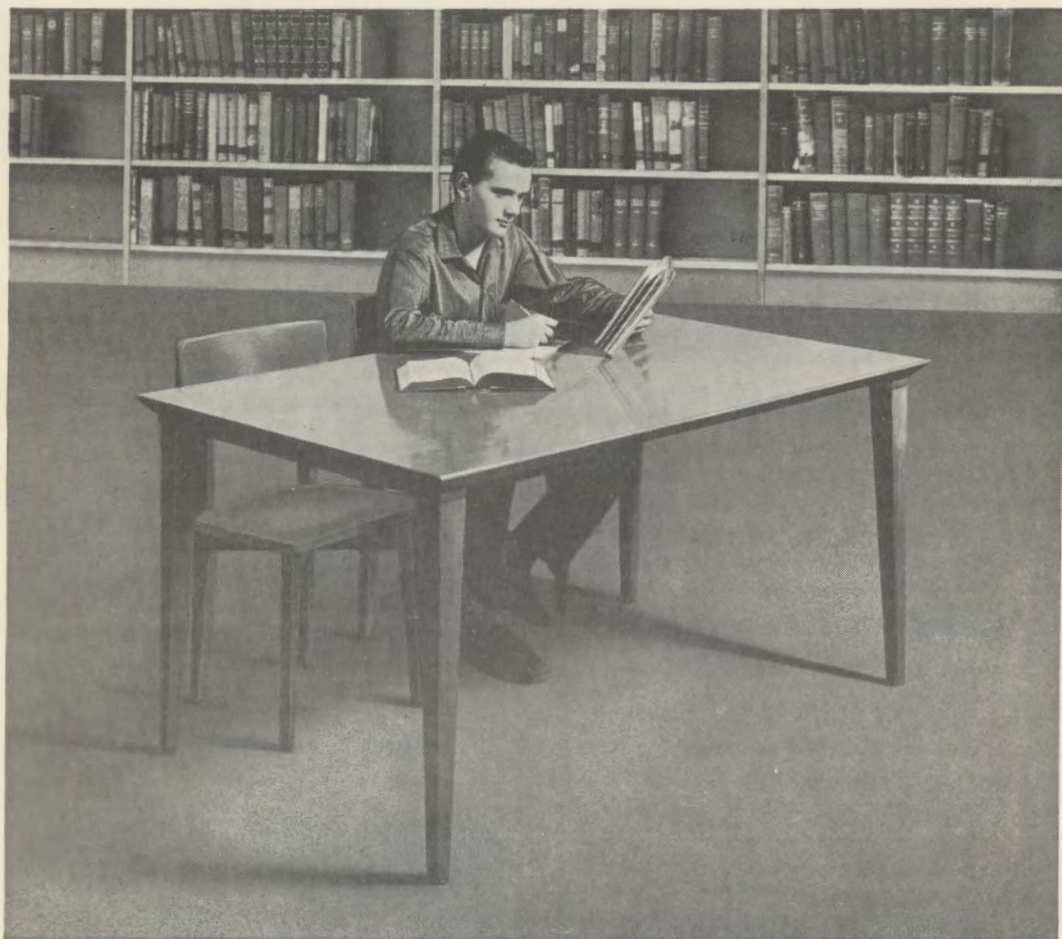
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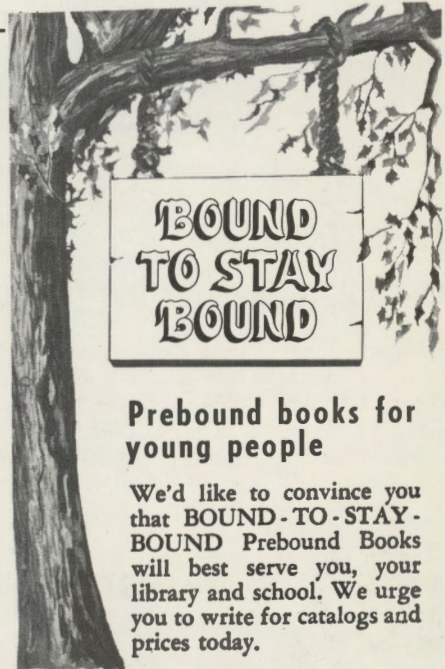
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# The Library Building Consultant

"We are planning to build a new library. Should we have a building consultant?" Such a question may well be asked. The chances are, if the question is asked, the answer should be yes. The answer to an earlier and more important question, "Do we need a new library?" has probably already been answered. These two questions answered, or unanswered, usually bring the library Building Consultant into the picture.

We should first in this discussion establish the library consultant as an entity, and give some evidence to validate his position. To do this we must consider the professional attitudes or outlooks of the architect and the librarian.

Modern buildings, designed for function and use, and their construction is the knowledge of the architect. This knowledge may or may not include all types of buildings, and is least likely to apply to libraries. Thousands of successful architects have enjoyed life-long practices without ever "doing" a library. On the other hand, the librarian has little or no experience with modern building problems, and is usually quite overwhelmed by the whole matter. Bringing these two together, along with the Board can be the first task of the building consultant.

Ideally, the library building consultant should enter the picture early. There may be no question in the collective mind of the Board and the Librarian that a new building is necessary. Years ago the last space was used for new bookshelving. Floor space is at a premium. New public services have been by-passed because of "no more room". There can be little question of need in the mind of the architect. He must believe in a new building if he is to be employed and receive a fee. There is little likelihood that these groups are wrong. There should be a new building. So, the questions of location, size and feasibility must be determined early in the planning. In these rests the first responsibility of the building consultant.

By **HORACE S. MOSES,**  
Librarian  
Topeka Public Library

What steps should be taken first? Undoubtedly the Board has knowledge of the local tax and governmental situation. Regardless of need, regardless of desire and staunch support, there can be no building if funds, either public or private, are not available. Let us assume that these matters have been satisfactorily accounted for.

No new building should be planned without a careful look at the service system it is to house. This indicates a thorough survey, a study of the community, an impartial review of the existing institution, and some sound directional recommendations. Such a survey alone should be the basis for planning. Without it only a haphazard program can develop.

The survey need not be conducted by the one chosen to be the building consultant. It should, however, be conducted by qualified surveyors, impartial and with the idea of the ultimate use of the information in developing a new building. This survey should be directional rather than critical, which sets it apart from the customary evaluative survey.

In this work, as in all surveys, the local librarian should render constant help and cooperation. Unfortunately at times the local librarian tends to resent the survey process, unless he has called for the survey. A purely professional attitude between librarian and surveyor must be maintained.

The surveyor should in all instances be an "outsider". Friends and relatives of the Board or the librarian should not be employed for a number of obvious reasons. Ideally, the surveyor should have a background experience related to this community and library, in size. The surveyor should be employed by the Board, at a fee, or on an honorarium basis satisfactory to both. The surveyor reports to the Board, both his

findings and his recommendations. The relationship between the Board and the surveyor must be clearly defined from the beginning to the end of the survey phase.

It is not unusual for a library board to employ a "new" librarian to initiate a building plan. This librarian, if qualified by sufficient experience can well conduct a "self-survey" before he becomes accustomed to his "new" library. In fact, the "self-survey" by a librarian at the beginning of his administration has practically become a standard procedure, and is highly recommended.

Such a "self-survey" and the presence of the surveyor-librarian can be of tremendous value to the building consultant when he enters the picture. Circumstances seldom make it feasible for the "new" librarian to carry forward the functions of the building consultant, unless he meets those qualifications necessary, or unless he has been closely associated with the planning and construction of a new library building.

A simple statement of the qualifications of a library building consultant should be given. First, the consultant should be a trained librarian of experience. By trained, one implies the necessary professional training required for librarians at the administrative level. The experience factor in the consultant's qualification should relate to years of successful administration of libraries. The nature of this experience is important to the job at hand. Certainly a board would not select a consultant for a public building whose entire career was devoted to college and university library operation, nor would an educational board of trustees entrust its building to a career public librarian. A number of older librarians include both fields in their practice of the profession, and can certainly qualify in either field.

The second, and probably the most desirable requirement for the building consultant is experience with building problems. This experience must include first-hand experience with a sizable library building from the planning phase, through to the occupancy and use of the structure. There can be no substitute for this requirement, which is the very basis for the consultant's validity in the project. This further requirement should be added, that the

consultant's experience is that he must have been in a position of authority, being either the chief administrator, or that one designated to be in charge of the work. Knowledge of this sort cannot be acquired by osmosis.

A number of additional qualities must be in the record of the consultant. The nature, size and number of buildings he has handled. His personal reputation in the field, as evidenced through the opinions of his clients. More important may be his reputation in the architectural profession, since his success or failure may well depend on this relationship. Few librarians have a technical training in their education. Ideally an engineer or architect, turned librarian has a certain advantage to offer a Board and its librarian.

To state these requirements categorically would be absurd. The Board should select the person best qualified to meet their needs, employ him on a sound and satisfactory basis, and put him to work.

The building consultant must maintain satisfactory relationships at three levels for effective service. He must have the entire confidence of the local librarian and staff. He must enjoy the complete confidence of the library Board, and he must hold the respect and regard of the architect and his associates. The consultant then becomes an interpretative liaison agent who can serve these groups well, since through them the new building becomes a reality.

With the librarian and staff a program for the new building is developed. Such a program is a statement of the needs of the new building based on space requirements, and functional relationships for the present and for a reasonable growth period. The program then becomes a written statement upon which the architect can base his preliminary studies. The consultant at this point must be able to interpret the wishes of the librarian to the architect through the application of formulae which seem best to assure adequate space in terms of square feet.

The architect now prepares preliminary studies for consideration of the librarian and Board with such assistance as he may require of the consultant. The number, nature and completeness of the studies varies

from situation to situation. This is the crucial phase in the building's development. How well the work is developed through study, re-study and research determines the success of the ultimate building. This is the work closest to the heart of the architect, and is one instance when he should be given all the time he requires. Decisions made now, when translated into stone, brick and mortar become permanent and irrevocable. The architect and building consultant are most fully aware of this and must lead and guide their clients with genuine authority.

The architect, having secured the approval of the Board now develops "working drawings" for the new building which includes exterior design. The exterior of the building is a combination of the aesthetic and practical. In this particular instance the problem and its solution is primarily that of the architect and the Board, since they must share the reward or failure of the building in the eyes of the community.

During the working drawing period both the librarian and consultant may be brought into consultation for matters of detail by the architect. Upon completion of the working drawings, building specifications are written which stipulate precisely the items required, manner and method of construction, by the architect. These plans and specifications then become the basis upon which the architect, the Board and municipal governing body call for bids by contracting companies or agents. It is customary to accept the lowest bid, provided the contractor is acceptable and can furnish "performance bond" to insure the completion of the building to the satisfaction of all parties concerned.

During the construction period of the building the main responsibility rests on the architect for supervision of the work. The consultant is available for such advice as may be required by the architect in the solution of difficulties or problems which may arise. Upon completion of the building, and its acceptance by the owners, usually the library Board, the contract of the consultant has been satisfied unless he has been employed to continue in this capacity, in the furnishing and equipping of the building. This may be included in his contract, or handled by separate contract.

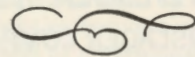
The status of the building consultant should be clearly established at the initiation of the project. He should at all times be an employee, and a representation of the library Board or governing body of the institution. Under certain circumstances his fee may be derived from other sources, but he should be employed by appointment by the owner, be it Board or governing body of an institution. Certainly, architects and equipment suppliers may employ the services of consultants to improve their efforts in satisfying a client or customer, but this sort of employment does not have the complete and over-all authority of that granted by the Board.

The Library Building Consultant is a comparatively "new-comer" to the profession. He as yet is an individual, or at best a small "associative" company. There is no certifying or accrediting body for consultants. One will find few if any ads offering consulting services, since most consultants are practicing librarians who serve in this capacity on a released time basis by their regular employers. Not only is the field of activity limited, but few individuals seem attracted to it. To secure the services of a consultant a governing body usually contacts a state library agency to secure names of consultants for consideration.

In this statement we have avoided a discussion of consultants' fees. There is considerable variance in fees as there is in services required, and the abilities of consultants. Properly this is a matter to be negotiated by the consultant and his client.

Mr. Moses helped design the new Topeka Public Library and has been consultant for Regina, Canada and both El Dorado and Salina in Kansas.

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# The Architect and the Building Experience

For the great majority of public library systems, the significant increase in population in the recent past, the population shifts to urban and particularly suburban areas, and the extension of the scope of library service, has caused overcrowding problems which cannot be solved by increases in staff alone. The library buildings and facilities which were constructed early in the century are not only inadequate in the lack of space, but in the arrangement of space, for today's buildings cannot devote such large areas to traditional and formal configurations. These structures also lack sufficient lighting and wiring, heating and air handling equipment, and other technological improvements. Such deficiencies, coupled with the theoretical advances in library science and the marked change from the cultural "ivory tower" has required serious consideration of new facilities in practically every community.

Most capital improvements of a civic nature are notably infrequent, making it mandatory that the most careful and progressive thinking be exercised in the planning and execution of a new building. The structures conceived today must not only accommodate present requirements and those future obligations which are subject to prediction, but must accommodate new areas of service that are, as yet, substantially undefined. At this point, the architect becomes a vital part of the program. Among those librarians or board members who have not been directly concerned with the architect in a building experience, there often exists an incomplete picture of the architect and the extent, scope, and value of his services. Because the public library represents the concepts of the general growth of intelligence, the rule of reason, and the enjoyment of lasting beauty, the architect finds not only his greatest opportunity for both service and expression, but one of architecture's most provocative challenges

By **GEORGE N. DANIELS**

Edwards & Daniels, Architects  
Salt Lake City, Utah

in this building, large or small. These concepts, then, become the goal of the architect as well.

In this light, then, what is the architect, what can he do, and how can his qualities be best used by the librarian and the board in order to most effectively benefit the future patron?

In an age of specialization the architect is unique; he must distill from the great complexity of fact and fancy, in many diverse but important areas, a structure which will house with efficiency, economy, beauty, and dignity a social function—in this case, the function of storage, display, and distribution of media to enrich the mind of man. The library building is designed and created to meet the special desires and particular needs of librarians in the execution of their charge. From start to finish of the building operation the architect becomes the professional advisor and representative of the librarian because of his years of intensive training and experience. He must serve as expert businessman, engineer, and artist, and is a professional problem solver in each of these areas.

Most often, as the librarian and library board execute their charge in an existing structure, the best of the situation is made and both theory and operations are tailored to realistic limitations. Many library systems do accomplish a high degree of community service under less than ideal circumstances. Once the determination and means to build is available, each of the basic tenets and policies becomes subject to review; each facet of professional library techniques is subject to the closest scrutiny. This is necessary not only so that maximum ef-

efficiency is possible, but so that the electorate is assured that maximum value is incorporated in the new structure.

The services of the architect are customarily subdivided into phases which correspond with the development of the concept of the new building: schematic, preliminary, preparation of working drawings and specifications, and supervision of construction.

The schematic phase consists of the initial isolation and examination of the problem. If this area of planning is faulty or misconceived, the subsequent success of the project is severely compromised. Long before the actual schematic sketches are commenced, the architect becomes a valuable, if not invaluable, member of the team. His advice, based on copious research and architectural insight can aid in developing what we call the "specification of need", which is to assist in the methodological re-evaluation. The program becomes transformed into square feet of space, lineal feet of shelving, staffing requirements, and other real standards. Such standards are more easily comparable to present facilities, recommendations of the American Library Association, and must be related to the cost of providing such services. His advice on potential sites is a necessity, not only with regard to convenience and efficiency, but with regard to soil types, bearing and general characteristics. Advice concerning evaluation and final compromise of and between probable costs incurred, (as eventually is required in practically each case) monies available, future operation and maintenance consideration, and financing methods can materially contribute to the successful program. During this formative stage, the value of the architect in promotion and publicity cannot be underestimated. The citizens of the community require concise factual information. Bond elections often depend on the adequacy of the information which is made available. The goal of schematic drawings is to provide a relationship between ideas and spaces.

The architect, by means of many conferences, additional research and investigation, meeting with the professional library consultant and other consultants, prepares preliminary drawings and specifications

which describe in more detail the spaces to enclose the functions of the library; the materials which are to be used; and methods of construction; the heating, cooling, circulation, and cleaning of the air; the artificial and natural methods of lighting; the means of vocal and written communication; and the efficient movement of people and materials both horizontally and vertically. These technical considerations become more important, more complex, more interdependent as our technology advances. They become more exciting also, for we now can exceed the matter-of-fact techniques which were deemed impossible of solution by our grandparents. Each of these factors is related to the previous cost estimate, and a preliminary estimate of cost is developed. It is now possible to describe with various drawings the appearances of the building. The emotional or aesthetic appeal of the structure becomes one of the program's real assets.

After the problem is correctly identified and corresponding solutions reached, all of these ideas are translated into a set of working drawings and specifications which identify precisely each part of the building, every material and the workmanship which is required, and mechanical and technical features. Many months of concentrated effort are required to relate the various materials and methods which are used, to coordinate the various trades and components, and to select each light fixture and door knob. From this effort in three dimensional thinking and minute programming comes the representation of the building. The drawings essentially are quantitative and the specifications qualitative. This phase represents about half of the architect's work.

Any contract is only as good or effective as the enforcement of its provisions. The supervision phase entails preparation of the bidding documents, notice and instruction to contractors, review and qualification of potential contractors, and supervision of the award of the contract. Once the award is made and construction is commenced, the architect, as the owner's agent, ensures that the contract is fulfilled, provides added details as required, reviews and approves fabricators' detail drawings, and cer-

tifies requests for payment for the contractor. When the certificate of completion is issued and occupancy of the structure is taken, the building contains intrinsically the months or years of planning and the efforts of countless people in conceiving, promoting, and weighing alternative ideas. The unfamiliarity of strangeness does not exist for the staff, for thousands of books have been issued, returned, repaired, purchased or ready already in their minds in the planning process.

As previously mentioned, then, the architect is a businessman, he administers construction and financial details, advises on cost limitations, obtains estimates and advice on contractors. He reviews these matters at the earliest stage and constantly revises them as the project develops. Your problems are those of your architect.

The architect is an engineer, he retains and supervises structural, mechanical, electrical, acoustic, and soils engineers. The advancement of theoretical technique, the knowledge of the tradesman's limitations, awareness of geographical advantages, consideration of current economic trends are all areas of vital significance for each consultant. Each of these special fields requires coordination and integration with each other to ensure the common aim of providing a weighted but consistent solution of the owner's problems. The architect is responsible for each of his consultants in the entire program.

As an artist, and coexistent with the preparation of the drawings, the architect commences the great responsibility of combining all of the complex variables into a structure which contains the spark of genius—that degree of insight which becomes beauty. Beauty deals not only with aesthetic concern—proportion, composition, value, and such, which are inestimable—but also with the intellectual knowledge that the theoretical, practical, and functional obligations have been fulfilled. In this climate the patron is served efficiently, enjoyably, and economically. This distillation into an ordered identifiable whole is architecture's greatest requirement. Improperly weighted over-emphasis on any phase to the exclusion

of any other results in either the expedient, the ugly or the impractical building.

The architect has a responsibility to the community and to each citizen in the creation of a public edifice. This responsibility is implicit in the consummation of any building project, but is doubly acute when the means are provided by public monies. Each public building contributes to the landscape or environment of the whole community. This contribution can be part of the general confusion and ugliness of the urban scene which we all have learned not to see, or it can be a meaningful proud representation of what we would wish our cities to be. Our culture is, in fact, mirrored in our building, our confidence, our wish to be better. Our lives and buildings are affected not only by what we think we are but by what we would wish to become. When we look at history and culture, we examine their buildings and we judge.

In summation, the foregoing is not intended to eulogize, but to explain why the ends or goals of the architect coincide with

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# 98 Per Cent Perspiration— Or the Birth of A University Library Building

An architect friend once suggested to me in a garbled quote from something Frank Lloyd Wright is supposed to have said, that the difference between a good building and a bad building is in direct relationship to the difference in the amount of paper used in planning them. Let me say parenthetically that if librarians had been content with leaving their books chained to a pillar in some replica of a sixteenth century cathedral, or tucked away inconspicuously in a corner of a building that looked like a second cousin to your state capitol or a step-child of the Pennsylvania Railroad Station, we wouldn't have had the opportunity to enrich library literature with a segment of its "learned" articles; besides that we'd have missed out on a lot of fun.

Once the university administration has admitted that a new library building is a necessity, the paper work recommended to you by Frank Lloyd Wright will begin in earnest. Simultaneously you must digest the literature on library buildings and become a walking encyclopedia of the past history, present program, and future prospects of the university as seen through the eyes of the president, the physical plant department, and student housing authorities, the statistical experts in the registrar's office who project future enrollment, the faculty and the student body.

To the extent that you are able to secure agreement on prognostications concerning future enrollment on various academic levels, you will be able to apply available formulas and determine about how much and what kinds of study space you will need to provide. If you are able to secure predictions of the level of budgetary support you can anticipate, you will have some idea how rapidly the book collection will expand and the amount of space that will be needed to shelve it in a given period of time. If you have considered what your service requirements will be and about how many books

By **S. LYMAN TAYLOR,**  
Director of Libraries  
Brigham Young University

you will process annually, you will be able to estimate the space you will need for staff work areas.

With all of this information at your command, having seen floor plans and knowing the functions and procedures carried on and the services given in a modern library, you begin to dream how you would provide for the library requirements inherent in your projected university program. As you dream you write. As you write, questions will be raised in your mind that you will not be able to answer without assistance. This is the time to call in the experts.

Our organization during the programming stage at the Brigham Young University consisted of a staff committee, a faculty committee, and student participants. The role of the staff committee was to help develop the formal written program; the faculty and student committees by the use of opinionaires, asked individuals within these two groups to express their opinions on the desirability of different types of library organization and facilities and to answer specific questions concerning study habits, the use of the library, relationship of the book stack areas to study areas and types and physical arrangements of study facilities that seemed most desirable for students at various levels in the curriculum, and for the faculty.

A library building committee selected from the groups mentioned above reported to the campus committee which has the responsibility of fitting the requirements of any particular building into the overall campus plan. The librarian and the physical plant director coordinated the efforts of the planning groups and took the building

program to the administration for approval.

Although assistance may be received from a multitude of sources, the final responsibility for the development of the written program for the building belongs to the librarian. It is through the building program that the librarian tells the architect what he wants in his building. In a library building, as in a home, if you don't give instructions you can't expect to have your desires fulfilled in the completed structure. If the architect doesn't know what you want he will improvise out of his own experience, for every minute feature that finally becomes a part of your building must first be called for in the architect's plans or specifications.

At the Brigham Young University we are urged to complete a building program before the architect is engaged. In other words, we are supposed to know what we want before we invite the architect to express in plans and specifications what the general contractor will finally be required to deliver to us in steel and concrete. As you develop your written program, if you find there are questions that you and those available to help you on the campus do not know the answer to, or if you just feel the need to test your ideas on someone who has had a background of experience in library planning, call in a library consultant. They are usually willing to tailor their service to your needs. If they can see that you are on the way and only need confirmation and limited suggestions, they normally will tell you so. We found that the four days spent with Keyes Metcalf were a good investment.

Visiting other recently constructed libraries of about the size and with a similar program to that you anticipate can be very helpful. In my opinion the architect should be assigned to the project before the library building program is finalized. The visits to other libraries will probably be most helpful after the librarian has surveyed the literature on library planning, has become thoroughly familiar with the developing academic program of his institution, has read other building programs, has examined as many sets of floor plans as possible for other library buildings similar to the one he contemplates, and after he is well into the problem of writing his own program and is

aware of many questions he needs to find answers to. The architect, a top official of the physical plant department, and the librarian should make the visits together and share in the learning experience. This will pay dividends in helping you to come to a meeting of minds on problems that will arise later. Remember to ask librarians what they don't like as well as what they like about their buildings as you make your visits. Try not to make the same mistakes they have made. You will make enough of your own.

Now we are ready to finalize the written program, secure the approval of the building committee and the campus planning committee, and carry the written program to the university administration for their approval. If you have done a good job all the way through of keeping the president abreast of developments and have been realistic in regard to budgetary considerations, you will probably have little difficulty in securing the necessary approval.

If as you developed your program you reminded yourself again and again that the building had to be constructed in such a way that the administrative office area, staff work space, reader space, and book stack space could each be expanded without crippling any one of the other areas, and if you had space reserved for a logical next step for library expansion on campus, it is likely that you will have completed that part of your task about as well as could be expected.

With the building program to guide him, and with the librarian available to help interpret this document, the architect now begins to give form to the written requirements by developing sketches that show the relationship of one block of space to another on a given floor, and of one floor to another in the projected building. The guide to the amount of space needed for a particular function, and to the relationship of one function to another, is the written program. With a good program the architect's ingenuity is taxed to place reader space, service desks, stairways, elevators, corridors, restrooms, staff work space, and all of the other space requirements, each in the best relationship to other related areas. Without an intelligible program, and without the aid of an informed librarian to help him inter-



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pret it, we should not expect the architect to be able to give us a functional building.

When the architect has worked his way through five or six sketches of floor plans, has laid out the building several different ways, and has developed sketches of the different exteriors that the various floor plans call for, the librarian and the architect will have become quite well acquainted. If you are a competent librarian and know how you want your building to function, and if your university has engaged an able and knowledgeable architect, you will each have learned to respect the other's opinion in his area of competence. Your architect will have accepted the fact, possibly without either of you expressing it, that first and foremost this building is to be a library, the most useful library that your combined efforts can contrive. The decisions you reach should turn on this fact. A library is an important building on a university campus, and your architect, for the sake of his reputation if for no other reason, will want to help you make it the best possible building the budget will allow.

When all concerned have approved sketches, the next step is to develop preliminary plans, a colored rendering of the exterior, and a cost estimate. When these have been approved on campus they are normally submitted to the governing body of the institution for their approval, and are then taken to the legislature or other entity empowered to encumber funds for construction. In our case the librarian and physical plant director accompanied the president and participated in the presentation of plans to the Church Building Committee and the Board of Trustees. In a project as expensive and complex as a large university library, it is wise to have persons available that can answer questions raised, whatever their nature. Negative opinions can easily develop when a person has not been adequately informed.

With the approval of preliminary plans and cost estimates, the architect commences the final working drawings. These, with the accompanying specifications, become the basis of the agreement between the university and the general contractor. Again the librarian must be continually available to the architect to work out final details on

space relationships, location of electrical outlets, placement of lighting fixtures, builtin closet space (furniture, and book stacks will have been placed on floor plans in earlier stages in order to develop patterns for the use of space). Outlets for telephones must be located, specialized pieces of equipment to be supplied by the general contractor must be described, types of doors must be selected for use in different areas, a keying schedule has to be worked out, and an orderly numbering plan for rooms has to be devised. The idea stage pretty well ended with the finalization of preliminary plans. When you reach the working drawings it is expensive for the architect to make changes.

While the architect is working with structural, electrical, and air conditioning engineers on their phase of the development of working drawings laboring with details that a librarian could conceivably become lost in, during the odd moments between meeting of the Faculty Library Committee, the library staff, Deans Council, recruiting new personnel for next year, giving consideration to purchasing an unusual collection of Western Americana, en bloc, and explaining to a department head why they can't have a separate library, at least until after you have been settled in the new building for a responsible length of time, you had better start reading up on library furniture and fixtures. Before you know it the time will have arrived when it is necessary to write specifications for these items.

If your plans call for a large, open building with few interior walls, supported almost entirely on interior columns, and with stack space and reader space interspersed throughout, you will have to decide how you will arrange the blocks of book stacks so the collection can be shelved in an orderly fashion that will lead you easily from one section to another as you follow the classification system.

You will also want to plan blocks of book stacks, and probably tastefully arranged screens, to divide the reading space required into units that will seat fifty to sixty readers. Within each seating unit you may possibly want to place single study tables along exterior walls and on both sides of screens, provide some of the large tables traditionally placed in library reading

rooms, and then relieve the pattern of flat table tops by an arrangement of upholstered reading chairs before repeating the arrangement of large and single study tables again within that particular unit of space for readers.

When you have specified your standard library furniture and equipment, select a list of suppliers whose products will meet your requirements. If local houses are allowed to quote that have not had several years of experience in manufacturing items you desire in quantity, it is well to state in your specifications that they will be expected to submit a full scale model of each item, and that such items may be tested to destruction. When a model meets the specified requirements it becomes the standard. Where a large order is being placed it may be a good investment to hire a qualified inspector to see that each item ordered is equal to the model that has been accepted as a standard.

In selecting upholstered pieces and other furniture not specifically manufactured for library use, it should be remembered that furniture placed in a library may be used a hundred times as heavily as the same kind of furniture in a home, and several times as heavily as furniture in most offices. A two hundred pound football player sitting on the arm of a highly styled upholstered piece will put it to a severe test. Style should not be selected at the expense of strength and durability. Turn a chair over and see how joints are secured. Use fine fabrics and naugahydes in color shades that will not soil easily and with durable finishes able to stand up under constant use. This may sound overly practical, but unless we can prove to those who provide us with funds that the use of this kind of furniture in libraries is desirable and practical we may not be granted funds for this kind of seating.

With final approval of working drawings and a thick volume of specifications, the building is at last ready to go to bid. While interested general contractors and sub-contractors are examining these documents minutely, with slide rules, plenty of scratch paper and adding machines at hand, the architect, the physical plant director, and yourself have your fingers crossed hoping that you will have some good bids come in

so you won't have to eliminate any of the features you feel you must have, or go back for more money.

After the successful bidder has been named, when you have held your ground breaking ceremony and the excavation has begun to be filled with steel and concrete, there will still be occasions when the contractor will discover that a change should be made here and there. Some of these changes can be taken care of by your physical plant people in consultation with the architect and the general contractor. At other times, however, your opinion will be needed. It is well to plan to be close at hand throughout the construction period.

Don't forget to begin reading the literature on moving the book collection far enough in advance so all the necessary preparations can be made and special equipment arranged for. If additional bibliographic records need to be developed for contemplated changes in organization, get them started well in advance. Be certain that you and your staff are ready mentally as well as in the way of physical arrangements to make the transition from the old operation to the new as smooth as possible. The preparation for the new pattern of operation may conceivably be as time-consuming a task for you as the part you play in relation to the new building.

With the building almost finished, the furniture and equipment on order, the plans for the move all worked out on paper, the staff pretty well with you mentally on necessary changes in the organizational pattern, the dedicatory exercises sort of sketched out in your mind, and with prospects for a healthy increase in the book budget that will allow the collection to expand rapidly into the welcome shelf space you will have available, it is just about time for you to start planning for the next phase of library development on campus. A few years from now you are liable to be having space problems again. But sit back and relax for a while before people begin to tell you all of the things they would have done differently, and while this new building that has given you so many pains a-borning can still be considered adequate for your needs.



## Building Activity In The Mountain-Plains

BY "QUARTERLY'S" STATE REPORTERS

### Nebraska

Construction will start soon on the Benet Martin Public Library to replace the Lincoln City Library built in 1902. The two-story building provides for about 30,000 square feet compared with 10,000 in the old building. Use of glass on both inner and outer walls will provide passersby a day and night view of library activities. Storage stacks will have an eventual capacity of 288,950 books. On the second floor will be offices and rooms for work operations, fine arts, music and other service activities reduced or dropped in recent years for lack of space in the old building. The upper portion of the building will be covered by a masonry solar screen in a gray-blue mosaic pattern to provide light control for the upper story without the use of draperies. The 2½ foot overhang will shield the lower glassed-in areas from direct sunlight. Construction of the building was made possible by a gift of \$300,000 from Mr. and Mrs. Bennett Martin of Lincoln.

Newest of the University libraries is that at Creighton University in Omaha. Scheduled for completion in June, the library is a rectangular building of white Vermont marble. A distinctive feature of the exterior is the masonry solar screens standing in stately columns in front of the windows on the four sides. Built at a cost of \$1,250,000, the library has 45,000 square feet and a capacity of 270,000 volumes.

The Link Library, Concordia Teachers College, Seward, Nebraska, completed during the past year is completely air-conditioned and dust free. The exterior is brick with Lake Placid blue granite trim. The lobby is gray marble veneer and the stairwell is in terrazzo. The lobby and charge area, separated from the reading room by a glass wall, includes display areas and lounge facilities. The charge area also controls the stairs to the reserve and periodicals room in the basement. Now serving a small college of 750, the library is planned for expansion by the addition of a wing when needed. Two classrooms in the basement adjoin a stack room. The simple removal

of a non-bearing wall will add seating space for 50 persons and stack room for 30,000 additional volumes. It is planned that the present book stock of 25,000 will eventually be increased to 77,000. Attention is drawn to the building by a large cement sculpture of "the book" on the campus. The sculpture, the work of one of Concordia's art professors, is to be used on the official letterhead of the library.

Plans for the Perkins Library to be built on the campus of Hastings College call for a two-story building, fully air-conditioned, modular type construction, housing a collection of 100,000 volumes and to accommodate 225 students. Included in the plans are an office for the college historian, a Memorial Room, typing and listening rooms, and a curriculum laboratory.

The technical services area is the outstanding feature of the U.S. Conn Library at the Nebraska State Teachers College, Wayne, (completed in 1957) according to Miss Lois Crouch, librarian. The area is spacious and the arrangement of equipment permits efficient organization of work. An outside entrance with a loading dock facilitates deliveries. It is attractive as well as utilitarian with heather beige steel furniture contrasting with willow green metal cabinets and gold wall colors.

Miss Ellen Lord, librarian of the Eppley Library, considers that the building's greatest assets are "its openness, its flexibility, and its integration of readers and books. For purposes of administration its organization permits minimum staffing at slack periods." The Library and Adult Education Conference Center at the Municipal University of Omaha was built in 1956 with an \$850,000 gift from Eugene C. Eppley.

Lighting is the salient feature of the Midland College Library at Fremont. The lighting system won first prize in a competition conducted by the Nebraska-Iowa section of the Illuminating Engineers Society. The one-story Georgian structure is of solid masonry construction with brick exterior and limestone trim.

Two Omaha branch libraries—Willa Cather and South—feature meeting rooms so arranged that they can be used after library hours. Both are planned to serve a population of 50,000-60,000 within a 1½ mile radius. Sites have been given the city for two more branches and these are under design for early construction.

Many small Nebraska communities have new libraries built as memorials. All are planned as community centers with meeting rooms as important features. The Jensen Memorial Library at Minden, the Quiv-e-y Memorial Library in Mitchell are fine examples. The new Wahoo Public Library has double the space for its present 15,000 volumes.

Mention might be made of the combined courthouse-library under construction in Arthur county. When the residents of this sandhills county of 740 square miles and 670 population voted to replace the present 24'x28' courthouse (the nation's smallest) with a \$53,000 ranch style glass and brick building, the plans included a library large enough to house 3500 books.

As a result of individual and community effort, the Thomas County Library will soon move into a new building in Thedford. Thomas County, another sparsely-settled sandhills county, will have a 36'x40' library of brick veneer with heat supplied by electric cable at ceiling level. Designed for 10,000 books, the plans were drawn to permit expansion if needed. In the plans are a car port and service entrance to facilitate future bookmobile service to adjoining communities.

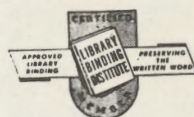
## The Architect . . .

Continued From Page 9

that of the team—with that of the professional librarian, the library board, and the patron. The creation of a dignified, efficient, handsome structure in which the objectives of library service are truly fulfilled is the purpose of each of these dedicated individuals and would likely fail without the full participation of all.

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## Kansas

Salina lost its first building bond issue at last November's election but gained sufficient ground to plan on trying it again within two years. Site was selected and building plans worked out.

Topeka is drawing plans for an addition to its new main library which was opened in 1953. This addition and three branches will be grouped in a bond issue election in the near future.

Wichita has included a new city hall, public auditorium, main library and three branch libraries in a capitol improvements program which is to be completed by 1966. The recent city election resulted in placing two new commissioners in office who are committed to this program. A special vote will be called May 23 for a \$12,600,000 auditorium and a \$2,400,000 main library.

El Dorado's new library was the result of a board member's \$225,000 gift.

The University of Wichita will soon start construction of a new library costing \$1,500,000. Funds have been obtained from revenue bonds based on a new downtown 9-story office building given to the University for this purpose.

## North Dakota

\$300,000 for a new public library for Bismarck has been allocated as the city's share of a county-wide levy established several years ago to be used for a memorial to veterans of World War I and II and the Korean conflict. The library board began preliminary planning with the architect on April 1 for the "Veterans Memorial Library" as it is to be known. The City Commission is providing land for the building in exchange for the 45 year old Carnegie library building.

## Utah

Weber College at Ogden is in the preliminary planning stages for a new library. It is to be a four story building consisting of a total of about 75,000 square feet, to hold 300,000 volumes and seat 1,300. It will be open stack arrangement.

The new Brigham Young University Library, costing \$4,000,000 contains 205,000 square feet and has five floors of approximately 40,000 square feet per floor. Four of these floors, two below and two above the third floor or ground level, house major subject divisions. The third floor becomes the heart of the library operation and includes such items as the public catalog, central reference collection, current periodicals, newspaper reading, central circulation and exit controls, administrative offices, the catalog department, and order department. With the exception of special collections and archives, it is an open stack library with stack space and reader space interspersed on each floor.

An interesting experiment in a village branch was tried during 1960 by the Salt Lake County Library. In a fast growing building area filled with young families, an ordinary tract house was purchased (\$14,000) on a large corner lot. All plumbing and electrical work was stubbed so it could be sold later and finished as a house. With lighting, air conditioning, rubber runners over the hardwood floors, and entire room shelved, an area of 56x26 feet was obtained to hold 18,000 books. Total cost, including landscaping, \$17,900. Named after a former trustee, now deceased, the Arthur E. Peterson branch, it will be replaced by a larger building as the area grows, with little loss on present investment.

Plans are ready for a new library at Utah State University at Logan. These await legislative action.

Salt Lake City has had the firm of Edwards and Daniels (contributors of an article to this issue) plan a \$2,500,000 new public library of 100,000 square feet which will be located near the City and County Building. All possible permanent stairs, elevators, etc. will be placed on the structure's periphery to allow for rearrangement of the inner area. Four floors and two stack or basement floors and an underground parking area and loading dock are planned. Volume capacity will be 658,000. New Orleans, Dallas, Kansas City, Denver, Seattle, Portland, Tacoma and Vancouver libraries were studied during the research. Bonding issue to voters was planned for March.



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## Nevada

The new \$2,679,000 University of Nevada Library at Reno is named after Noble H. Getchell who had given a lifelong contribution to the welfare of Nevada and the University. The library will be three stories high, contain 91,125 square feet, seat 1,400 students and hold 350,000 volumes. The present building has only 20,000 square feet and seats 250 students. It will have three divisions—humanities, social science, and science and technology, each to occupy a floor. Of modular construction, it will be air and sound conditioned, with few windows except on the north side which will be all glass—a thermopane curtain wall. The two upper floors and roof are to be of pre-stressed concrete.

At Las Vegas Nevada Southern has had plans approved for its new library. Its design will be a striking innovation in the area. The general plan is circular and access to all working areas is controlled from the circulation desk. Stacks will be located on one block and open to the patrons. Jerry Dye, Librarian, reports this departure from the more modern theory of subject areas was dictated by the size of the staff. A large reading room will occupy one quadrant of the circle with a smoking room opening from it. To house 100,000 volumes, the building is to be adequate for ten years and then additional floors will be added. If funds are appropriated by the legislature, completion is expected by fall, 1962.

Several public libraries in Nevada have remodeled or moved into expanded quarters recently. The Lincoln County Library at Pioche (Mrs. Pearl Sorensen, Librarian) is the latest, this small mining community having been given a modern store building in which to house both the county library and the county historical museum.

Among the most modern public libraries in the State are the Boulder City Public Library which moved into spacious quarters in a remodeled post office in 1958, and the Henderson District Public Library (Mrs. Lydia Malcolm, Librarian) which has expanded with additions every two or three years. The latest is a handsome community room dedicated in November 1959.

The Churchill County Library at Fallon (Mrs. Dora Witt, Librarian) has completely remodeled its quarters, and the Humboldt County Library Board at Winnemucca (Mrs. Lois Green, Librarian) has arranged with the County Commissioners for a separate library entrance to its courthouse quarters as well as removal of a wall and other interior improvements.

Activity of the Washoe County Friends of the Library and favorable newspaper sentiment recently brightened prospects for enlarged quarters and facilities for the Washoe County Library at Reno and its major branch at Sparks. Mr. William E. Andrews is County Librarian.

### Colorado

There is considerable activity in Colorado as the following summary will show.

Alamosa—new city hall—library building completed 1961.

Boulder—new public library building to be completed 1961.

Burlington—new public library building completed 1959.

Colorado Springs—new library building at Colorado College to be started in 1961.

Denver—two new branch buildings of the Denver Public Library started in 1961.

Golden—new quarters for the Jefferson County Library in the Golden Civic Center complex in 1961.

Greeley—new library building for Weld County Library, 1960.

Pagosa Springs—new quarters in town hall, 1960.

Westminster—new city hall with quarters for the library, 1961.

Windsor—new library building in 1961.

Hayden—moving to remodelled store, spring 1961.

Steamboat Springs—moving to section of city community building, April 1961.

Jackson County—moved to building the county bought and remodeled, fall 1958.

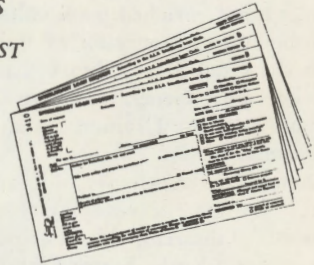
Denver—new library for Colorado Women's College, to be started in 1961.

Fort Collins—legislative appropriation of \$2,500,000 just made to plan and construct a new general library building at Colorado State University.

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## Regional News Pickups

### Personals

Robert Vosper, Director of the University of Kansas Libraries, leaves this summer to return to UCLA as University Librarian and Professor of Library Science. He'll be back in familiar surroundings since he was Associate Librarian there before coming to Kansas. He leaves Kansas University a much improved University Library and a vastly enlarged and enriched book collection.

Robin Burt, Supervisor of Public Services with the Utah State Library, has accepted a position with General Motors Corporation, Defense Systems Division at Santa Barbara, California.

Donald C. Anthony, Librarian, Fargo Public Library, leaves May 15 to become Associate Librarian, Manuscripts and History, New York State Library, Albany, New York. His legacy to the Fargo community is a going Friends of the Library of over 300 members.

Donald Wright, Associate Librarian at Lincoln City Library (Nebraska), goes to Chicago to be Director of the Project to Aid Trustees and Librarians in Small Communities in Improving Library Service. This is a 2-year project supported by a grant from the Council on Library Resources, Inc. We'll be hearing more about this from him in the QUARTERLY. Don has been with the Fort Wayne (Ind.) Public Library, was Librarian at North Platte (Neb.) and with the Nebraska Public Library Commission. He is a graduate of Denver School of Librarianship.

Dr. Ralph E. Ellsworth, Director of Libraries and Professor of Library Science, University of Colorado at Boulder, has written a new book, "Planning the College and University Library Building".

Stuart Baillie, Director of Denver's School of Librarianship, has completed requirements for his Ed. D. degree and will be awarded it at the coming commencement at Washington University, St. Louis.

Mrs. Virginia Wilson is leaving the Alamoso, Colorado, Public Library after many years of service. Mrs. L. G. Tucker is newly appointed as Librarian.

Gordon L. Bennett has been appointed to the State Board of Managers by the Colorado Congress of Parents and Teachers. He will be responsible for the Audio-Visual program.

Miss Barbara J. Mauseth, librarian of the Cooperative Processing Center at the Nevada State Library, has been promoted to library consultant in the same library. Miss Mauseth had been a member of the staff since August, 1960, and assumed her new duties March 1. Succeeding Miss Mauseth effective July 1 is David W. Brunton, librarian of Elmhurst (Illinois) College. Mr. Brunton is a graduate of the University of Illinois Library School.

Boulder City Librarian Mrs. Ester Goettling has become director of technical processes at the Nevada State Library. Mrs. Goettling, a graduate of the University of Wisconsin Library School, will be succeeded in Boulder City by Mrs. E. Lilly of Los Angeles.

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## Legislation

Nevada's Legislature authorized a State Library budget of \$197,260 for 1961-62, of which \$143,333 is from state appropriation. 1962-63 amount is \$150,435, with total authorization of \$201,161. Legislation was also approved authorizing special non-reverting gift funds for public libraries. This was advocated by several county libraries as a vehicle for obtaining gifts and legacies for building programs. A proposal to create a separate State Law Library under the Supreme Court died in Committee. The Nevada State Library Association opposed the bill.

Colorado's Governor Steve McNichols made Colorado the 27th state to provide state grants-in-aid to public libraries when he signed on March 21 a bill which will allow an appropriation of \$100,000. Witnessing his act were the chairman and co-chairman of the Colorado Library Association's Legislative Committee, John T. Eastlick of Denver Public Library and Miss Phoebe Hayes, National Farmer's Union librarian, as well as representatives of the State Library. The bill (S.B. 191) which authorized the program was presented to the Senate on February 22, with George L. Brown (D) of Denver as sponsor and Mrs. Rena Mary Taylor (R) of Palisades as co-sponsor. Upon final Senate reading, March 13, the remaining 33 Senators added their names as co-sponsors in an unusual demonstration of confidence in the program. There were 11 Republican and 16 Democratic co-sponsors added in the House of Representatives when an amended version of the bill passed on March 27. The Senate concurring with the amendment, the bill was sent to the Governor for signing.

The Wyoming Library Association, with advanced planning, keeping its members informed, and plain hard work on the part of the legislative committee, won its legislative program in the recent State Legislature. Mary Reed Rogers, LSA Assistant Librarian, writes:

The planning really started at the 1958 WLA Conference when changes in the current library laws were discussed. The group felt that the time before the next meeting of the legislature was too short to allow

ample time for study and evaluation of the legislative proposals, but decided to put forth a concerted effort to bring such proposals to the 1961 legislature. (The Wyoming Legislature meets biennially.) A committee was appointed to make this study and to present a legislative program at the 1960 WLA Conference.

At the 1960 state meeting the committee presented the proposed legislation to the convention body—and after much discussion the group signified its desires to the committee. Serving on the committee were chairman Mary J. Carpenter, Librarian of Laramie County Carnegie Library, Cheyenne; Wilmot Hamm, Librarian of Rock Springs Carnegie Library and member of State Library, Archives and Historical Board; and Joy Riske, Librarian at East High School, Cheyenne. May Gillies, State Librarian, served in an advisory capacity.

Wyoming is fortunate that a former State Librarian, Ellen Crowley, is also a practicing attorney; and she generously gave of her time and professional knowledge to draft the three bills. A bi-partisan group of five State Representatives introduced the bills—all of which passed both houses and were signed by the Governor into law.

H.B. 57 was in reality a clarification of a section in Wyoming Statutes 1957, especially concerning the operation of branch libraries. It provides that bonds may be issued for the construction and enlargement of a county library and/or county library branches, for the purchasing of a site therefor, and for the necessary furnishings and equipment of the same.

H.B. 58 was more involved and amended Chapter 8, Wyoming Statutes 1957, partly for clarification, partly to delete outmoded practices, and to enable county library systems crossing county lines. It also gives permission to increase the size of the county library boards from three to five members, if the counties so desire; and places a limit on the number of terms a county library board member may serve.

H.B. 59 repealed the conflicting laws relating to county library tax limitations. A law limiting the maximum levy to ½ mill

(Continued on Page 24)

**School of Librarianship  
University of Denver**

**Tentative Summer Session Schedule  
1961**

- 97-320 Books for Children (July 24-August 18) Credit 5; 7:00-9:00, Cushman.
- 97-321 Books for Adolescents, 5, 9:20, Hatch.
- 97-323 Reader Guidance in the School Library (June 21-July 21) 2.5 Cr., 2:00, Hatch.
- 97-330 Introduction to Bibliography & Reference, Section 1 (June 21-July 21) 2.5 Cr., 11:40, Adams.  
Introduction to Bibliography & Reference, Section 2 (July 24-August 18) 2.5 Cr., 8:10, Staff.
- 97-342 Library in the Elementary School (June 21-July 21) 2.5 Cr., 12:50, Adams.
- 97-343 Library in the Secondary School (July 24-August 18) 2.5 Cr., 12:50 Adams.
- 97-344 Book Selection: Aids & Principles, Section 1 (June 21-July 21) 2.5 Cr., 8:10, Staff.  
Book Selection: Aids & Principles Section 2 (July 24-August 18) 2.5 Cr., 11:40, Adams.
- 97-346 Basic Cataloging, Section 1, Laboratory, 5 Cr., 9:20, 3:00, 5:30 M, Shumaker.  
Basic Cataloging, Section 2, Laboratory, 5 Cr., 8:10, 3:00, 5:30 W., Rodell.  
Basic Cataloging, Section 3, Laboratory, 5 Cr., 11:40, 3:00-5:30 Th., Staff.
- 97-384.01 Introduction to History of Books, (July 24-August 18) 2.5 Cr., 9:20, Staff.
- 97-384.02 Introduction to History of Libraries (June 21-July 21) 2.5 Cr., 9:20, Nichol.
- 97-390 Organization & Development of Libraries, 5 Cr., 10:30, McGaw.
- 97-411 Literature of the Humanities, 5 Cr., 10:30, Nichol.
- 97-412 Literature of the Social Sciences, 5 Cr., 10:30, Staff.
- 97-413 Literature of the Sciences, 5 Cr., 8:10, Staff.
- 97-414 Librarian's Reading (July 24-August 18) 2.5 Cr., 10:30, Nichol.
- 97-420.2 Cataloging & Classification, Section 1, Laboratory, 5 Cr., 10:30, 3:00-5:30 F, Shumaker.  
Cataloging & Classification, Section 2, Laboratory, 5 Cr., 8:10, 3:00-5:30 T, Rodell.
- 97-423 Advanced Cataloging (July 24-August 18) 2.5 Cr., 9:20, Frame.
- 97-424 Documentation & Information Retrieval (June 21-July 21, 2.5 Cr., 9:20, Stephens.
- 97-430 Technical Processes in Libraries (July 24-August 18, 2.5 Cr., 12:50, Mynar.
- 97-431 Government Documents (June 21-July 21, 2.5 Cr., 12:50, Frame.
- 97-445 The Public Library (July 24-August 18) 2.5 Cr., 4:00-6:30 MW, Eastlick.
- 97-461 College & University Libraries (July 24-August 18) 2.5 Cr., 2:00, McGaw.
- 97-464 Special Libraries (June 21-July 21) 2.5 Cr., 4:00-6:30 MW, Axford.
- 97-471 Field Work, Cr. and Time Arr., Baillie.
- 97-480 Studies in Librarianship, Cr. and Time Arr., Baillie.
- 97-491.01 Research Methods in Librarianship: Introduction (June 21-July 21) 2.5 Cr., 2:00, McGaw.
- 97-491.02 Research Methods in Librarianship: Research Project, 2.5 Cr., 11:40, Wynar.
- 97-495 Seminar, Cr. and Time Arr., Staff.
- 97-499.1 Independent Study, Cr. and Time Arr., Staff.
- 97-499.5 Independent Research (Thesis) Cr. and Time Arr., Staff.

**COLORADO STATE COLLEGE  
GREELEY, COLORADO**

- L.S. 208a—Audio Visual Materials in Education, Cr. 4 qtr. hr.
- Eng. 221—Lit. in the Elementary School, Cr. 4 qtr. hr.
- L.S. 280—Organization and Administration of a School Library, Cr. 4 qtr. hr.
- L.S. 281—Classification and Cataloging, Cr. 4 qtr. hr.
- L.S. 282—Reference Materials for School Libraries, Cr. 4 qtr. hr.
- L.S. 283—Book Selection for School Libraries, Cr. 4 qtr. hr.
- L.S. 284—The Librarian and Reading Guidance for Youth, Cr. 4 qtr. hr.

**MOUNTAIN PLAINS LIBRARY QUARTERLY**



**Kansas State Teachers College of  
Emporia**

**Library Science Courses**

**First Summer Session  
June 5—July 15**

- L.S. 102, Use of Library, 1 hour, Hampton, W.L. 301, 12:30 TTh  
L.S. 315, Storytelling, 2 hours, Hanson, W.L. 22, 8:00 MTThF  
L.S. 327, Children's Lit., 2 hours, Ruf, W.L. 19, 9:30, MTThF  
L.S. 371, A, Use of AV Materials, 2 hours, Hilyard, W.L. 201, 8:00 MTThF  
L.S. 371, B, Use of AV Materials, 2 hours, Hilyard, W.L. 201, 9:30 MTThF  
L.S. 430, Cat. & Classif. I, 3 hours, Hansen, W.L. 207, 8:00, MTWThF  
L.S. 432, Bk. Sel. Sch. Lib., 3 hours, Marsh, W.L. 301, 11:00, MTWThF  
L.S. 471, A, Independent Study, 1 hour, Staff, By Arrangement  
L.S. 471, B, Independent Study, 2 hour, Staff, y Arrangement  
L.S. 471, C, Independent Study, 3 hour, Staff, By Arrangement  
L.S. 502, Intro. to Bibliography, 3 hours, Marsh, W.L. 301, 8:00 MTWThF  
L.S. 505, Sp. Lib. Materials, 2 hours, Ruf, W.L. 207, 12:30, MTThF  
L.S. 540, Lit. of Soc. Sci., 3 hours, Staff, W.L. 207, 9:30 MTWThF  
L.S. 550, Cat. & Classif. II, 3 hours, Hansen, W.L. 207, 11:00 MTWThF  
L.S. 560, Lib. Administration, 3 hours, Richards, W.L. 19, 8:00 MTWThF  
L.S. 600, A, Seminar, 1 hour, Staff By Arrangement  
L.S. 600, B, Seminar, 2 hours, Staff By Arrangement  
L.S. 600, C, Seminar, 3 hours, Staff, By Arrangement  
L.S. 651, A, Meth. of Research, 2 hours, Daughtry, 8:00, MTThF  
L.S. 651, B, Meth. of Research, 2 hours, McAdoo, 11:00 MTThF  
L.S. 655, Thesis, 3 hours, Staff, By Arrangement

**SECOND SEMESTER**

- L.S. 371, A, Use of AV Materials, 2 hours, Hilyard  
L.S. 371, B, Use of AV Materials, 2 hours, Hilyard

- L.S. 434, Sch. Librarianship, 2 hours, Ruf, W.L. 19, 8:00 MTThF  
L.S. 471, A, Independent Study, 1 hour, Staff By Arrangement  
L.S. 471, B, Independent Study, 2 hours, Staff By Arrangement  
L.S. 471 C, Independent Study, 3 hours, Staff, By Arrangement  
L.S. 510, Reading Materials for Children & Young People, 2 hours, Flag W.L. 301 9:30, MTThF  
L.S. 520, Lib. Service for Children & Young People, 2 hours, Flag W.L. 207, 12:30, MTThF  
L.S. 544, Lit. of Humanities, 3 hours, Cox, W.L. 301, 8:00, MTWThF  
L.S. 548, Lit. of Sciences, 3 hours, Hansen, W.L. 207, 8:00, MTWThF  
L.S. 571, History Books & Print., 2 hours, Cox, W.L. 207, 11:00, MTThF  
L.S. 600, A, Seminar, 1 hour, Staff by Arrangement  
L.S. 600, B, Seminar, 2 hours, Staff, By Arrangement  
L.S. 600, C, Seminar, 3 hours, Staff, By Arrangement  
L.S. 651, Methods of Research, 2 hours, Daughtry, 8:00  
L.S. 655, Thesis, 3 hours, Staff, By Arrangement

**Colorado College  
Colorado Springs**

**June 19—August 11**

- 486s—SCHOOL LIBRARY SERVICES. Objectives and functions of the school library; pupil-librarian relationship; book selection and the freedom to read; correlation of library use with the whole school program. MWTh 1:00-3:00. 2 hours credit.—Campbell.
- 488s—CLASSIFICATION AND CATALOGING FOR SMALL SCHOOL LIBRARIES. Study of the Dewey Decimal Classification System, standard cataloging and filing rules, use of printed cards, and selection of subjects headings. MWTh 8:15-5:15. 2 hours credit.—Campbell.

## Western State College of Colorado

### First Two-Week Session

Lib. Sci. 166-266. Problems for School Librarians. (Keath) 3 hours. 1:15-4:15 P.M.

### Second Two-Week Session

Lib. Sci. 165-265. Government Documents and Serials in the School Library. (Litchfield) 3 hours. 1:15-4:15 P.M.

### First Four-Week Session-June 12 to July 7

Lib. Sci. 160A, B. Library Organization and Administration and Advanced Library Organization and Administration (Staff) 3 hours. Time arranged.

Lib. Sci. 161A. Cataloguing and Classification. (Staff) 3 hours. Time arranged.

### Second Four-Week Session-July 10 to August 4

Lib. Sci. 161B. Advanced Cataloguing and Classification. (Staff) 3 hours. Time arranged.

Lib. Sci. 162B-262B. Advanced Book Selection. (Staff) 3 hours. 10:00 A.M.

### Eight-Week Session-June 12 to August 4

Lib. Sci. 150. Survey of Library Science. (Staff) 3 hours. Time Arranged.

Lib. Sci. 163A, 163B. Reference and Bibliography and Advanced Reference and Bibliography. (Staff) 3 hours. Time arranged.

## Nebraska State Teachers College Peru, Nebraska

Library Materials and their Use.....3 hrs.  
Reference .....2 hrs.  
Library Practicum .....4 hrs.

## Legislation . . .

(Continued from Page 21)

was passed in 1915. In 1947 a new law raising the maximum to one mill was passed, but without repealing the 1915 law. This repeal of the 1915 law is in conformity with Attorney General Opinion No. 8, dated June 24, 1960.

These three new laws dealing with libraries—although not startling in their content—will without doubt make for better library service in Wyoming.

## Brigham Young University Provo, Utah

### Summer Program for the Department of Library Science

June 19—July 21 and  
July 25—August 25

- L.S. 355 Classification and Cataloging, Jenson, 7:40, Cr. 3, Term 1.
- L.S. 370 Introduction to Bibliography, Knight, 8:50, Cr. 2, Term 1.
- L.S. 650 Current Problems in Technical Services, Rich, 7:40, Cr. 2, Term 1.
- L.S. 363 Library Organization and Administration, Knight, 11:10, Cr. 2, Term 1.
- L.S. 590 History of Books and Development of Libraries in our Civilization, Flake, 11:10, Cr. 2, Term 1.
- L.S. 366 Book Selection, Knight, 8:50, Cr. 2, Term 2.
- L.S. 573 Bibliography of Social Sciences, Knight, 11:10, Cr. 2, Term 2.
- L.S. 695, Readings and Research, Staff, Cr. 1-2 (arr.) either.

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### Library Conference

"Implementing the Standards" will be the subject for a conference to be held at Brigham Young University, June 14, 15 and 16. The discussion guide will serve as a basis for consideration of the new *Standards for School Library Programs*. Librarians and school administrators are especially invited to attend. It will be possible to earn one semester hour credit. Participants will be key people from the state of Utah as well as a special consultant who is well known nationally and is a former President of the American Association of School Libraries, Miss Elenora Alexander, School Library Supervisor at Houston, Texas.

### University of Denver Workshop

"Under the direction of Dr. Bill Martin, principal of Crow Island School, Winnetka, Illinois, the University of Denver's School of Librarianship will offer a workshop for teachers and librarians, "Of Memory and Muchness: Introducing Books to Children

and Young People," on its campus, July 31-August 11, 1961.

Dr. Martin, author of children's books and popular storyteller, has directed several very successful workshops in the area of books for children and storytelling. Under his direction, workshop participants will learn not only about books and how to introduce them to children and young people, but will also have actual opportunities to participate in the program by sharing in storytelling and other reader guidance techniques. Supplementing the very practical, but also inspirational, sessions will be a series of social events, including trips to the mountains, visits to libraries, and an author banquet.

The Workshop is open to both credit (3 quarter hours) and non-credit registrants. Tuition will be \$48.00. Housing will be available on the campus at \$3.00 per day for the first 50 registrants. Anyone interested should register early by writing to the Co-Director, Miss Lucile Hatch, Associate Professor, School of Librarianship, University of Denver, Denver 10, Colorado."



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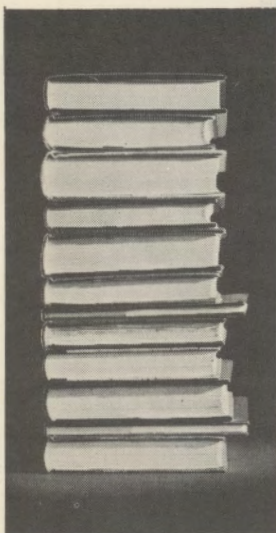
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