GOUCHER COLLEGE
LIBRARY

THE GIFT OF

Madge Barbour Kirby
A HISTORY OF THE Goucher College Library, during the year...

Baltimore, Maryland, 1885-1949

A DISSERTATION

Submitted to the Faculty of the Graduate School of Arts and Sciences of the Catholic University of America in partial fulfillment of the requirements for the degree of Master of Science in Library Science.

Dissertation by Miss Eleanor ...

June, 1952
Washington, D.C.

MADGE BARBOUR KIRBY

with aid at first

of the building by classes

provides...

Madge Barbour Kirby notes; (4) appraisal of two books from the student's point of view;

A short exercise was given when requested by the professor teaching the course...

popular and made a term featured books from "Suggestions for Independent Reading», published by the College. It was prepared by different members of the Library staff and occasionally by students. It combined older and current...

aroused by teams and talks by members of the faculty...
ERRATA

p. 16, para. 2, line 5. Dr. Lichtenstein...when John Crerar and other libraries...

p. 17, para. line 3. while not on the Board of Control, continued...

p. 17, para. 1, line 6. jobs by a member of the Mathematics Department during the year

p. 17, para. 2, line 5. no adequate control of books taken out of the Library building was possible

p. 26, para. 2, line 5. Miss O'Sullivan had finished her work for a Ph.D. degree at Bryn Mawr College but according to its rules could not use her title until her dissertation was published. While waiting for the Early English Text Society to bring it out as promised she stayed at Goucher.

p. 27, para. 2, line 1. with aid at first

p. 37, para. line 17. of the building by classes

p. 42, para. 1, line 3. As proposed by the Curriculum Committee it provided...

p. 42, para. 1, line 16. (3) taking of notes; (4) appraisal of two books from the student's bibliography?

p. 43, para. 1, line 5. by the faculty (as each project was checked by a member of the library staff and a member of the teaching body) led...

p. 44, para. 2, line 6. A short exercise was given when requested by the professor teaching the course...

p. 46, para. 1, line 9. popular and once a term featured books from "Suggestions for Independent Reading", published by the College. It was prepared by different members of the Library staff and occasionally by students. It combined older and current...

p. 47, para. 1, line 4. aroused by teas and talks by members of the faculty...

p. 50, line 1. $2500.00. An earlier gift in 1929 had been for books in the Fine Arts.

p. 57, para. 3, line 2. Falley's retirement after...

Errata by Miss Eleanor W. Falley.
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INTRODUCTION

Although many books, periodicals, and manuscript sources have been consulted in the writing of this history, the annual reports of the Librarian Emeritus of Goucher College, Eleanor W. Falley, have provided an excellent frame of reference for the period of her incumbency, 1919-1949. Since Miss Falley believed that the annual report should be a valuable medium of communication between the librarian and the college president, her reports are candid, realistic, and penetrating. They are an account of successes, failures, experiments, and dreams; they are as well a tribute to Eleanor Falley's professional integrity. For her interest in and help with this paper, I am deeply grateful. So too for the free access to all records afforded me by Mary Elizabeth Miller, the Librarian of Goucher College, and to her staff, I express my appreciation. The opportunity to work with Miss Miller has proved stimulating, and her very real enthusiasm for the project has been rewarding.

One difficulty in the realization of this program was encountered immediately: there was no school in the entire state of Maryland qualified to prepare a girl for entrance into the freshman class. Consequently the Woman's...
This dissertation was conducted under the direction of

as major professor; and was approved by

as reader.
CHAPTER I

1885 to 1919

The character, philosophy, and service of any library are conditioned by the community in which the library develops and works. The environment of the Goucher College Library had its origin in the purpose of the Baltimore Annual Conference of the Methodist Episcopal Church in 1883 "...to create a college of highest grade for the education of women as women, to be located in the city of Baltimore and under the general direction of the Methodist Episcopal Church."¹

On September 13, 1888, the Woman's College of Baltimore opened.² Dr. Goucher stated the ideals of the institution as follows:

"...a college, Christian in ideal and atmosphere, which should neither sacrifice thoroughness nor come short of the highest standards anywhere attained, but which should so adjust requirements and conditions that all would contribute specifically to the development of womanly women, qualified to be helpmeet for men at their best."³

He outlines the equipment and resources necessary to realize such an ideal:

"...the designing and constructing of buildings; the defining and coordinating of courses of study with reference to the high and definite purpose to be subserved; the selection of a faculty, each member of which should embody the specialist, Christian personality, experience and aptness to teach; the development of the student atmosphere, thoroughly sane, enthusiastic, reverent and Christian; the providing for and regulating of physical training and the social life; the selecting and procuring of the most modern and accurate scientific books, manuscripts and other material suitable to illustrate history, sociology, literature and the physical sciences..."⁴

One difficulty in the realization of this program was encountered immediately; there was no school in the entire state of Maryland qualified to prepare a girl for entrance into the freshman class. Consequently the Woman's
College decided to "establish an independent and thoroughly first-class college preparatory school, where girls could be prepared or could supplement their inadequate preparation to meet the entrance requirements for highest grade college work." The organization of a second institution entirely separate from the College seemed a necessary course, and as a result $200,000 was spent to house and equip the school. By 1906, 1235 students had attended the Girls' Latin School, which engaged exclusively in college preparatory work. Dr. Goucher credited it as having "assisted in preparing one-third of all the students who have graduated from the Woman's College of Baltimore." 

In addition, there were other difficulties which the new college had to face. The financial problem was serious from the first, and coupled with this, certain social conditions in the South proved a hindrance.

...there was no real college for women south or west of Philadelphia, and throughout the entire South there were no established ideals of serious and sustained intellectual work for women; no demand for, nor appreciation of college-bred women; no system of schools, public or private, leading up to their preparation for college entrance and both custom and tradition were averse to young women spending lengthened years in preparation before entering society.

Consequently, the Woman's College was not cordially greeted. In fact Dr. Goucher eloquently compares its reception to that "accorded a girl baby in caste-curt India." There was something of a protest in the founding of such a college, and open criticism was voiced on all sides.

In spite of this, however, Dr. Goucher outlines the situation of the college eighteen years after her founding.

Her achievements have not discredited her faith. The College has acquired six acres of ground in one of the best residential sections of the city, midway between the Peabody Conservatories of Music and Art and the future home of the Johns Hopkins University. Nine massive stone or brick buildings, of the 17 designed in her proposed plan, have been erected, and in artistic appearance, substantial construction, sanitation, convenience of arrangement and thorough equipment, these are pronounced second to none in the country. ... Her faculty is composed of specialists of exceptional acquirements, devotion and efficiency.
...1529 students, representing nearly every state and territory in the U.S. and many foreign nations, have attended the College. ...the objective of the Woman's College is thoroughly cultured and symmetrical womanhood, therefore her policy is to limit her attendance and handle her classes in small sections, so that each instructor may personally know every student in his care and give her that individual attention which will aid her to discover her aptitudes and realize her largest possibilities. One hundred twenty-five is the fixed limit of her freshman class.10

The course of study included a year’s required work in Latin, mathematics, hygiene, history, economics, logic, philosophy, art criticism, and one other language, as well as two years work in English and Bible. In the remaining three years, about one half of the work was elective. The courses included such additional subjects as Greek, Romance languages, German, Old and Middle English, physics, chemistry, biology, geology, botany, astronomy, and sociology. In at least one subject the student was to specialize four hours a week for two years beyond the freshman year.11 By 1916, a major departmental plan had developed whereby the student had 32 to 52 hours of required courses, took 30 hours in the major department, and elected other courses for a broad cultural background — all on the advice of a major professor.12

The college community has always recalled with pride its founding by the Methodist Church, but it has never been denominational or sectarian. A religious emphasis, however, has been evident through the years.

With changing times it has expressed itself in varying forms, but at no time has the stressing of spiritual values and the fundamentals of religious faith been absent. Through the chapel services, through the Christian Association in its varied activities, through discussion groups on religious problems, the students have kept mindful of this side of their life. Practically all of them have come to college with definite religious affiliations. Before 1925-26 the average was three or four students stating no such connection; since that time the average has been seven or eight. Protestants of thirty-eight denominations, Jews, Roman Catholics, and one Buddhist have been enrolled. As would be expected in a college that owes its foundation to the Methodist Episcopal Church, the students affiliated with that denomination have, in the course of the half century, outnumbered those of any other with adherents of the Presbyterian and the Protestant Episcopal denominations filling second and third places.13
Dedicated to the highest academic standards, designed to pioneer in the higher education of women, yet regarded with indifference or hostility, Goucher College came into being. In this setting her Library was to grow and develop.

Until the Girls' Latin School moved to Catherine Hooper Hall in 1893, the nucleus of the present Library consisted of several hundred books housed in homemade shelves in the rotunda of Goucher Hall. This collection was administered by Dr. John Blackford Van Meter (later Dean Van Meter), who was the first librarian of the College, elected by his faculty associates to fill the position on Jan. 21, 1890. With additional space made available by the move, more suitable quarters were provided for the Library in a classroom occupying the northeast corner of the second floor of Goucher Hall. Here it was that Dr. Joseph S. Shelloe assumed the role of librarian in addition to his duties as professor of Romance languages. It was soon apparent however, that a single classroom, no matter how well provided with open book shelves, would not long suffice to house an expanding book collection or to serve the needs of a growing student body. The College catalog for 1902-1903 mentions that "a general working library of carefully selected books to the number of 10,000 volumes is provided, in addition to which some of the departments are furnished with special libraries." In 1916 the collection had grown to 15,000 volumes and in the following year to 20,000.

The enrollment meanwhile had become five times as great as that of the opening year. In the Fall of 1888, 130 students had enrolled in the College, although "...only ten of those were of freshman grade." And during President William Wesley Guth's administration, 1913-1929, the enrollment jumped from 390 in 1913-14 to 622 in 1916-17. Hence in 1915 the Library of necessity made a second move. A number of rooms in Allfreim Hall were provided with book shelving, study facilities were added, and some parts of the collection remained in departmental offices for use by students there. The new quarters were by
no means ideal, but students found library conditions much improved and were especially pleased to find the Library open in the evenings for the first time that year.

At the same time that the demand for study space and shelving was increasing, the need for additional personnel to serve the growing student body and to service the expanding collection was developing very rapidly. Dr. Shefloe continued to occupy the dual position of librarian and faculty member until 1916. He had been assisted in the Library from 1893 until 1896 by graduates of the College; and from 1896 until her appointment as Acting Librarian in 1916, Harriet Alma Begg had served as Assistant Librarian.\(^\text{21}\) Dr. Guth explained the change in the directorship of the Library by noting that "the present demands of the Library require the entire attention of a head librarian."\(^\text{22}\) Two assistants to Miss Begg were also appointed for the following year.

In spite of the evident growth of the Library, however, very heavy reliance was still placed upon the resources of surrounding institutions. The College catalog for 1890 and those for succeeding years stressed the library facilities in both Baltimore and Washington. This dependence upon outside library sources has two sides. On the one hand, Goucher College was not yet secure financially; it was still in its infancy, and large sums of money were not available to develop its library services to any great degree. In 1911, President Eugene A. Noble draws attention to the rather desperate financial situation when he says regarding the Library in his annual report for 1910-11, "...but it is a serious question whether... the College can also provide library facilities without making an extra charge."\(^\text{23}\) On the other hand, necessity was not alone responsible for the emphasis on surrounding library facilities. Washington and Baltimore were then and are now uniquely attractive to the library patron. It was only natural that the College should turn to institutions in her immediate vicinity, among them the Library of Congress, the
Johns Hopkins University Library, the Peabody Library, and the Enoch Pratt Free Library. Assistant Librarian Harriet A. Bogg places special emphasis on these last two in her article entitled "Library Facilities in Baltimore," She lists a varied number of libraries in the city such as the Law Library, the Maryland Historical Library, and the Friends Meeting House. But from the first, the greatest use was made of the Enoch Pratt Free Library, especially through Branch no. 6 which, Miss Bogg points out, was very convenient to the Woman's College.

In 1917, Ethel Irene Burwell succeeded Miss Bogg as Assistant Librarian. An excerpt from Miss Burwell's report for that year indicates that patronage of the Pratt Library Branch by the College increased.

Books have been borrowed from Pratt Library as usual, but during the later part of the year it was found more convenient to borrow directly through Branch 6, instead of by more or less uncertain messenger service. By this means, instead of sending for books every two weeks, we could send any day and be sure (if the books were in) of having them by four o'clock of the following day. The generous and ready help of Miss Alford has been very much appreciated.

A serious financial limitation coupled with the fortunate location of the College undoubtedly did postpone an extended expansion of the Library during the early 1900's. But from the first, an awareness of the College's need for a strong independent library is evidenced. The enlightened administration and faculty of Goucher College soon recognized and urged the importance of the Library to the educational program.

Especially noteworthy is the membership of the librarian on the Board of Control and on the Board of Instruction. The membership of the Board of Control for 1893-94 consisted of John F. Goucher, the president of the College; Dean Van Meter; Dr. Shefloe, faculty member and Librarian; and five other faculty members. The 1915 catalog lists the president, the dean, and all members of the faculty as members of the Board of Instruction. Since Dr.
Shefl o e was a faculty member as well as librarian, his inclusion in the membership of these boards may not seem to indicate a special recognition of the Library. The following year, however, a full-time librarian who was not a member of the faculty was appointed, and the catalog lists the librarian and the registrar as additional members of the Board of Instruction. Certainly the specific inclusion of the librarian on this Board is important, and its place in integrating the Library to the instructional program cannot be minimized.

Furthermore a committee on the Library is listed with the "Standing Committees of the Faculty" as early as January, 1909. The membership included "President Noble, Professor Shefloe - the Librarian, with such assistants as they may desire." Two men must be given special mention for their keen awareness of Library needs and their role in implementing its expansion. The following statement made by Dean Van Meter in 1904, when the Library was still housed in a classroom, typifies his concern with Library problems.

I also feel like urging that some means be provided for securing ample reading space...I should like to suggest that even as little as one hundred dollars a year appropriated for the purchase of the best magazines would place our reading-room in a more favorable light before those who observe these matters. The ragged back numbers that litter our shelves in the reading room (and they are furnished as a sort of charity by individual professors) are a disgrace to us. A large proportion of the most valuable recent information goes into the pages of magazines and ought to be accessible to our students.32

Another constructive force in the Library's growth was the interest of Dr. Guth, exercised during his presidency of the College from 1913-1929. In his third annual report, he summarizes the situation of the Library until the move to Alfheim Hall in 1915 under his leadership.

The nearness and excellence of the Peabody and Pratt Libraries seemed to suffice for the needs of the students. Access was also had to the Johns Hopkins University library and to the Library of Congress. But it seemed wise two years ago to pay attention to the acquisition of a library that would take into account the growth of the college. Practically all the books
the college owned were shelved in one class room. Though the library contained the reference books most in demand, the room was entirely too small for the use of the students. As is well known, the library was moved to Alfheim Hall where this year the first floor and part of the second have been given over to the library. Next year, as above stated all of the remainder of the second floor will also be given up to the library.33

In the same report, President Guth describes the arrangement of the library in Alfheim Hall.

Seventeen rooms are well fitted up for Library use. These rooms vary in size so that the demands of large and small departments can be easily met, affording convenience and quiet in the use of books. A special feature of the Library is a freshman room where the books most needed by the first year students are supplied in duplicate copies and arranged for easy reference.34

By 1917, a comprehensive paragraph entitled "Laboratories, Collections, Libraries," which reveals the importance of the Library's resources and visual aids in the teaching program, was included in the catalog for that year.

Each department of the natural sciences possesses ample laboratory facilities. Extensive collections have been made of ethnographical, geological, mineralogical, and biological material. At least 100,000 objects are available for illustration of these subjects. Casts, photographs, engravings, maps, charts and models are liberally provided; also lanterns and slides for projection in illustration of scientific, historical, and art subjects. A general working library of carefully selected books to the number of 25,000 volumes and the leading domestic and foreign periodicals is provided, in addition to which most of the departments are furnished with special libraries.35

Equally important is the interest in the Library evidenced by the students. In 1905 a Library Club, which met weekly, was organized. Actually the activities of this group constitute the first instance of organized instruction in the use of the library.

A Library Club at the Woman's College of Baltimore has met once a week during the present year. The work of the club has been the study of works of reference, with special reference to the books in the College Library, and there have been talks on classification, cataloging, children's books, and book-binding. Visits to public libraries and to bookbinding and printing establishments in Baltimore and Washington will be made before the close of the year.36
That same year, a reprint from The Mount Holyoke of Harriet E. Prescott's article on library training schools in the college appeared in the bulletin, apparently a reflection of student interest in librarianship as a profession.37

Not without some pride then, President Guth could review the developing Library and conclude in his annual report for 1916-17, "The Library is growing in efficiency daily and is more and more becoming a factor in our college work."

The first detailed accounts of the work of the Library are found in the Annual Reports for the years ended 1916 and 1919 prepared by Acting Librarian Burwell. These reports may be the first formal presentation of the activities of the Library; at any rate they seem to be the earliest ones that are preserved. Apparently a Librarian was to be appointed for 1917 but was unable to accept the post.38 For that reason Miss Burwell, who had been appointed Assistant Librarian in that same year, assumed the title of Acting Librarian.

Unfortunately, during this early period of the Library's development, statistics on the budget and circulation records etc. are spotty if available at all. It is noteworthy that in 1916 $3000 was allocated for the purchase of books, and in 1917, $5000. These sums, while generous in terms of the buying power at the time, were probably utilized to eliminate glaring deficiencies in the collection. President Guth estimated, however, that at least $2500 annually would be available for several years to come for the purchase of books.39 Moreover, Dr. Guth acted to insure the future financial security of the Library by adding all contributions to an endowment fund rather than expending them outright.40

In 1917, the staff consisted of the Librarian and a cataloger plus a full-time assistant. Ida B. Lynn was appointed cataloger and remained in this capacity until 1919. While Dr. Guth mentions in his Third Annual Report that ten student assistants in the Library were appointed in 1916-17, Miss Burwell, in 1918, urged that at least forty hours of student help were needed weekly.
What cataloging procedures were used prior to 1916, it is impossible to discover. But clearly the task was seriously undertaken when a full-time cataloger joined the staff. In the "Record of the Year" for 1918, there is an interesting reference made to the skill needed by the cataloger in adapting L.C. cards for use by the Library. During 1917-18 Miss Burwell reported that "in addition to the new books, almost all of the general history books have been re-cataloged, classified, and labelled."

Nor were the selection and acquisition of books neglected. The Librarian pointed out that "under the guidance of President Guth and Professor Gay of the English Department, many volumes have been purchased for the Library during the year, and many valuable books were obtained at special sales for half or even one third the original price." The following year the Librarian observed that the requests made by heads of departments largely determined the selection, there being fewer purchases made.

Although the bulk of the collection was housed in Altheim Hall, five departments in the sciences (physical and biological plus psychology) maintained their own collections. Probably the Librarian exercised only a slight control over the scattered collections, which were too decentralized for a college library of Coucher's size.

A reserve room relieved congestion in the General History Room, and reserve texts could be taken out overnight or Sunday. History, Medieval literature, and sociology proved to be the classes most used.

The Library hours were 8:30 a.m. to 10:00 p.m. until 1918-19 during the influenza epidemic when the College was closed. With the somewhat amusing explanation that follows, attention was drawn to the Library's relatively small evening patronage.

The evenings have fewer students, owing partly to many city girls being at home and to the fact that the hall girls do not come out alone. And if a freshman wants to come, she must get two other girls to come with her.
Consequently she fails to come many times because she cannot get company. 11

Rarely did the Library grant the borrowing privilege to anyone not connected with the college; alumnae were allowed to use the Library but could not draw books out. 14 In 1919, the Librarian reports that fewer books were taken out than in previous years. "If it means that the Library is being used as a reference room, then it is encouraging or it may mean less reading." 15

By far the most pressing need at this time was a more appropriate building for the Library's functions and service, and adequate equipment for the students' health and comfort. The President's wife recognized this, and "through Mrs. Guth's ingenuity and generosity" the Periodical Room was made into an attractive reading room, comfortable and colorful. With Dr. Guth, she shared a real interest in the welfare and progress of the Library. But a concerted effort and financial support were needed to provide basic equipment and proper facilities for staff and students. Miss Burwell summed up the conditions realistically.

The work of making the library a real working laboratory is not yet complete. Much is needed in the way of physical equipment to make it possible to accomplish all that it should. Talks upon the care of books and the attention the books should receive should be given, but such talks cannot carry the weight they should if the library tables and chairs are uncared for. Twenty-three of the chairs need replacing and many of the others need to be redressed. Fourteen of the large tables and two smaller ones also need dressing over as they are all marred with ink.

The lighting facilities are not adapted for library purposes and should receive attention before another year. More lights are needed in the stacks. Most of the lights in the reading room hang high up in the ceiling and hurt the eyes of the students whether by too great a glare or by too dim a light or by a shadow. They could be improved by being suspended above the tables and by having green shades, although table lamps would be still better.

The heating plant does not keep the library comfortable in coldest weather. 16

She concludes with a plea for specific equipment (such as cork floor covering) additional personnel, and a staff room.
Demonstrating the Library's awareness of current affairs and college projects, new books — especially those pertaining to the war — were placed in the General Reading Room for acquaintance before being put on the shelves. In addition a special shelf was reserved for pamphlets and reading material relating to a series of four-minute speeches given by the students. There were twenty-six such topics, among them: 1. Government control of necessities of life; 2. Science and the war; 3. What England eats; 4. Effect of war on religion; 5. Danger of a German peace offensive. Almost these same topics were to concern the students of Goucher College some thirty years later.

In 1919, Eleanor W. Palley was appointed Librarian of the College. With her incumbency a new era in the development of the Library had come. She faced a difficult situation. The organization of the Library was not compact; financial support was inadequate; and the Library building inappropriate. Nevertheless the Library was ready to expand; its stature in the college community was surprisingly high; and its ideals were defined in terms of service to an intellectual community.
Footnotes Chapter I

1 J. F. Goucher, The Woman's College of Baltimore (Baltimore, Md.: Goucher College, 1906), p. 3.

2 Incorporated as the Woman's College of Baltimore City in 1885, the "city" was dropped in 1890, and in 1910 the name was changed to Goucher College. A. H. Knipp and T. F. Thomas, The History of Goucher College (Baltimore, Md.: Goucher College, 1938), p. 4.

3 J. F. Goucher, op. cit., p. 4.

4 Ibid., p. 5.

5 Ibid., p. 10.

6 Ibid., Assistant Librarian, A.B., Vassar College, 1889; degree, Columbia University Library School, 1891; Certificate New York State Public School, 1914. Appointed Assistant Librarian, 1917.

7 Ibid., p. 11.

8 Ibid., p. 6.

9 Ibid., p. 7.

10 Ibid., p. 12.


13 Knipp and Thomas, op. cit., p. 540.

14 Knipp and Thomas, op. cit., p. 182.


16 Joseph S. Sheflce: A.B., Luther College, 1885; A.M., Luther College, 1889; Ph.D., Johns Hopkins University, 1890. Assoc. Prof. French Language and Literature, 1890; Professor Romance Languages, 1893. Woman's College of Baltimore, Program for 1893-94, p. 9.

17 Woman's College of Baltimore, Program for 1902-03, p. 44.

18 Knipp and Thomas, op. cit., p. 30.

19 Ibid., p. 222.

20 Waters, op. cit., p. 16.


26 Librarian, Annual Report, 1918-19, p. 3.

27 "There were important changes in the internal organization of the College during President Goucher's administration. In 1891 the Corporators (trustees), in place of the one organization of the faculty, created two boards: The Board of Control and the Board of Instruction, the first consisting of the president and full professors of the College, with the principal of the Latin School; the Board of Instruction, of the president, professors, assistant professors, instructors, and lecturers of the College and the principal and, for a year, the teachers of the Girls' Latin School. The last meeting of the faculty as a whole was held on May 12, 1891, and the first meeting of the Board of Control on April 16, 1891. The Board of Instruction was the deliberative body of the faculty, and the Board of Control the legislative and administrative." Knipp and Thomas, op. cit., p. 73.

"In the earliest years of the College, the faculty small in number, carried on its work as a single body. In 1891, two branches were created, the Board of Instruction, which included all members of the teaching staff but had no legislative power, and the Board of Control, the body of power which was made up of professors and such others as the president might name." Knipp and Thomas, op. cit., p. 337.

28 Woman's College of Baltimore, Program for 1893-94, p. 8.


32 Knipp and Thomas, op. cit., p. 163.

34 Ibid., p. 20.
36 Woman's College of Baltimore, Program, I, No. 4 (April, 1905), p. 9.
37 Ibid., pp. 9-10.
40 Ibid., p. 11.
42 Ibid., p. 2.
43 Ibid., p. 4.
44 Ibid.
45 Librarian, Annual Report, 1918-19, p. 5.
47 "Record of the Year," Bulletin of Goucher College, New Series II, V, No. 6 (June, 1918), pp. 63-64.

The obstacles in the path of really good library service which she found at Goucher were present in more or less varying degrees in most colleges of the time and only served to stimulate her interest in the library and to strengthen in her a sense of professional challenge.

On the credit side, the Librarian found Dr. Ooth to be a lover of books and an able administrator who had first encouraged the development of the Library and who remained deeply interested in its growth. The Faculty,
CHAPTER II

1919 to 1934

When Dr. Guth invited her to join the staff of Goucher College as its Librarian in 1919, Eleanor Worthington Falley little thought that she was to spend nearly thirty years in that professional capacity. She looked upon it as an assignment of perhaps two or three years, affording her an opportunity to work in a new area of the country and to enjoy the library environment found in a liberal arts college. Yet her background bore adequate testimony to her professional capabilities, and only a few years were required to demonstrate her efficient and enlightened leadership in the Goucher Library.

Having received her B.S. degree from Northwestern University in 1905, Eleanor Falley joined the library staff and until 1914, was an assistant in the University Library there. She served as Assistant Librarian from 1914 until, in 1918-19 she was for a year Acting Librarian of the University. The absence of Dr. Eckatenstein, the Librarian, was occasioned when the John Crerar Library requested that he go abroad in an effort to obtain books much sought after during and after the war. This he did, leaving Miss Falley in charge at Northwestern.

The obstacles in the path of really good library service which she found at Goucher were present in more or less varying degrees in most colleges of the time and only served to stimulate her interest in the Library and to strengthen in her a sense of professional challenge.

On the credit side, the Librarian found Dr. Guth to be a lover of books and an able administrator who had first encouraged the development of the Library and who remained deeply interested in its growth. The Faculty,
apparently unused to finding the Goucher Library able to supply services, were extremely impressed with and grateful for any service provided them. Moreover, the Librarian, while not a Faculty member, continued to enjoy membership on the Board of Instruction of the College.

There was, however, no real respect for the Library by the Faculty when Miss Falley came. Miss Burwell's library experience had been in secondary school libraries before her coming to Goucher, and this fact may have contributed to the Faculty sentiment, but the fault was not entirely on the Library's side. Miss Falley recounts that during her first year, an assistant in the Library was offered a job in the Mathematics Department; this in itself was professionally bad, but other faculty members joined in disinclining the girl from a career in library science. In addition, there had been no Faculty-Library committee since Dr. Shufloe's incumbency, and thus no direct liaison between the Faculty and the Library.

Another difficulty lay in "the policy of dividing books according to classes and grouping them thus in small, separate reading rooms and in the laboratories." On the one hand the students regarded the already overcrowded library as being composed of unrelated parts, not as a whole; on the other hand no control of the various rooms was possible by the staff because the physical arrangement did not necessitate passage by the circulation desk.

Again, the use of the Library building for non-library purposes was a hardship.

Cases have arisen such as a class committee that expected to use the Drama Room as a committee room and as a professor who actually held classes in another room with no thought of asking permission from the Library...

Moreover the budget, a perennial thorn in every Librarian's side, made for many misgivings.

The College is fairly large in the number of its students; the Library is still small in the number of its volumes.
We are doing the work of a good sized college with the library equipment of a small college. Last year with 1025 students we had only 34,000 v., a national committee (the ALA Committee on Library Revenues) is now at work studying the standards of college libraries. In regard to funds it suggests that $5.00 a student a year for books and periodicals be the minimum expenditure of any college of standing. Last year we spent $5.45 a student, thus measuring up to this standard. But until we have a larger foundation of standard works and more complete files of journals we need to exceed it.\(^8\)

But the most unfortunate condition which confronted the new Librarian lay in the attitude of the students.

The students seemed to look on the Library merely as a building where a required amount of reading must be done. "The broader conception of the Library as a storehouse of general information and as a desirable place to spend spare minutes was lacking."\(^9\)

Nevertheless, in spite of these deterrents and with an entirely new staff, Miss Fallen began to outline broad policies and a philosophy of service for the Goucher Library. A gradual systematic reform was needed; this she proposed to undertake.

The new Librarian wasted no time in stating that the college library must revolve around the students. "The collection must be built for them."\(^10\)

Hence at the outset she determined that the student body of Goucher must receive first preference from the Library. While the services and collection of the Library should be at the disposal of the Faculty, at no time should the individual research of the Faculty member conflict with the needs of the student body of the liberal arts college. In this connection she pointed out that there was no need for "large, expensive, and little-used sets in limited fields" since Goucher was not a graduate school and was not expected to do the work of such an institution.\(^11\)

Recognizing that the collection was still small and relatively undeveloped, the Librarian wisely urged that "the Library has not reached a point where a distinct policy should be laid down as to the type of books ordered."\(^12\) At
the same time she instituted a long-range acquisition policy which was based first on the locale of the college, secondly, on the primary obligation to students and a secondary obligation to the Faculty, and lastly, on a knowledge of available financial resources and of gaps in the collection. The aim was to develop a strong bibliographical collection at the college by adding annually at least one large bibliographical tool to the collection. This would at once provide a key to the wealth of libraries in Baltimore, Washington, Philadelphia, and New York, as well as afford the students and Faculty access to material too specialized or costly for acquisition by a College library. This proved a judicious and far-reaching policy at a crucial time in the Library's development. It was not many years, however, until a new policy, to supplement that of the broad general collection coupled with a strong reference collection, was adopted.

Libraries were classed as reference libraries in the college situation when the Librarian came to Goucher. As such our aim was to build up a strong collection of the best works in the various fields taught, duplicating material as little as possible. College libraries will always have to grow along this line. But instead of it being the only line, they now find themselves facing another development, no less important but apparently in some conflict with their old ideals. The new element may be traced directly to the change in teaching. More and more courses are given without textbooks; more and more the most up-to-date material is required not only by the courses in the sciences, but also by those in history, in literature, etc. This change has thrown classes, often large ones, upon the library, requiring us to furnish all the material used. The problem is interesting. There seems no doubt of the gain in the new method. But it forces the Library to function as a laboratory in many cases where heretofore it has served merely as a repository of books used in a supplementary way. We find ourselves in a position where duplicates must be bought, though still with judgment.

This statement reflects the increasingly important role which the Library was playing in the college work and the flexibility of policies instituted at the outset, always with the future in mind.

In an examination of broad initial policies and approaches to the college library service, two general questions have been answered: 1) For whom
was the service intended primarily; and (2) What were the tools used to provide the service. Thus the Goucher College Library was designed for the undergraduate student and its collection was determined by the curriculum and a unique bibliographical responsibility. The question remains - what kind of library service was it to be? It was a quietly determined and enlightened woman who proposed that the teaching function of the college library was the first obligation of such an institution to its students. "Reference should be a teaching department, not a feeding department."

In this way Librarian Falley laid the foundation for a library whose resources and services were to link intrinsically with the aims and ideals of Goucher College.

**BOOK SELECTION, ACQUISITIONS.**

The Librarian recognized the danger of two extreme courses in the selection and acquisition of books, the tendency to buy volumes of special and limited interest leading to a number of special research collections and the tendency to depend on other libraries to too great a degree and thus have a collection of very limited scholarly value.

A middle course seems better. We might well concentrate our efforts on buying books and sets of general interest and of permanent and fundamental value such as the files of frequently consulted journals and the best editions of authoritative writers. To supplement this and to make available the large mass of material found elsewhere, it would be well to build up a bibliographical collection as strong as possible along the lines Goucher touches. In other words, we might wisely plan to make our library a collection of the essential and standard material along our special lines, supplementing this with full bibliographical aids that will guide our students and faculty further to the wealth of material not found here.16

A second step toward insuring a careful and successful selection program was instituted when Miss Falley encouraged the individual department as a whole to select books and consider its orders. She mentions three advantages to this
A. Books of limited or passing interest may be eliminated.
B. From time to time, a whole department may throw its
strength towards the purchase of important sets, books,
or journals.
C. The whole field covered by a department may be considered,
a balance kept between lines, and gaps avoided that easily
occur with the diverse interests of a group.\textsuperscript{16}

When the 1926 spring book orders came in, they showed decided cooperation
within departments, and among departments as well. For example, the departments
of history, economics and sociology, and political science combined funds to
buy the U.S. Supreme Court Reports.\textsuperscript{17}

President Guth and, later, President Robertson, understood the importance
and the validity of spending large sums of money in a gradual effort to acquire
basic reference and bibliographical tools. An outstanding reference collection,
strong in bibliography, was the goal. Accordingly, each year one or more large
purchases was made in this field. The acquisition of key works to bibliographical
resources in Baltimore and elsewhere protected the library from over-zealous
faculty members who wanted to buy along special lines. At the same time it
provided a rich source of reference material within the library. The sampling
of acquisitions that follows illustrates the plan as it progressed.

1921  Skeat's, 6 v. edition of Chaucer.
1922  \textit{English Catalog of Books},
\textit{Yale Shakespeare}, 19 v.
1931-35  \textit{Encyclopedia Universalis Illustrata},
\textit{Industrial Arts Index}.

The printed catalogs of the Library of Congress, the British Museum, and the
Bibliotheque Nationale, as well as the outstanding trade bibliographies of
England and America were among the early purchases.\textsuperscript{18}

A careful policy was also followed regarding periodicals and sets. In
1921 it was planned to sort the material housed in the basement of Altheim Hall
with a view to completing sets already owned in part and of binding the unbound portions of sets.\textsuperscript{19} Moreover a special effort was made to acquire those sets which were indexed in Poole and Readers' Guide.\textsuperscript{20} The Librarian emphasized the valuable bibliographical tools to be found in journals and the great demand for the items in the indexes mentioned above.

After instituting careful selection and planned programs of acquisition, a revision of the order procedures was in line. The librarian called attention to this as early as 1924.

As we buy through the college book store we are receiving only 10\% discount on our purchases, whereas if we bought through a regular agent we should receive from 10\% to 33 1/3\% discount. This arrangement may be the best for Goucher, but when we compare ourselves with other colleges it should be borne in mind. It lowers our standard. The money spent, as shown on the Library books, does not represent as great buying power as does the money of most other institutions.\textsuperscript{21}

But it was not until 1930 that the administration could be convinced that the change was needed.

Formerly all domestic books were ordered through the College Book Store. There was much duplication of checking between the book store and Library, and most important, the Library received a discount of only 10\%.

For some time we have ordered foreign publications directly through foreign agents; now we shall order domestic books where it is most convenient and advantageous and where we can obtain the best discounts. Doubtless most orders will be placed with a local dealer.\textsuperscript{22}

The Norman Remington Company offered a 25\% discount on every volume which it might purchase at a 33\% or larger discount. Clearly the library's book budget could be utilized to much better advantage as a result. The Library kept a ledger on the funds and sent notes of all acquisitions to the Faculty, thus keeping them informed on the arrival of their selections.

An outstanding purchase took place in 1925. In May of that year the college learned that Professor James W. Bright of Johns Hopkins University
wished to sell his collection of books and monographs. There was no time to examine the contents closely, but enough was known of its value to warrant its purchase by the College. Approximately ten thousand volumes dealt with English literature and philology, with special emphasis in Anglo-Saxon and Middle English. Many of the books bore early imprints; some were by early 17th and 18th century writers. Also included were several philological sets complete up to the war, as well as some German philology sets. From time to time as the collection was examined and processed, lists of the volumes were published by the College.23

REFERENCE SERVICE AND CIRCULATION.

In 1919, no formal or distinct reference service was provided because of lack of adequate staff and the limitations of the reference collection.24 The way was left open for such a department in the Library in two ways. First, the carefully planned acquisition of some one or more basic bibliography or reference tools year by year insured a gradually increasing reference collection of excellent quality. Moreover the acquisition of bibliographical keys to the resources of neighboring libraries afforded a sort of preliminary reference service, providing information on what resources existed and where they could be found. Secondly, Miss Falley's conviction that college reference should embody the teaching function first and foremost stimulated interest in and motive for establishing such a reference service. The catalog for 1931-32 still placed emphasis on surrounding libraries and the supplemental role they might play in providing reference service to Goucher students.

For independent study and research, students may resort to the Library of Congress and the 200 other libraries available in the nation's capitol which is less than an hour away by train.25

As early as 1922, however, Librarian Falley mentioned in her annual report that the amount of reference work was increasing. In 1930 the staff
schedule was arranged so that a trained person was free to devote her afternoons
to reference work with the students. A half-time reference librarian was so
employed until after the move to a separate library building when all services
were expanded.

Circulation statistics provide perhaps the best objective measure of the
use of a library. In her annual report for 1923-1924, Miss Falley notes that
"The growth of the college is reflected in the greater use of the library."
Table 6 reveals a 17% increase in the general circulation of books among
students, a 13% increase in overnight circulation, and a 17% increase in
the circulation of reserve books for that academic year. An average daily
library attendance of 542 in 1923 increased to 616 in 1924. These additional
demands upon the library were handled by rearranging the main office, adding
as possible, accordingly, in the period 1931-35 the library was opened during
additional shelving, installing a new charging system, and adopting book cards.
During this period, total circulation continued to increase except in 1925 and
1926 when an increased enrollment is unaccountably coupled with a decrease in
circulation. With the Depression years, the enrollment was drastically cut,
but the circulation figures show an interesting upswing in relation to the en-
rollment figures.

The Librarian submitted a report covering the five years 1931-35 and
included these figures.

<table>
<thead>
<tr>
<th>Library Attendance</th>
<th>decreased 28.75 percent</th>
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<tbody>
<tr>
<td>yet the number of withdrawals of</td>
<td>decreased 33.25</td>
</tr>
<tr>
<td>books remained almost stationary</td>
<td></td>
</tr>
<tr>
<td>and</td>
<td></td>
</tr>
<tr>
<td>General circulation books</td>
<td>increased 20.79</td>
</tr>
<tr>
<td>Overnight</td>
<td>decreased 40.9</td>
</tr>
<tr>
<td>per student circ. bks.</td>
<td>increased 69.4</td>
</tr>
</tbody>
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A troublesome situation developed with regard to the temporary loss of
books. Miss Falley outlined the conditions which favored such a consistent loss:

1. Students were ignorant of charging procedures.
2. The poor arrangement of the charge desk afforded little
control of the collection.
3. Students did not regard this type of theft in its true light.26

To remedy the situation, a system of fines was set up the following year and worked out well. Previously all library privileges were suspended with any infraction of the rules.29 In addition the seriousness of such violations of library rules was emphasized in talks to freshmen.

The poor floor plan and over-crowded building simply afforded no control over the collection, and again in 1928 the librarian mentions a serious problem with the attitude of the students regarding adherence to library rules. Proper physical facilities were to prove the only solution. Recognizing that the ill-equipped building and an inadequate staff resulting from Depression cuts discouraged the students, the librarian urged that the Library rules be as liberal as possible. Accordingly, in the period 1931-35 the library was opened during Chapel and on Sunday; no limit was set on the number of books drawn out at one time; fewer volumes were placed on reserve; three-day reserves were increased, and a one-day reserve was set up.

With both reference and circulation work at a minimum because of lack of funds, very little service could be offered to groups other than the student body. Nevertheless, Miss Falley recognized that the support and interest of alumnae were valuable and urged in her 1923-24 report that thought be given to working with the Alumnae when adequate housing for the library was assured.

"The Library should be a place to which a graduate may return, receive help, and be at home among the familiar faces of books. Such service should lead to greater interest in the college and possibly gifts both of books and of money."30

CLASSIFICATION AND CATALOGING

As was mentioned in Chapter I, there is no record of what cataloging was done prior to 1916. A brief entry probably was developed, and we know that
books were arranged by subject in many small departmental libraries. Ida M. Lynn had been appointed cataloger in 1917, and in the two years she spent at the Goucher Library she handled new books and "recataloged" the General History books. This class was classified and labelled as well.

Clearly, the remaining bulk of the collection was processed in no adequate fashion, and Miss Falley called this the "main problem of the library" in her first annual report. A cataloger, Lucy Bell, was appointed some time in 1920; in the meantime the Librarian began to set up cataloging policies and trained two desk assistants to help with the operation. Miss Bell was the only other member of the staff with library training. Nevertheless the cataloging operation went ahead. New books were handled as they came in, while a concentrated effort within one class of books at a time gradually eliminated the backlog. Almost all of the Romance language collection as well as all English and American literature except Shakespeare were completed in 1921. The adaptation of Library of Congress cards undoubtedly speeded up the operation. When Miss Bell resigned in 1921, the Librarian noted that the cataloging of the collections was nearly complete. Jessie R. Bowes, Miss Bell's assistant, became head cataloger.

A unique cataloging problem presented itself in the treatment of the Bright Collection acquired in 1925, since most of the material dealt with Old and Middle English literature. The Library was extremely fortunate in securing the services of Mary Isabelle O'Sullivan as head cataloger for a part of the academic year 1925-26. Miss O'Sullivan held an A.M. degree in Old and Middle English from Bryn Mawr College, and she devoted as much time as possible to work with the Bright Collection. Of the 707 volumes initially acquired, nearly all were cataloged that year. Miss O'Sullivan appraised the collection more carefully and discovered good original editions of the Old English Revival in the 16th, 17th, and 18th centuries. A mimeographed bulletin was distributed in May of
1926, listing the volumes of the Bright Collection acquired and processed up to that time. Miss O'Sullivan returned to teaching and was followed by Abbie Gammons as head cataloger in 1926. Under Miss Gammons' direction the cataloging of German literature was completed, 907 Bright volumes were accessioned, and material for additional bulletins on the collection were prepared.

The head cataloger handled the classification of books with aid from the Librarian. Use of the Dewey System proved satisfactory except in Psychology subjects in the favor of students both as mature and as specifically, English, economics and sociology, history. (150) where a modification was made. By 1930 the Librarian could report that the entire collection was classified with the exception of public documents, incomplete serials, and periodicals. Work with the Bright Collection meanwhile continued to progress steadily.

**CURRICULUM**

The curriculum more than any other element in the college environment determines the content of the collections and the scope of the services offered by the college library. If the library is an integral part of the institution, the courses offered and the relative stress upon one subject more than another will be reflected in the collection. At the same time, the methods of teaching will effect the function of the library as well as the collection. Thus the extent to which the administration of the library integrates its resources with the aims of the curriculum is the measure of its role in the total educational process.

In the early years of the college, the classics dominated the curricu-lum. The collection therefore tended to be fairly small and stationary; students did not have to journey far beyond the limits of the textbook. The development of major departments shown in Table 5 clearly shows the trend away from the classics and the increased importance of the physical and social
sciences and the Romance languages. Additional courses (56 in 1891; 319 in 1936) and the creation of independent major departments within these three fields of knowledge led to a more varied and an ever growing library collection. Naturally there was greater emphasis placed on some areas, both in the number and variety of courses offered.

At Goucher as at the majority of women's colleges, the social studies and the humanities have always been more popular than the physical sciences and mathematics. More specifically, English, economics and sociology, history, and the Romance languages have far exceeded any other subjects in the favor of students both as majors and as free electives; as a result, these departments excel in the variety and intensiveness of their courses. No breakdown of the collection by subject is readily available until 1935, but in that year and those following, the curriculum emphasis exactly parallels that of the growth of the collection. See Table 4.

The ultimate aims of the learning operation and the methods of teaching employed at Goucher generally conformed to the theories and philosophy of education then developing. The trend away from mere acquisition of information is reflected early in Goucher's history.

The acquisition of information is less important than the practical training in observation, investigation of both sides of controversial questions, and the formation of discriminating judgments.

This conviction put a direct responsibility on the library to furnish a wide range of material reflecting many points of view and to aid students in getting at that material for themselves.

The librarian was well aware of the departure from the one text method of teaching. In her annual report for 1923 she observed that "statistics showing the circulation of reserve books over the desk and overnight have risen out of proportion to the increase in the number of students." Later, a drop in the reserve statistics reflected an even wider encouragement of reading by faculty members. See Table 6. The effect of this development on the book selection...
policy was noted before, and in 1925 the librarian recognized that the library must begin to function as a laboratory, not simply as a repository of books. Duplication of books and periodicals was necessary in many cases, the periodical demand being especially acute. Moreover, there existed a real problem with semi-rare books or those research journals which could not be replaced, and which were included in numerous reading lists.

An additional responsibility rested with the library when honors courses for outstanding seniors were inaugurated in 1931-32. In urging faculty cooperation, Miss Falley stressed the importance of bringing to the library's attention any projected change in the curriculum.

From the library point of view it seems imperative that with the consideration of a new course, especially an advanced one in the humanities, we have a chance to check up on the material that will be needed and to report on what the library has and what it can do in buying further books.42

The librarian was in complete sympathy with the new teaching methods, and in an article which appeared in the Library Journal, she mentions various approaches to the problems involved.

1. Use of reprints and photostats when possible.
2. Use of specific funds for books to be used as reading material in classes.
3. Browsing rooms to house fine editions.
4. Closed stacks (since Goucher has always had open stacks, this was never seriously considered)
5. Closer cooperation with the faculty.43

The complete revision of the curriculum instituted by President Robertson in 1934 had a tremendous impact on the library, and together with the move to a separate building, opened a new phase in the history and development of the library.

Students entering in 1934-35 had a choice between the New Plan and the Old Plan which divided the year into 2 semesters, provided for 57 units of required work in English, history, biology, physiology and hygiene, psychology,
philosophy, religion, physics or chemistry, as well as 30 units in the major field and 33 elective units. With the New Plan, the academic year was divided into three terms, and a student normally carried three courses a term. Eight objectives were listed in the catalog for 1934-35; and the attainment of these objectives governed the free election of courses in the first two years of college.

1. To establish and maintain physical and mental health.
2. To comprehend and communicate ideas both in English and in foreign languages.
3. To understand the scientific method in theory and application.
4. To understand the heritage of the past in its relation to the present.
5. To establish satisfying relations with individuals and with groups.
6. To utilize resources with economic and aesthetic satisfaction.
7. To enjoy literature and the other arts.
8. To appreciate religious and philosophical values.

An examination at the end of the sophomore year tested the degree of attainment of these objectives. This examination was not an end in itself but a guide for future work.

1. An examination on the facts and principles underlying such of the foregoing eight objectives as are susceptible of academic testing.
2. An examination in essay form on one topic chosen by the student from several proposed by the Examination Board. Each topic may cover more than one field of knowledge. Three hours will be allowed for the completion of this essay.
3. A written project in one field, testing the student's ability to use tools in the library or the laboratory or both. Several days will be allowed for completion of this project. A brief oral discussion may be required.
4. A reading examination in one foreign language.
5. Subjective estimates of the student's progress toward the attainment of the above named eight objectives.

One-fourth of the total time at college was to be spent in a departmental major, or one-third if a combination major was selected. Generally these courses were pursued in the third and fourth years, and a comprehensive examination in the major was given at the end of the senior year. The new curriculum not only
emphasized wide reading, but the inclusion of the Sophomore Exam gave importance to skill in the use of the library.

Clearly the trends indicated a growing need for adequate reference work and an increased emphasis on the teaching function of the library.

INSTRUCTION IN THE USE OF THE LIBRARY

From the first, Miss Falley felt the need for a definite program of library training. Since no effort in this direction had been made, she suggested in 1921 that a handbook for students be printed listing the essential library rules and that in the fall the librarian be permitted to give instruction in the use of the library to the incoming students. This she did in 1922, acquainting incoming students with the rules, the card catalog, bibliographical aids, and services. Recognizing that little library instruction was given to high school students and that many Goucher students came from Southern cities where library facilities were often lacking, the librarian expanded the orientation in 1923. She gave two lectures, one dealing with Goucher library services and the second with reference books and bibliography. She further expressed her willingness to speak to individual classes on library facilities, and as an example, she took a class in family problems for two periods in 1925.

Through Miss Falley's perseverance a more ambitious program was developed in 1926 in cooperation with the English Department. A brief introduction to the library was made in October, then in freshman English, research topics were assigned following a more intensive lecture on bibliography and related matters by the librarian. The History Department also cooperated in assigning definite projects to test library skills. Although this method was far from perfect, it remained in use until the progress that followed the curriculum revision in 1934.
ENCOURAGEMENT OF READING AND MISCELLANEOUS ACTIVITIES

Miss Falley felt a keen responsibility for encouraging the widest possible reading among the students. In 1921 she wrote that there was too much concentration on required reading, and she expressed the hope that a full-time trained reference assistant might work to stimulate reading interest. With the collection departmentalized to a great degree, however, little could be done to interest students in general reading; there was a real problem with the many books of overlapping interest. The biology collection came under library control in 1921 and gradually, there was more centralization. Constructive steps were taken through the years, and greater interest in non-classroom reading became apparent.

1. A trained person devoted her afternoons to reference and acquainted students with the library as a whole.
2. Books were selected for a special weekend case.
3. A fiction rental shelf was inaugurated.
4. Extensive book exhibits were planned.
5. Twice yearly duplicates were sold inexpensively.

Indeed, one suspects that a heartier breed of freshmen frequented the Goucher library, when Miss Falley recounts an instance of one first-year student who read more than one hundred books apart from class work. The week-end Reading case proved exceedingly popular. The selection of books was made by interested faculty and students, and the case was trundled to the front hall of Alfheim each Friday.

Miss Falley pointed out that the Pratt Library had never adequately met the demand for popular fiction. Although Goucher was unable financially to buy books for light reading on a large scale, a small sum was advanced for such books in 1922, and they were rented at three cents a day. This project met with such success that sixty-four volumes were purchased the first year. It continued to be greeted with enthusiasm, with students making part of the selection in a ballot box. About a hundred volumes were added yearly, and worthwhile ones were
sent to the stacks at the year's end.\textsuperscript{51} In addition to fiction, texts of plays presented at local theatres, poems, essays, and travel books that could not be bought otherwise, found their way to the shelf. The proceeds from the collection were turned over to an endowment fund for the purchase of standard fiction. In 1930 Miss Folley stated that books of a questionable nature, despite their popularity, would not receive prominence on the rental shelf, but would be put on regular shelves. She went on to question her right to exercise criteria of quality and style with the rental books.\textsuperscript{52}

Again the librarian concerned herself with the needs of students who came from areas lacking in library facilities. After several years her plan for vacation loans was accepted and proved highly successful.\textsuperscript{53}

The program of exhibits was carefully planned and executed under the direction of the circulation librarian, and with frequent faculty cooperation. Among those prepared were: (1) photostat copies of Early American broadsides, (2) prints and paintings loaned by the Metropolitan Museum of New York, (3) Dante Celebration, (4) an elaborate display of bookplates borrowed from many libraries and collections, and (5) first editions of Walt Whitman and John Burroughs. Annual lectures by visiting librarians were also planned for students interested in Library Science as a career.

The Librarian did not neglect her bibliographical responsibilities in these years. From time to time a bulletin on acquisitions was issued such as that on the volumes purchased from the William Wesley Guth Fund.\textsuperscript{54} In 1930 the librarian compiled a bibliography of faculty publications.\textsuperscript{55} It was not always possible to secure copies of such publications, but a concentrated effort was made in conjunction with a faculty committee to collect these for the college archives.
LIBRARY COMMITTEE

There had been no Library committee at Goucher since Dr. Shefloe gave up the post of librarian, but Dr. Robertson recognized a need for such a faculty-library link, and a committee was named in 1930. This committee consisted of a faculty chairman, five or more other faculty members, and Miss Falley. The work of the committee dealt with routine library business, the rules, and suggestions in the area of faculty-library relationships as well as the important division of the book fund which is discussed in the section on Budget.

Dr. Robertson also established the President's Council which was an executive committee of the Faculty. In addition to the president, the dean, and three other members of the administrative staff, the Council consisted of nine members of the faculty, three of whom were elected by the faculty. The Librarian had continued to hold membership on the Board of Instruction until that body was replaced by the President's Council, and in 1934-35 Eleanor Falley is listed as a member of the new executive group.

THE BUDGET

No amount of ingenuity and resourcefulness on the part of the librarian could entirely overcome the financial limitations that are usually present in the privately endowed college situation. Furthermore these years still found the college struggling to overcome the debts incurred in the painful process of founding an educational institution. From the start, however, Miss Falley took a realistic view of available funds and assiduously studied standards set by ALA. Her whole policy of acquisitions and plan of staff activities was keyed to exploit as far as possible the money allocated to the library. In analyzing the budget situation of the library in 1929, the librarian observed that Goucher was just within the $5.00 per student expenditure set as a minimum by ALA, and she went on to summarize the revised standards reported by ALA in the
same year. 60

1. A minimum of 50% of the total expenditure of the institution exclusive of maintenance, repairs etc. should be spent on the library.

2. In a college of over 800 the expenditure per student should equal £20.00 and £25.00 when the enrollment is under 800.

In 1929, there were 985 students enrolled at Goucher. £12,988 was allotted for salaries, £6,631 for books and periodicals, and £11,222 for binding and supplies—a total of £20,851. Thus approximately £20.00 per student was expended.

We fall far short of the £25,000 minimum for a college of 1000 students. We fall signal short in our appropriation for books and periodicals. It is here, according to the report that we need to strengthen our library if we are to keep our position as a college of first rank. 61

Again in 1930 the librarian requested an increased appropriation for books and periodicals, but the Depression was to lead to budget cuts in every direction.

We are not dissatisfied with the achievements of these past years. But it is increasingly difficult to keep up standards with curtailed budgets. Already our book stock is showing the effects of three years in which about one half the appropriation has had to be used for periodicals and continuations. The balance left for new orders has been too small to cover necessary current needs and the bibliographical aids that are constantly appearing. 62

Not alone was the administration of the library concerned with a reduction in staff, curtailed book and periodical budgets, an accumulation of binding, and obsolete equipment.

On top of all this there always should be a little leeway in funds, something with which to test ideas and to use in experimenting with our vision of a more effective library and a greater Goucher. 63

In 1931 the Library Committee undertook to set up a table for the division of book funds among departments. This was the first such division, and it was based largely on relative expenditures in previous years. One-third of the book appropriation was devoted to general purchases, and the balance...
went to the departments. A unit system was used to show relative proportions and also to facilitate a change without throwing out the entire table. The division of funds for the science department follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>12</td>
</tr>
<tr>
<td>Chemistry</td>
<td>10</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Physics</td>
<td>5</td>
</tr>
<tr>
<td>Physiology and hygiene</td>
<td>1</td>
</tr>
<tr>
<td>Psychology</td>
<td>10</td>
</tr>
</tbody>
</table>

The complete revision of this division of the book fund is discussed in Part III.

PERSONNEL

The Library staff consisted of the librarian, a head cataloger, an assistant cataloger, and from three to five assistants. The last were always drawn from recent Goucher graduates. The organization remained simple even after the appointment in 1931 of a head of circulation. Miss Falley recognized the growing demand for professional training in librarianship, and this always influenced her selection of staff members.

With hardly an exception the Librarian annually attended the mid-winter and annual conventions of ALA and the meetings of the Eastern College Librarians Association, and encouraged the attendance of her staff members whenever possible. She helped in the formation of the Maryland Library Association in 1921, was elected its president in 1929, and later served on the Executive Board. She represented Maryland on the Council of ALA, and was for many years a member on the ALA committee on Recruiting for Library Service.

THE BUILDING

The library housing problem was acute when Miss Falley came to Goucher, and an effort to adapt unsuitable quarters to library needs was her immediate concern. Not only were the first and second floors of Alfheim Hall broken up into many small rooms, but the lack of sufficient space in Alfheim had resulted...
in a continuation of small decentralized departmental collections. Miss Falley suggested remodelling the building to make one or more large reading rooms, one stack area, and a central circulation desk. She further emphasized the fact that the dispersed collections resulted in a lack of control over the books, lack of cooperation between departments, duplication of material, and the feeling of personal ownership on the part of the faculty. No substantial changes were forthcoming, but in Miss Falley's second year the collection was rearranged, and 177 feet of shelving were added taking practically all available wall space. Yearly the shifting of the collection proved necessary with new accessions, and the library building was taxed to the limit. Finally in 1925 the seating capacity of the library would no longer suffice for the growing student body. Accordingly the front basement of Alfhheim was taken over, half of it utilized as a work room and half equipped with shelves for the bound periodicals. On the first floor a partition was knocked out between the old periodical room and the reserve room. This afforded a bright study room and additional seats. Continued addition of shelving in the halls was necessitated, and this combined with the use of the library by classes was not conducive to a quiet, uncluttered place to study and read.

At last, however, a change was made. In 1934 Dr. Robertson directed that the library be moved to Glitner Hall at 23rd and Charles Streets, two blocks away from Alfhheim Hall. This five story building, which had been used as a dormitory, measured 136x140 feet. The move of 62,000 books was accomplished in the summer of 1934; the college truck was used, and help was drawn from the college power house. Miss Falley could well refer to the change as an outstanding event in the library's history.

The change from cramped, badly arranged, poorly lighted quarters to ample space and an adequate physical organization has made it possible to furnish more comfortable surroundings and to give better service.
With an increased importance in the curriculum and a suitable building, the
library had come into its own and enthusiastic plans for more effective service
were nearer to realization.
FOOTNOTES CHAPTER II

1 Statement by Eleanor W. Falley, interview, June 1st, 1950, Slitner Hall, Baltimore, Maryland.

2 Ibid.

3 Ibid.


5 Statement by Eleanor W. Falley, interview, op. cit.

6 Librarian, Annual Report, 1919-20, p. 2.

7 Ibid.


10 Statement by Eleanor W. Falley, interview, op. cit.


12 Ibid., p. 1.


14 Statement by Eleanor W. Falley, interview, op. cit.

15 Librarian, Annual Report, 1919-20, p. 2.


17 Ibid.

18 Statement by Eleanor W. Falley, interview, op. cit.


24 Statement by Eleanor W. Falley, interview, op. cit.

39 Knipp and Thomas, op. cit., p. 400.
40 ibid., p. 418.
41 ibid., p. 433.
45 ibid., pp. 37-38.
46 librarians, "Annual Report, 1922-23, p. 3.
50 Waters, op. cit., p. 20.
51 ibid.
52 Librarian, Annual Report, 1929-30, p. 3.


57 Knipp and Thomas, op. cit., pp. 337-38.


60 Committee on the Classification of Library Personnel, American Library Association, Budgets, Classification, and Compensation Plans for University and College Libraries (Chicago: American Library Association, 1929).

61 Librarian, Annual Report, 1928-29, p. 3.


63 Ibid., p. 5.

64 Eleanor W. Fallar, "An Impersonal Division of the College Book Fund," Library Journal, LXIV (December 1, 1939), 933.


66 Librarian, Annual Report, 1919-20, p. 3.


68 Waters, op. cit., p. 17.

CHAPTER III

1931-1949

INSTRUCTION IN THE USE OF THE LIBRARY — A PART OF THE CURRICULUM

In a very real sense the Goucher Library came of age as a result of the curriculum revision of 1934. The library section of the Sophomore Exam as described in Chapter II was exceedingly ambitious. It provided for a written project in one field to test the student's ability to use tools in the library or the laboratory and allowed a period of several days for completion of the project. The elements involved were the selection of a topic, compilation of a bibliography, taking of notes from sources, and writing an essay. Clearly this operation was entirely too elaborate and time consuming for both students and faculty, and it was dropped before the first examination. In its place a simplified plan was introduced. From 1935 until 1940, small groups of students came to the library, selected a topic from an approved list, and compiled a short bibliography on it. This operation tested the understanding of library techniques as well as correctness of form in note taking, and the ability to evaluate books. The Freshman English library project included the following:

(1) choice of limited topic; (2) compilation of a bibliography; (3) preparation of an outline after note taking; (4) writing a paper in correct form. A further revision took place in 1937-38.

It seemed to the Committee that these were separate and distinct techniques that could not logically be combined in one grade. Furthermore note-taking techniques could not be easily or fairly graded without consideration of the content of the material covered and the comparison of one project with another. The varying difficulty of the subjects and of the book or article to be analyzed also made it impossible to evaluate with relative fairness. Consequently the Committee recommended *that the library
project of the Sophomore Examination be revised to test only the ability to use the tools of the library, such as the card catalog, the periodical indexes, etc., and to locate books and articles, and to evaluate them.\(^3\)

As a result of the elimination of note-taking, sixteen students could be handled in one day. The difficulties in correcting even this type of examination were numerous however. The choice of seventy-five or eighty subjects of equal difficulty, the subjective element in scoring such an exam, and the time consumed in reading the papers by the faculty led to the development of an objective exam in 1940.

Three years ago in 1938 the Library suggested to the Committee on the Library Project of the Lower Division Examination that investigation be made to see if an objective examination might be substituted for the library project as then given.\(^4\) A sub-committee of the Examination Committee, under Dr. Bussey as chairman, was appointed in the autumn of 1938 to look into the possibility of making the change. This Committee requested the Librarian and the Reference Librarian to gather information about objective examinations given elsewhere and to make sample questions. After some study of the matter the sub-committee thought it was warranted in going forward. The Faculty gave its approval to the experiment in the autumn of 1940. The librarians prepared further questions, and with the help of the Examination Committee the subcommittee, now under the chairmanship of Dr. Mitchie, made up an examination in suitable form which was tried out on two recent graduates and a member of the faculty. After a few corrections the examination was prepared for the students and was given them on May 11. Full details as to the results are not yet ready.

Naturally it will be necessary to study the examination, to go over the questions in the light of the answers, and to make improvements at various points before it is given again. Nevertheless, the signs are seem to show that the testing was fair and the experiment worth continuing.\(^5\)

The one hour objective test covered the use of the catalog, periodical indexes, reference books, evaluating of books and periodicals, bibliographical form and local arrangement and regulations.\(^5\)

In 1941, 122 papers were scored. Out of a possible 200 points the scores ranged from 93 to 138 with the arithmetic mean at 150 and the median at 152.

The following year the committee on the Library Exam revised the exam to make it more difficult and to rule out the possibility of shrewd guessing insofar as
possible. The 1949 scores ranged from 32 to 166 out of a possible 203. The mean was 110.42 and the median 110.88. The final grades in 1942 were distributed as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>6</td>
</tr>
<tr>
<td>B</td>
<td>35</td>
</tr>
<tr>
<td>C</td>
<td>69</td>
</tr>
<tr>
<td>D</td>
<td>37</td>
</tr>
<tr>
<td>E and F</td>
<td>2 7</td>
</tr>
</tbody>
</table>

During the development of the objective test the committee was composed of two faculty members from the English Department, Dr. Elizabeth Mitchie, the chairman, and Dr. Rae Blanchard, together with the librarian and the reference librarian, Margaret Schindler. Dr. Selbert of the Romance languages Department offered helpful criticism as the work progressed. Constant scrutiny and revision of the examination were continued.

The library exam was the culmination of two years of college work, practical use of the library, and planned instruction in library skills. The Freshman English program continued with little revision. As a preface to the first long paper, each class came to the library for an hour's introduction to the librarian, the reference librarian, the catalog, indexes and general encyclopedias. A short exercise was given in the use of these tools, and then the student began work on a long paper requiring a bibliography. As other papers were required, introductions were made to more specialized tools by the reference librarian in her individual day to day meetings with students. The English instructors took the responsibility for teaching correct bibliographical form.

In the sophomore year, students were encouraged to ask questions of the library staff at all times, and as the time for the Sophomore Exam approached, the reference librarian had a series of conferences with small groups of sophomores for review and a question period. At this time an annotated list of reference books prepared by the reference librarian was given to the student
for further familiarization. Any student failing the exam was advised to meet
with the reference librarian who analyzed the student’s paper in an effort to
uncover her difficulty.

It is clear that the main responsibility for this program lay with the
reference librarian. In Margaret C. Schindler, the college found a highly
intelligent and capable person to act as a teacher-reference librarian. Miss
Schindler, the first full-time reference librarian, had much to do with the
development of the library instruction and the library exam. In her analysis
of the success of the program she observed that such a program was feasible only
in a small homogeneous college where faculty interest and cooperation is high.
Further she felt that a program of instruction integrated with class work was
more valuable than a separate course. The incentive provided by the exam and
the possibility of follow-up instruction were other good features of the
program.

A library handbook was also utilized in the orientation of the student.

"The ordinary college handbook offers full information
in order that the advanced students may get all kinds of
aid in the use of the library, but it has consequently
been too long for the new student to absorb quickly. Some
sort of leaflet has seemed desirable, something informal
in tone and brief in outline which will give students,
especially the freshmen, an immediate introduction to the
library. With this need in mind last autumn the Library
planographed an eight page folder which gives a chart of
the building and a concise description of how to find books
and to get services. The whole leaflet can be read almost
at a glance, and with it any student should be assured
that the library is freely at her disposal."

Miss Falley continued to emphasize the importance of a general inte-
gration of library resources with the curriculum. Harvie Branscomb’s insistence
on this in his study of college libraries, "Teaching With Books," interested Miss
Falley and occasioned this comment:

The librarians are familiar with the courses offered through
the syllabi which are kept at the Reserve Desk, the close
watching of the books reserved, and the acquiring of books
and other materials needed in courses. They keep track of
circulation and are alert to suggest the purchase of duplica-
cates. The circulation rules all stress the greatest freedom
of use and are made to protect the group against the careless
and indifferent individual. Related material is watched for
and bibliographies are made. Exhibits are often planned with
the faculty with the interest of various courses in mind.
It is at this point, however, that we dare not feel too com-
placent: more can be done. Mr. Branscomb stresses the fact
that librarians must strain every effort to make their libraries
effective supplements to the teaching program. He goes on,
however, to say that in the end the faculty must be conscious
of the library and its resources, and must be eager to demand
service. We appreciate the fine cooperation of the faculty
that we are now getting, but we must strive for greater coop-
eration and all work towards making each member of the student
body an effective reader.12

ENCOURAGEMENT OF READING

The Goucher curriculum revision of 1934 increased the importance of ex-
tensive reading by students, and the Library actively shouldered the responsi-
bility for encouraging reading in a variety of ways. Most of the measures
instituted at Alfheim Hall continued to be successful at Glitner. Attractive
and varied exhibits were planned regularly and linked with groups of books.
These included a display of early Bibles, a collection of 18th century novels,
"Four Phases in the Development of the Art of Writing," "Learned Ladies of the
18th Centuries," "A Hundred Years of Punch," and "Parts of a Book and Use of the
Card Catalog." The week-end case continued to be popular and regularly featured
books from "Suggestions for Independent Reading," published by the college.
Miss Falley felt that this list, prepared from faculty suggestions, combining
older and current books, was especially helpful in fostering student reading.

As a collection of books suggested for week-end reading,
it has come to be not only expected but depended upon.
If it does not appear at the end of the week, students ask
for it. Weeks later they remember and refer to exhibits
that have been displayed there.13

Recognizing increased student interest in the Library Bulletin of
Current Acquisitions, the Library changed the format, and the publication,
which previously was sent only to faculty members, was more widely distributed.

A series of library teas in the Common Room featured talks on bookish subjects such as "Founding a library of one's own" by Dr. Robertson and "Study in European libraries" by Dr. Gallagher. Interest in the Rare Book Room was aroused by planned browsing days and talks by Dr. Robertson, Dr. Spencer of the Fine Arts Department, and Dr. Mitchie of the English Department. Acquired largely through gifts, the collection, though understandably small, featured several incunabula and elicited much interest from students.

A college library situated at the intersection of two busy streets has a unique problem in coaxing a student into the library when spring fever is at its height. An enterprising adaptation of a narrow plot of ground running the length of the library building in the rear led to the opening of the library garden in 1940. No access to the garden from the building was to be had, so steps were put on either side of a first floor window. Ivy and dogwood were planted, and the Alumnae Association provided garden furniture. Enthusiasm for the project must have been boundless.

That the students appreciate our efforts we are sure, because not only do they work there in fair weather, but we have actually seen them reading there in the rain! 34

Miss Falley again called attention to the college library study written by Harvie Branscomb. 15 She used some of his findings as a measure of the success Goucher had had in stimulating student reading interest. Branscomb observed that an average of twelve books per student circulated in most colleges; at Goucher the figure for 1939-40 was 29.56. While he estimated that a fairly large number of undergraduate students withdrew no books, only three percent of Goucher's students were in this category. 16 Mr. Branscomb urged the use of open stacks, browsing rooms, and a reduction in the number of reserve books. Miss Falley felt that with a relatively small collection, browsing rooms were unnecessary.
...at Goucher we believe fully open shelves, well weeded of worn and out-dated volumes are decidedly helpful as well as truly exciting. This report, however, will not prove that our students appreciate the full extent of our resources, for we are still struggling with a divided campus, the difficulties of getting students to the shelves of the main library, and the books to the widely scattered students. Nevertheless, there is still plenty of evidence that many students are using our collection widely and re-discovering great books along the way.17

Following a scrutiny of the reserve books in 1936, the faculty at Goucher cooperated in an effort to cut down the number of books placed on these shelves. By 1940, the librarian reported a reduction by half in the number of reserve volumes.18

Finally Eranscomb suggested the use of dormitory libraries to stimulate reading. In 1932 the college experimented with such a plan on a small scale, but a lack of funds hampered its progress. Nevertheless Miss Falley regarded the idea as worthy of further consideration.

Late in the year Dr. Julius H. Conroe, the husband of an alumna and the father of another, offered money for a library in the new residence hall to be built on the campus. Tentative lists of books and magazines have been made out.19

Thus in a variety of ways the library continued to encourage reading and acknowledged a willingness to experiment along new lines.

BOOK SELECTION AND ACQUISITION

Under the leadership of Dr. Robertson in 1930-31, the Library crystallized its aims and listed them as fourfold.

1. Development of the book collection, having in mind especially the demands of a new curriculum and the trend towards more independent work.

2. A trained staff to organize the collection and make it easily available and to help the students and faculty to use the resources of the library to the fullest advantage.

3. Appropriate housing and equipment to carry out these purposes.

4. Cooperation as far as possible in the educational program of the college and the encouragement of all kinds of reading, whether required or general.20
Throughout the thirties the staff was gradually increased until it included
the librarian, a head cataloger, an assistant cataloger, a reference librarian,
a head of circulation, and clerical assistants in all work areas. Moreover the
high quality of personnel assured that objective number two was being realized.
The ingenious remodelling of Clitner Hall grew out of objective number three,
and the discussion of the curriculum above indicates the progress made toward
objective number four. In 1940 Miss Falley reviewed the development of the book
collection during the past decade in a comprehensive paragraph.

During the past ten years funds have of necessity been re-
stricted because of the general economic and financial de-
pression. Nevertheless, the Library has kept the first aim
in the foreground. At the same time it has not forgotten
the corollary it stated in 1931 — 'We should aim to build
and keep up a general collection, always trying to maintain
a balance between material needed for frequent consultation
by students and reference material for both faculty and
students.' Nevertheless...we believe we can develop one
line consistently, that of bibliography. We have worked
in this direction...for several years. We consider it
essentially sound to continue along this one line of
specialization.21

The steady growth of the bibliographical collection continued, and by
1940 included practically complete sets of all American trade bibliographies,
the Deutscher Gesamtkatalog, the catalog of the British Museum, General Catalogue
of Printed Books, the Catalogue Generale of the Bibliotheque Nationale, the Art
Index, the Bulletin of Bibliography, the Dramatic Index, the Education Index,
the Industrial Arts Index, and the Bibliographie de la Philosophie. A sampling
of the outstanding purchases for the period includes the Dictionnaire de
Biographie Francaise, the Universal Jewish Encyclopedia, the Encyclopedia
Universalia Illustrado, fifty volumes of the Library of Congress printed catalog,
and the Dictionary of American History. At the same time a concerted effort
was made to fill in gaps in periodical and serial files. For example, in 1942,
eleven volumes of the Library Journal, 11th volumes of the Congressional Record,
and 883 volumes of Blackwood's Magazine were added.22
In the spring of 1935, the Carnegie Corporation made a second gift to the college of music equipment valued at $2500.00. The gift included a Caphart phonograph, a collection of 826 records, 251 scores, and 125 volumes, a cabinet to house the records, and another for the scores.\(^2^3\) In 1939, $457.50 was made available for the purchase of 265 additional records. That same year Carnegie gave $1,341 for books in the field of fine arts and $200 for binding and making the material accessible. Although this gift was not given to the library, it benefited from it, especially since Dr. Spencer of the Fine Arts Department asked other departments for suggestions in the selection of books.\(^2^4\)

The interest in this collection combined with the addition of music courses to the curriculum now necessitated a program of acquisitions in this new field. By 1948-49 the music records totalled 2,219, and the language records 1,772.\(^2^5\)

Equally important in the development of the collection is the withdrawal of books from the shelves. The librarian stated the policy followed at Goucher:

During the year we have withdrawn 323 volumes, This is in line with a definite policy we have been developing at Goucher. In an undergraduate college it seems wise to keep the book collection as alive and as interesting as possible. In other words it is well to keep the shelves as free as possible of lumber, such as out-of-date editions and books in which the interest has died. We can best tempt students with uncluttered shelves. Moreover, it is uneconomical to spend money on the care and repair of unwanted material. Consequently it is our practice constantly to watch our collections. Any book which needs repairing or rebinding is examined to see if it warrants the expense involved or whether it should be replaced by a fresh of a later edition, or by another title. Lost books are given similar consideration and when a new edition is purchased, older editions are questioned. The members of the faculty concerned are always brought in so that the final decision is made from the teaching as well as the library point of view.\(^2^6\)

In 1947, with the move to the county campus in mind, Miss Falley urged further scrutiny of the collections.

We have continued our policy of attempting to keep our collection of books alive, up-to-date. With the move to a new building before us, we should go over each field with the help of the members of the faculty interested...
and weed out unwanted and superseded material. Several years ago this was done in Religion. During the year with the help of the Chemistry Department, we discarded 276 volumes, and with the moving of Physiology we are discarding more books.27

REFERENCE AND CIRCULATION

The function of the reference department in its relations with students, is primarily a teaching function. Group teaching in the classroom and in the library, informal contacts with students working on some particular problem, and the preparation of aids and exhibits are the means used in trying to teach students to make more effective use of library resources.28

In addition to the teaching function described in the section on "Instruction in the use of the library," the reference librarian met with advanced classes in the departments of economics and sociology and political science, and Miss Schindler expressed her willingness to extend these meetings to any group faced with special bibliographical assignments. Work with the individual too was geared to carry out the teaching function.

When a student asks for help with some particular problem on which she is working in the library, an excellent opportunity is offered for instructing in the library tools and techniques necessary for finding the information which she needs. It is the policy of the reference librarian not to find answers to questions, or needed references for the students, but to guide her in finding them for herself.

When the same problem arises many times, and group instruction of those concerned is not feasible, the reference librarian may prepare brief guides or signs which can be posted or otherwise made available to students. For example, a brief explanation of the arrangement and indexing of the Supreme Court Reports has been prepared, and is conspicuously posted several times each year, when groups of students are consulting them for the first time. Such an arrangement not only saves the time of the reference librarian, but makes this assistance available whenever the library is open, whether anyone is on duty in the reference department or not.29

The reference librarian's services were also available to the Faculty and the administration of the college, and the library staff repeatedly expressed the desire to cooperate with the faculty in every way to implement the
effectiveness of the library in the instructional program. The reference department worked in close cooperation with the circulation department to foster a regular program of exhibits. Responsibility for the acquisition and care of pamphlets and government publications received as gifts, for the recording of periodical gifts, and for binding also rested with the reference librarian. A partial list of the bibliographies compiled by Librarian Schindler demonstrates her concern with the importance of tools to acquaint students with library resources.

1. **Fundamental Reference Books, a selected list.**
   Baltimore, Md.: Goucher College Library, 1941.
   (6 p., annotated, revised annually)

2. **Classified list of serial publications of state governments.**

3. **Popular material in economics (chiefly pamphlets used by the Economics and Sociology Department in the revision of their syllabus for beginning economics.**

4. **Scientific periodicals in the Goucher College Library.**

5. **Experiment stations publications.**

Miss Schindler recognized the difficulties involved in keeping statistics on the work of the reference department. Nevertheless, Miss Falley and she began to experiment in this area.

Statistics for a reference department are difficult to keep. What is a reference question? Shall one count simple questions that involve little work such as whether the library owns a specific item? How may one distinguish between questions that may take many minutes or hours of research and those a few minutes with library tools? We have accepted the ALA's definitions, have omitted the first type of question, have counted as a reference question any request that takes instruction in the use of the library or of library records, and as a search question any request that requires fifteen minutes or more to answer.30

In December of 1942, Miss Schindler resigned to go to the Library of Congress, and consequently much of her valuable work was suspended. As the first full-time reference librarian, she had built up an efficient and progressive adjunct to the teaching program of Goucher College.

After music courses were offered in 1935, the growth in the circulation
of records was especially noteworthy. From 1935 to 1938 the number of records
loaned increased by 475 percent and the number of loans made by 632 percent.
So great was the demand that a second person was required at the circulation
desk, a fourth phonograph was installed, and another listening room was opened
on the fourth floor of the building. The demands on the circulation department
increased further when music became a major in 1938-39, and an extra-curricular
interest in music was also in evidence.

For the first time the college faced a summer session in 1943. A
skeleton staff that gave up the vacation period without pay served the students
five days a week. Included in this group was Anna Louise Glantz who was appoint-
ed head of the circulation work in 1936. The college extended an invitation
to enjoy the facilities of the library to the women engaged in the Preclinical
Nursing Program held at Goucher that same summer. Reserve books were sent from
Union Memorial, the Johns Hopkins University, and the Church Home Hospitals,
and visiting students and faculty availed themselves of both the book and
phonograph record collections.

The circulation department handled the move of the biology laboratory
library from Alfheim Hall to Catherine Hooper Hall in the fall of 1946 and also
had custody of other departmental libraries which were shifting locations. The
library on the campus at Towson will be described more fully later, but it
should be noted that the circulation department shouldered the responsibility
for the constant flow of books between the main library and the county during
the period of the split campus.

In 1943 Miss Glantz left Goucher to take a position at the New York
Public Library. Her departure coupled with that of Margaret Schindler seriously
hindered the work of the library. Furthermore the war years made the possibility
of securing professionally trained personnel unlikely. At Dr. Robertson's
suggestion, Dr. Elizabeth Mitchie was added to the staff as a regular part-
time member. A professor of English and chairman of the Library Committee, Dr. Mitchie was a happy choice in the emergency since her special interest in the work of the library had long been evident, and her approach to library problems was enlightened. Despite a heavy teaching schedule Dr. Mitchie handled both the instruction of students in the use of the library and the preparation of the weekend shelf. She gave generously of her time, spending hours in the weekly selection of a theme and appropriate books for the weekend shelf. Miss Falley praised Miss Mitchie's instruction of the students which continued until 1945-46.

We were interested to find when we began to work over the first objective library examination for use in May, that she had acquired a new point of view from her teaching, a new interest in library details, and could bring a richness of new experience to the task which was a tremendous aid in improving our first trial examination. In fact, the experiment of using Dr. Mitchie has been a success in that it has not only helped fill a need but it has also enriched the library by giving it the benefit of her broad experience and training. Furthermore it has strengthened the ties of the library with the faculty.

After her relinquishing of these duties, Dr. Mitchie's loyal support and intelligent advice continued to be important in the history of the Library.

Once more in 1948-49, the work of the reference department was curtailed because of minimum staff. Nevertheless the library personnel continued to strive in spite of insufficient staff to exploit its resources to the utmost and to serve as an integral unit of the teaching program.

**CATALOGING**

Library literature has been increasingly concerned with cataloging problems in the past ten years. The librarian and the head cataloger, Abbie Gammons, were aware of the trend and studied such things as the cost of cataloging a book in relation to the use made of the catalog card and the widely advocated simplification of the cataloging operation. In 1940, Miss Gammons
estimated the average cost of cataloging a book at Goucher to be $0.99. She did not include phonograph records in this estimate and emphasized the difficulties in arriving at an accurate figure. With this figure and the clamor for economy in cataloging in mind, Miss Failey arrived at the following conclusions:

1. Cataloging costs should not be discussed without some consideration of other costs such as the costs of purchasing books, of distributing them to the public, and of reference service.
2. If sufficient money is spent in cataloging a volume adequately, it should mean a saving of time and consequently expense in discovering the book whenever it is desired. The cataloging costs cannot be considered high when such repeated saving is made possible at a later point.

Again in 1941, the librarian outlined the objectives of the Goucher Cataloging Department when she examined the proposed measures for simplified cataloging. Possible greater ease of use by the public, space saving in the catalog, and cuts in the cost of cataloging a book were the results claimed for the simplified process. Nevertheless the Librarian reaffirmed that the library should continue to build an especially strong bibliographical collection, and therefore a scholarly catalog should be maintained as a bibliography of the collection at Goucher. The cataloging department provided a complete and adequate description for all substantial works, but at the same time it carefully selected ephemeral material for a minimum of description. Library of Congress cards were utilized and adapted, and in 1947 the Goucher Library conformed to the new Library of Congress rules for a simplified entry.

As a result of the increasing use of phonograph records Miss Gammons in began a composer catalog of records in 1940. In 1942 Miss Gammons attended the Annual Meeting of the Music Librarians Association because of her interest in the new field. The work with music put an added strain on the Cataloging Department, but the need warranted the time spent.

Little work on new titles was done in 1947-48, but intensive checking
of the subject headings to conform with the Library of Congress headings was
carried out.

In 1946 Miss Gammons resigned and was succeeded by her assistant,
Katherine S. Boude.36

LIBRARY STAFF

We have already spoken of the need for the library to be
a living pulsing organ. This necessity arises in part
because the ever changing body of students that we serve
needs bontinous interpretation of the library tools and
collections. This in turn demands a strong adequate staff.
Goucher is fortunate in having librarians who are well
trained, eager to serve, and extremely loyal.

The Librarian could boast of the professional activities of her staff outside
of the college community as well as the high calibre of service offered in the
library. Her own activities included membership on ALA's Special Membership
Committee in 1935-36, and the presidency of the Middle Eastern Library Association
in 1938-39, in which office she started the movement for a regional library
conference of Pennsylvania, New Jersey, Delaware, Maryland, and the District of
Columbia. She served as chairman of the State Planning Commission of the Mary-
land Library Association in 1940 and headed the state-wide library survey
committee of the State Planning Commission in 1942. She was invited to speak
on this last activity before the Connecticut Library Association in 1946. Miss
Falcoy was an active member of the Association of College and Research Libraries
and was twice elected Maryland's representative to ALA.

Miss Gammons was treasurer of the Middle Eastern Library Association in
1935-36 and that same year was a member of the Advisory Council of the Regional
Cataloging Association.

In 1939 Margaret Schindler was invited to speak on ALA reorganization
at the Maryland Library Association and at ALA in 1940 on "Evaluating the
Adequacy of the Collection." She was first vice-president of the Maryland
Library Association in 1941 and that same year taught reference and book selection at the summer session at the University of Iowa.

Miss Glantz joined Miss Falley as a member of the subcommittee of the ALA Board on Salary, Staff, and Tenure, and was herself chairman of the Maryland Junior Members Round Table of ALA.

With the war years, however, constant difficulties in maintaining adequate staff of high calibre arose. Dr. Mitchie's valuable work has already been described, but eventually the pressure of her teaching duties made it impossible for her to continue in the library.

An intelligent, trained and alert staff is necessary to open fully the resources of the collection to our clientele. Goucher has striven to have such a staff, but of late various reasons have worked against the realization of this policy. First and foremost has been the general upset labor situation caused by the war. For two and a half years we have had a continual turnover of personnel, with the added difficulty of attracting people of the desired calibre with salaries that cannot match those offered by the federal government. It is impossible to maintain a high standard of service as long as these conditions prevail. 37

In addition, appropriations for student assistants were not large, the National Youth Administration's funds for student helpers in the library were cut, and colored help in Baltimore was increasingly difficult to secure. Consequently the remaining professional staff often had to assume non-professional duties. This situation, of course, was duplicated throughout the country, and librarians were hard put to make the best use of available staff.

The most important change in the Library's staff came with Eleanor W. Valley's resignation after thirty years at Goucher College. With her resignation, the period covered by this history ends. Her successor, Mary Elizabeth Miller, had been a cataloger in the Swarthmore and Harvard College Libraries and was Director of the Training Class and Director of Personnel at the Enoch Pratt Free Library in Baltimore for five years. She received her B.S. in L.S. at the
University of Michigan. In her first annual report, the new Librarian paid the following tribute to her predecessor.

After a long and distinguished service as Librarian, Miss Eleanor W. Falley retired in January 1939. The debt of the Library and the College to Miss Falley is a great one. Her imagination and ingenuity in adapting Glitner Hall to use as a college library, her professional attainments and rank in the library profession, and her remarkable development of the book collection in the face of a skeleton budget are recognized by all. Furthermore, Miss Falley succeeded in making the Library recognized as a teaching instrument in the College. 38

LIBRARY COMMITTEE

With Dr. Robertson's naming of a library committee in 1930, an important channel for faculty-library cooperation was reopened. Dr. Wilfred A. Beardsley, professor of Romance languages, served as the chairman for ten years. He was extremely interested in the library and brought to the committee his years of teaching experience and scholarship and a background of wide travel. He was succeeded in 1940-41 by Dr. Elizabeth Mitchie whose work with the library was discussed above. In addition to the chairman, the committee normally consisted of four to six members including the librarian. In 1935-36 as the building competition approached, a maximum of ten members served.

Dr. Mitchie stated that the function of the committee, in her judgment, "was to discuss policies of the library, and to be of assistance to the librarian and her staff whenever possible, so that they might best serve the college." 39 Throughout these years the committee carried out this advisory function and where desirable worked actively with the staff to formulate policies.

The committee sponsored the library teas for the purpose of acquainting faculty as well as students with library resources and services, and as a liaison between the library and the faculty, the committee's work proved invaluable. After studying Harvie Branscomb's work on the college library in 1940, the committee resolved:
1. That the curriculum committee be requested to have its secretary send notices to the librarian of new sources added.

2. to request the faculty to send in reserve lists at least a week ahead of the time they expect the books to be available.

3. to link exhibits more definitely with the teaching program.¹⁰

Dr. Mitchie continued to stress the need for faculty suggestions regarding exhibits, and as a result the displays were more closely linked to the courses and curriculum. Moreover, the teaching staff demonstrated greater cooperation in requesting material, etc.

Three outstanding topics were referred to the library Committee for consideration. The important division of the book fund was developed by the librarian working with the committee and is described in the section entitled "Budget." Careful consideration of the winning design for the library building competition was given by the committee and is discussed in the section entitled "Building Program." In 1942, the members of the committee were especially concerned with the plan for a library in the new residence hall on the Towson campus. Funds were not yet available, but shelving for 4000 volumes was provided. The committee based the selection of books on the Independent Reading List and the tentative lists drawn up for a dormitory library two years earlier.¹¹ A list of 1000 books was drawn up including basic reference books, current periodicals, and general books.

From time to time the committee scrutinized the rules and revised them to encourage the greatest possible use of the library by the students.

RELATIONS WITH OTHER LIBRARIES

The patrons of a college library are rarely encouraged and often rebuffed when they attempt to use the resources of nearby public or private libraries. In a city such as Baltimore, richly endowed with research facilities, Miss Falley recognized the strong temptation on the part of Goucher students to
abuse the privileges accorded them. In her annual report for 1930, the librarian cautioned that the generosity shown to Goucher by other libraries was a most fortunate circumstance, but that care must be exercised to preserve the relationship, and Goucher must reciprocate whenever possible. Accordingly the Library Committee readily accepted Dr. Wheeler's suggestion that a group from the Enoch Pratt Library meet with the Goucher group to talk over problems of inter-relationship. The question of the use of the Pratt newspaper collection was the prime issue, and a workable plan was decided upon. The public library offered the use of such material to Goucher students with special assignments who were to present a letter of introduction from the Goucher librarian.

Furthermore a cooperative effort was to be made by the Goucher Reference Librarian and the Pratt Documents Assistant to aid Goucher juniors and seniors who utilized the document collection.¹²

In another instance the Welch Medical Library made its resources available to Goucher students who were properly introduced. The heavy demands made upon this excellent library necessitated certain bars to free use by college students, but Goucher continued to enjoy friendly relations with the medical library.¹³

The Librarian recognized that there was an increasing sentiment that college libraries should be able to take care of their own undergraduates. Miss Falley was in favor of the greatest possible cooperation with the libraries that had favored Goucher students, and enthusiastically supported the Fine Arts Project sponsored by the Pratt Library.

In this we are pleased to have a part, for if we can offer even a few facilities to other libraries, we can perhaps avoid the unfortunate situation that has arisen elsewhere.¹⁴

In 1939, Goucher began to supply duplicate cards for fine arts materials to the Union Art Catalog at Pratt. Two hundred such cards were sent in 1942, and that same year Goucher sent fifty-six main entry cards of unique interest to the Union Catalog at the Library of Congress.¹⁵
In the spring of 1940, Mr. Van Bensen, the librarian of Fisk University, initiated a periodical exchange for colleges and universities which was eventually called the Duplicate Exchange Union. By 1942 Goucher had submitted two lists, one of duplicate periodicals and the second of duplicate government publications. The idea was to clear the shelves of unwanted material and fill in gaps in the files.

Libraries to which material given | 22
Libraries from which material received | 21
Bound volumes | 151 given | 10 received
Unbound volumes | 108 given | 13 received
Unbound numbers | 253 given | 206 received

Goucher always welcomed the visits of library schools to Glitner Hall. In 1939 the University of North Carolina Library School made a field trip to Goucher, and the Columbia University group visited both Pratt and Goucher. The Catholic University Library School for a time made yearly visits. This group was especially interested in the adaptation of an old building to library purposes. Miss Fallay welcomed these students, since many of the religious faced problems similar to her own in utilizing old or unsuitable physical facilities.

The instruction of a practice student from the Drexel Institute Library school was undertaken in 1939. It was difficult to spare the time for this project, but the staff found it stimulating nonetheless.

THE BUDGET

The first attempt in 1931 to make an objective division of the book fund among the departments was described in Chapter II. Since the fund decreased until 1936, no readjustments seemed advisable. In 1937-38, however, the book fund was increased, and a revision of the plan was undertaken. The 1931 plan had been based largely on departmental expenditures in previous years and a more objective system was desired. Revision of the apportionment of the book fund was based on the consideration of general or outside evidence and specific
or inside evidence.\textsuperscript{17}

The general or outside evidence included the lists of books and periodicals needed by any good college library. The Library Committee used Dr. Randall's findings as a basis.\textsuperscript{18} Using Charles B. Shaw's \textit{A List of Books for a College Library}, Dr. Randall estimated the number of books published in any one year that college departments might buy, and the average cost per volume. The committee then rearranged his table showing percentages to be expended by departments to conform to the departments of Goucher College as nearly as possible.

The committee followed Dr. Randall's procedure and, using the periodical section of the Shaw list, arrived at a similar table for periodical acquisitions. Before the Depression approximately eighty percent of the book budget had been expended for books and twenty percent for periodicals; these figures were considered sound and approved by the Committee.

Specific or inside evidence revolved around the actual use made of printed matter by Goucher College. In the first place estimates were made of the dependence of each course on the library.

\begin{tabular}{|c|c|c|}
\hline
Type & Course & Enrollment & Units \\
\hline
A & Beginning laboratory and language course & 10 & 1 \\
B & Courses using text plus library resources & 20 & 1 1/2 \\
C & No text; complete dependence on library & 10 & 2 \\
& & 20 & 3 \\
& & & 10 \\
& & & 20 \\
\hline
\end{tabular}

Secondly, a minimum number of books was judged necessary for any course, and above that, the number of students enrolled was a determining factor. Ten students equalled one unit and each additional ten equalled one-half unit.

This schedule of units was applied to the courses offered in 1934 and then turned into a table of percentages. A final table was compiled combining both types of evidence and based sixty percent on outside evidence and forty percent on inside
evidence, since the committee considered the latter more arbitrary.

Department heads were interviewed in every case for their approval of the plan. Since modern languages were omitted by Dr. Randall, inside evidence and journal needs were utilized in this area. Another adjustment was made with regard to the Department of Physiology and Hygiene. Goucher was a pioneer in preventive medicine and put great emphasis on the department. The Shaw list included Botany and zoology, while Goucher offered courses in Biology and Physiology.

The Librarian and the committee were aware of difficulties in the method of division. The Shaw list was divided by class, while the Goucher fund was divided among departments. In addition, Dr. Randall's findings were based on current books for one year only and omitted out-of-print books. The committee members questioned their ability to make an arbitrary division among types of courses, the choice of ten as a ratio for class enrollment, and the weighting of the two types of evidence. Nevertheless, the effort to make an objective division of the book fund was noteworthy, and real progress was made.

In commenting on the revised plan, Librarian Falley felt a revision was desirable every five years, and that the drastic increase in scientific literature and other publishing changes during the war eventually rendered the plan of relatively little use.49

In 1941-42 the ALA developed a table of budget figures based on statistics received from fifty-eight libraries serving colleges of fewer than one-thousand undergraduates. This table is given below together with figures for Goucher College.50

<table>
<thead>
<tr>
<th></th>
<th>Expenditure per student</th>
<th>Percent of Educational Expenditure</th>
<th>Circulation per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>for Materials</td>
<td>for Service</td>
<td>for Total</td>
</tr>
<tr>
<td>Maximum</td>
<td>$24.89</td>
<td>$12.86</td>
<td>$71.77</td>
</tr>
<tr>
<td>Median</td>
<td>7.79</td>
<td>13.30</td>
<td>22.39</td>
</tr>
<tr>
<td>Minimum</td>
<td>2.75</td>
<td>5.60</td>
<td>9.42</td>
</tr>
<tr>
<td>Goucher</td>
<td>13.46</td>
<td>28.71</td>
<td>42.17</td>
</tr>
</tbody>
</table>
In no case did Goucher approximate the maximum, but in every case the college exceeded the median figure.

In the same year Goucher was asked to check itself by a preliminary schedule for ALA Classification and Pay Plans.\textsuperscript{51}

<table>
<thead>
<tr>
<th>Categories</th>
<th>Percent points indicated at Goucher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Stock</td>
<td>85.2 percent</td>
</tr>
<tr>
<td>Staff</td>
<td>77%</td>
</tr>
<tr>
<td>Special Services</td>
<td>89.2%</td>
</tr>
<tr>
<td>Building</td>
<td>63.5%</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

The librarian explained that the low figure for miscellaneous expenses indicated a close economy in buying and using general supplies. With the planned move to a new library building on the Towson Campus, the building rating was not considered serious. Four factors kept the staff rating down since the quality of personnel was generally excellent.\textsuperscript{52}

a. one full-time clerical assistant was wanting.
b. salary of one junior professional grade assistant was £300 instead of £1500, the minimum. (Corrected in 1942-43)
c. long working hours (42).
d. no retirement plan for librarians at Goucher.

With the close of the war, the book budget became an increasingly important item of discussion in the librarian's reports.

During the Depression and the war years, a budget of £5000 for books covered our most pressing needs. With the war, paper became scarce, books were published in very small numbers and became out of print or out of stock almost as soon as they appeared. Little reprinting was done. Foreign books were either unobtainable or difficult to find. As a result, a small budget was no great handicap. However, our accession figures show how increased costs reduced the buying power of our appropriation.

With the end of the war we immediately feel the need of increasing the amount available for books as rapidly and as much as possible. Books are becoming more and more available as paper is more plentiful, as workmen are returning to their trades, and as foreign markets open up. Books are being reprinted. Volumes that have been on our 'want' list for years are being secured. Altogether, the
outlook is much brighter except for one thing, the increasing cost. It is dangerous to generalize, but many popular volumes now cost at least twenty percent more than in 1940. If this were generally true we should need $6000 at least to maintain our 1940 standard of buying.55

THE WAR YEARS AND A SPLIT CAMPUS

The spread of a second war throughout the world stressed the importance of libraries as storehouses and disseminators of ideas.

1942-43 marked the tenth anniversary of the burning of books by the Nazis in Germany and the second anniversary of the destruction of the library of the University of the Philippines by the Japanese. Both dates remind us sharply that our enemies fear ideas. But still further they remind us that more than ever before we need to develop a broad foundation of knowledge and to encourage clear thinking if we are to save the world from harmful ideologies.54

Miss Falley observed that public libraries were emphasizing reading on all international problems as well as organizing discussion groups to foster an exchange of ideas and information.

The sheltered college library sometimes seems to be to one side of the turbulent stream of current events. Nevertheless, neither during the First World War nor now has Goucher College withdrawn within itself. It has rather participated actively in both civic and national movements. So in its turn, the Library has followed the interests of the President and of the College, supplying material, preparing exhibits, and undertaking projects of various kinds. Not as much has been done as we should wish. The difficulties that a war brings in its train have complicated our work tremendously. Added to this are the problems that have grown out of the geographical division of the College and the rapid turnover of the staff. However, in spite of obstacles the library has continued to strive to give full service to its public, to stimulate the broadest reading habits among the students, and to keep ahead of the requests growing out of war activities.55

At the request of the College Committee on National Service, the Library made a very practical contribution to the war effort. An organized campaign was begun for the collection of reading matter for the men in training, especially recent issues of magazines. This was eventually called the Victory Book Campaign.
Goucher was among the first to volunteer such aid, and Goucher students helped in the sorting of such material at the Enoch Pratt Free Library. A surplus of periodicals was received, and these were gratefully received by the British Consul and distributed among British seamen. A special appeal for magazines at Fort Meade was answered, volumes were supplied to prison camps abroad, and 138 volumes were given to the victory ship christened by Goucher in November of 1943.

The college also joined in the ALA project to store learned, scientific, and technical journals for libraries devastated during the war in Europe. The Faculty enthusiastically supported the project.

It was not long, of course, until acquisitions abroad were drastically affected by the war.

Our book orders and periodical subscriptions have naturally been affected by the World War. The English journals have come in, though often very late. The continental journals, on the other hand, have been almost completely out of reach with the exception of the Berichte of the Deutsche Chemische Gesellschaft and Das Innere Reich both of which have managed to reach us fairly regularly. In a similar way, we receive most of the English books which we need, but practically all requests for material published on the continent must be searched for in New York City and other American centers, and the streams of printed matter from Europe are about stopped. Because of these conditions; that is because there were numerous foreign continuations that we could not hope to receive and because all foreign books have been less available, we have used the funds that would normally be spent in this direction towards building up the library generally and in purchasing some much needed sets, the foreign books in these instances being obtained in this country.

But the most serious effect of the war on Goucher College was the cessation of its building program on the Towson Campus, some eight miles removed from the Library at Charles and 23rd Streets in Baltimore. Only one dormitory, Mary Fisher Hall, was completed at the outset of the war, and this meant that the 180 students housed there were forced to commute between the campus and the city to attend classes and to avail themselves of college library facilities.
The split campus affected all areas of the college community, but the library faced especially acute problems. The geographical division and transportation difficulties made the supplying of books needed by Mary Fisher Hall students in course work a real task. First, the faculty and friends of the college were solicited and contributed 162 volumes, and the college added a small collection of reference material. In September of 1942, 500 volumes from the main library were sent to the campus; these included background material for courses as well as books of general interest, and the collection was changed at Christmas. A third group was composed of a few reserve volumes requested by the faculty.57

A second effect of the split campus was the curtailed attendance at the library after 6:00 p.m. and on Sunday. Mary Fisher Hall students never returned to the city in the evenings, and city students only rarely. Reserve rules were relaxed to offset the shorter hours. The Librarian regretted that the recreational use of the record collection dropped appreciably with the evening closing of the library and also that some students who preferred to work in the library atmosphere were deprived of the evening hours. Nevertheless, it would have been poor economy to retain the more liberal hours of service.

The third problem arising from the split campus was in many respects the most serious. The geographical division actively discouraged students from coming to the main library at all. The Mary Fisher Hall library, after all, was sufficient to handle only the rudimentary needs of the students there. Miss Falley feared that they would minimize the importance of library resources and services and thus in their isolation from the main library, gain a distorted view of the college library. Faculty cooperation in urging the students to come into the city on free afternoons and Saturdays was forthcoming, but continued surveillance showed the situation was increasingly difficult. In 1943-44 all departments agreed to devote fifteen percent of the "General fund" to buying
books for the campus. Faculty and library staff faced squarely the knowledge that the Library's instructional program was hard hit. Students were not using reference tools in many cases, and the success of the teaching program depended upon the students' presence in the main library. Nevertheless, President, Faculty, and Librarian worked constantly to bridge the gaps in service and instruction.

In the third term of 1947-48, the campus library was expanded and moved to a large room in the newly-completed Humanities Building. A full-time assistant manned the desk, and a telephone near the desk provided constant contact with the main library. The situation was still unsatisfactory, but some progress towards the realization of a library building on a consolidated campus encouraged the staff and students of the College.

BUILDING PROGRAM

As early as 1914, President Guth had noted the gradual infringement of business establishments, rooming houses, and shops on the college location. At that time he hoped for sufficient money to hold a desirable property in Towson, the seat of Baltimore County, and on May 26, 1921, four-hundred and twenty-one acres of land were thus secured. The Librarian, like the administration and faculty, did not know when the plans for a new campus would be realized, but she understood the necessity for far-sighted planning.

As all Goucher looks forward to its new campus and as the words 'Greater Goucher' are on all lips, would it not be well if some definite lines were adopted along which it was hoped to develop the library. I mention this at this time for in casual conversation, I find a number of people thinking of the campus in terms of their own departments and including that part of the library in which they are especially interested in their portion. Naturally the library should be concentrated rather than disintegrated and when the move to Towson is made, as many departmental libraries as possible should be brought to the main building rather than further parts cut off from the main collection. The sciences will always need books and periodicals to use as laboratory material, but because of their great overlapping, it will be well if all science books can be kept
together. If they are grouped in some building other than
the library, the History and Social Science Departments will
suffer, since much of their material is classed with the
natural sciences.60

Throughout the years Miss Falley kept a bibliography, notes, and specifications
on various library buildings as well as specific plans for Goucher's building.
In his convocation address in 1937, Dr. Robertson mentioned that "The Librarian
has accumulated material about the best college libraries," as her contribution
to the planning. Her conviction that patient and extensive planning on the part
of the library staff was an essential component of a successful, efficient
structure remained unshaken over the years.

It was decided that the college should hold an architectural competition
to coincide with the fiftieth anniversary of Goucher in October, 1938. During
the preceding year the Librarian was included in preliminary meetings of the
Planning Committee since the library plan as well as the general development
plan were chosen as the designs to be submitted by the competing firms. Heads
of departments were called in to meet with the Library Committee, and the
librarian and the chairman of the Planning Committee also met with the advisory
architects, Richmond H. Shreve, New York City, James R. Edmonds, Jr., and
Edward L. Palmer, both of Baltimore. A typewritten statement of the aims and
functions of the library and the requirements that should be met in a new building
was prepared.61 A prize of $1000 was provided for the four best designs sub-
mitted.

The Advisory Board, after careful study of the problem,
recommends that an architectural competition be held
under the rules of the American Institute of Architects
for the selection of a college architect through the
preparation of a general development plan for the new
site and the detailed designing of a single building.
The Advisory Board also cooperated with the President
and the Planning Committee in translating the functional
requirements into architectural terms and in preparing
the program of the competition.62

Thirty-five anonymous submissions were made and a jury — composed of Dean
Everett V. Meeks of the School of Fine Arts of Yale University, Gilmore D. Clarke, chairman of the United States Commission of Fine Arts, John A. Holabird, distinguished architect of Chicago, President David A. Robertson, and Professor Clinton I. Winslow, chairman of the Planning Committee of the Faculty — awarded the first prize of $2500 to John C.B. Moore and Robert S. Hutchins of New York. With the first prize went a contract for the first building on the new campus.

The winning architects made the following comment on their design:

The Library is located at the apex of the academic group, between the Humanities and Science buildings. It is intimately related to both. As in the case of the General Plan, the library has grown out of an analysis of its required functions.

The building is arranged about the central control desks in such a manner that one person placed in charge can oversee all principal rooms and circulations, including second floor corridors, access to the stacks, and access to the garden courts. The principal rooms radiate in several directions from the center. Each room has its appropriate shape, independent of the shapes of other rooms. There are no waste spaces or superfluous volumes in the building. Any room may be enlarged or reduced.

There was much interest in the Building Competition on the part of librarians throughout the country. Charles H. Brown, Librarian at Iowa State College, commented that "it is encouraging to find a college which is attempting to make the library the intellectual center of the institution by suitable attention to the physical location and the details of the building." Certainly careful study had been given to the requirements of a new library as well as the general plan. Dr. Moore commented that "in the winning design there is striking correspondence between the arrangements provided and the stipulations of the program." At the same time there was need for further study of the requirements against the background of the finished plan. A criticism of the formula for computing stack area was forthcoming from Robert W. Henderson, Chief of Stack, New York Public Library. Moore and Hutchins had used a formula allowing fifteen
volumes to a square foot of stack area. Mr. Henderson held that this led to
a smaller stack area than anticipated. He recommended use of the "cubook" in
computing stack area since the latter formula gives approximate volumes but the
exact amount of shelf space. To this letter Mr. Hutchins replied that Mr.
Henderson's theory was interesting.

In 1945, Dr. Mitchie, the librarian, Dr. Winslow, and Dean Stimson
composed a sub-committee of the Planning Committee to review the winning plans.
At the end of the year the President suggested that the sub-committee temporarily
drop the architects' plans and reconsider the basic questions raised at the
time of the first specification. The following year the Librarian was made a
regular member of the Planning Committee and together with Miss Gammons and Miss
Nepher spent the entire year preparing material on the details of the building
plan.

The librarian and the Chairman of the Library Committee
have served on the Planning Committee, which has met
frequently to complete plans for the architects. The
basic principles of making the library collections easily
accessible to the teaching areas and of inter-mingling
books and readers has been adhered to and the details
have been fairly completely worked out. The areas de-
vented to the library techniques, such as the Circulation
Desk, the Reference Room, the offices and work rooms are
now points of special study, and throughout the year the
professional staff have been busy over these details.

As a result of the extensive committee work devoted to the building plans, a
comprehensive statement of sixteen pages describing the program of Goucher
College and the specifications for the library growing out of the program was
published on January 8, 1946, and entitled "A Library for Goucher College."
This statement comprises Appendix I and is included in its entirety.

Unfortunately the basic essentials agreed upon were lost sight of in
some cases, and the building planning progressed in a way that was increasingly
alarming to the librarian.
The Library staff was in agreement with the faculty and the planning committee when, in 1945, basic essentials in planning a new library for the college were set up. These were the intermingling of reading and book areas and the juxtaposition of teaching and book areas. At the same time, the staff was keenly aware that basic library essentials must also be preserved if a building is to be administered efficiently and if a collection is to be used easily and fully. As planning went forward, confusion in interpreting the principles originally laid down became evident, and the basic needs for giving library service were lost track of. In the spring of 1948, it reached a point where the librarian as a member of the library profession, found it impossible to give her approval any longer to the methods of planning, to the results of planning, or to the expense that was involved in building and administering the proposed building. Consequently, in March she sent her resignation from the Planning Committee, and on July first she sent the president a minority report.70

The librarian's resignation from the Planning Committee came on March 9, 1948.

In view of the recent meetings of the Planning Committee, I feel that it may be wise for me to offer you my resignation as a member of the Committee. Naturally you will want to know my reasons for this step.

The original ideas for a library had interesting and progressive possibilities, which might have been worked out successfully. As these ideas have developed, the concept of the proper functioning of a library, with all its complexities, has been lost. In my opinion, if the present trends are followed, we shall build a library which will be a place of confusion and in which it will be impossible to give good service.

In working with plans from 1937, on, I have had the interested support of my professional staff and the benefit of their experience. We have kept abreast of new conditions and developments in the field of library service. Our recommendations have been based on the actual knowledge of what goes on in a library, on the needs of faculty and students, and on trends in education. It is disappointing that this technical knowledge has carried so little weight in the development of the plans.

I may be wrong, but we seem to be planning a library unnecessarily costly to build and unnecessarily expensive to administer, as well as one in which it will be difficult to give satisfactory service to faculty and students. On these grounds the building will certainly draw criticism in the future from librarians and administrators. As a librarian serving on the Planning Committee, I feel very keenly the responsibility for such criticism. I should like, therefore, to be released from serving on the Committee.71

After her resignation, the librarian wished to make clear the reasons for such
a step and on July 9, 1948, she submitted a minority report to the president.

I should like to explain why I disapprove of the methods and the results of our planning. Since my resignation the Library of course has had no part in shaping the final plans that are accepted. Up to that time we worked seriously on each set sent down by the architects.

From the first, any contact between the Librarian and the architects seemed blocked. It was not until the later winter of 1947 that the Librarian was occasionally asked to sit in with them and with the President and the Chairman of the Planning Committee. Because of this, she never had the opportunity to discuss fully with them the innumerable details of a library that only a person working within a library knows. She had no opportunity to define library terms or to explain the library's need of definite administrative areas and their relations to each other and to the public. The technical knowledge of the Library Staff and, indeed, of the library profession was to a large extent brushed aside.

The following basic essentials were agreed upon by the Faculty, the Planning Committee and the Library Staff:

1. Intermingling of reading-book areas, much as is now done in the present library building.

2. Juxtaposition of the teaching areas and the reading areas. By this the Staff understood some covered passageway linking the library with both class room areas. It did not visualize a runway through the main floor of the library, or permanent class room within the library. The original passageway was placed on the main floor, cutting off the reading-book areas from the administrative areas, but keeping each reading-book area from the confusion caused by the passing of classes. This feature the Librarian reluctantly accepted, first pointing out the difficulty of keeping either portion as quiet as was desirable.

These basic principles could have been kept. At the same time, the basic principles of good library planning should also have been kept. The mingling of the two should have resulted in a building somewhat novel, certainly interesting, but quite practical to administer.

Nevertheless, the following basic library essentials are violated in the final plans.

1. Non-library traffic is now channeled through the center of the administrative areas of the library. A runway back and forth between the Humanities Building and science building passes directly in front of the Circulation and the Reserve desks, the librarian's office, and near the cataloging, the order, and the bibliographical rooms, cutting all of them off from the card catalog and the reference room. This will cause confusion and difficulty in giving service. It will also complicate work within the cataloging, order and reference departments.

2. The correct relative positions of the administrative areas are ignored. As suggested above, reference is too far from bibliography. Order and cataloging are across the stream of traffic from the Card catalog and reference room. Furthermore, the order and the cataloging departments should be quiet spots and need not be attached to the Circulation desk.
3. Horizontal shelving is sacrificed - a condition that will be harder on the public than on the staff. As now planned, the books are to be shelved with one module on three levels, from the main level to a mezzanine, and on one side of the building to the ground level also. These levels will be reached by frequent stairways. But the principle that a class of knowledge such as political science for instance can be arranged in three levels is unthinkable. Nevertheless, political science has about 5500 volumes. What about physics with less than 900 volumes?

4. Control is decentralized. An open-shelf library calls for careful control. Three control desks manned by full-time assistants, as will be necessary in the building as now planned, are too expensive and are unnecessary in a library of our size.

5. The library as planned is an intermixture of library offices, and class rooms. It will doubtless be necessary for a while to use the building for many extraneous purposes, but we should, as President Robertson at first insisted, plan a building that will eventually be only a library.

6. Details such as the size of furniture and the spaces within areas seem to be considered either from the public library or the business administration's point of view, and not with the work of a college library in mind. For example, any library asks for 100 square feet for each work desk, because, with book trucks and other library equipment, that much space is needed in connection with work, even a stenographer's desk. Business management says sixty square feet per desk is sufficient for its needs. In many of their plans, our architects have placed three desks within a 90 square feet area.

On June 12, 1948 the cornerstone of the Julia Rogers Library on the Towson Campus was laid, but construction continued to be delayed. Strikes and the rising cost of materials had held up the building program after it had resumed at the close of the war. The residence halls were given priority. Despite the fact that inadequate library service continued, in some respects it was well to delay the building of a library, the plan of which was open to controversy.

With the close of Eleanor Worthington Malley's distinguished career as librarian of Goucher College, this history ends. However, a cursory examination of the events of the ensuing two years may serve as an introduction to the future history of this college library.

Dr. Otto Frederick Kraushaar became the president of the college in 1948-49, and that same year Mary Elizabeth Miller became librarian. Although
Miss Miller had had no real voice in the plans for the library building, she too was alarmed at the proposed plan and as the year progressed she and Dr. Krausshaar advocated a drastic change in the plan. Such revisions were made, and happily, ground for the new library was broken in December of 1950. The master plan placed the new college library at the focus of the group of academic buildings, and at present the Julia Rogers Library is scheduled for completion in the late spring of 1952. Thus the hope for a "Greater Goucher" is at last being realized, and at the heart of the college community is its library.
Footnotes Chapter III

1 Statement by Eleanor W. Falley, interview, op. cit.

2 Librarian, Annual Report, 1937-38, p. 5.

3 Ibid.


6 Ibid.

7 Librarian, Annual Report, 1941-42, p. 2.

8 Ibid.

9 A.B., Beloit College, 1928; M.S., Columbia University, 1936.

Appointed Reference Librarian, 1936.

10 Schindler, op. cit., p. 489.


12 Ibid., p. 5.

13 Librarian, Annual Report, 1941-42, p. 10.


16 Librarian, Annual Report, 1939-40, p. 3.


19 Ibid.

20 Ibid., p. 1.

21 Ibid.


29 Ibid., p. 18.
30 Librarian, Annual Report, 1941-42, p. 11.
31 A.B., Goucher College, 1929. Appointed Assistant in the Library, 1929, Senior Assistant, 1935, Head of Circulation Department, 1936.
32 Librarian, Annual Report, 1942-43, p. 3.
33 Ibid.
34 Ibid.
35 Ibid.
41 Librarian, Annual Report, 1941-42, p. 5.
42 Librarian, Annual Report, 1937-38, p. 3.
44 Ibid.
46 Ibid., p. 11.
49 Statement by Eleanor W. Falley, interview, op. cit.
51 Ibid., p. 2.
52 Ibid.
53 Librarian, Annual Report, 1945-46, pp. 5-6.
55 Ibid.
56 Librarian, Annual Report, 1940-41, pp. 9-10.
60 Librarian, Annual Report, 1922-23, p. 4.
63 Ibid., pp. 10-11.
65 "Goucher College Campus Competition," a reprint from Pencil Points, December, 1938, p. 738.
71 Ibid., p. 2.
72 Ibid.
Like the libraries in most liberal arts colleges, the Goucher College Library had humble beginnings. From 1888 until 1914, the small collection of books was housed in a classroom in Goucher Hall, and Dean Van Meter and Dr. Sheflloe of the faculty served as librarians. In 1915, two floors in Alfheim Hall were turned over to the Library, and the following year, the first full-time librarian was appointed.

Under the able leadership of Eleanor W. Falley who was appointed in 1919, a period of gradual expansion began. In spite of inadequate funds, the Depression of the thirties, World War II, and a split campus, the collection grew and additional staff members were appointed. The housing conditions of the Library improved with the move to Glitner Hall in 1934. That same year the curriculum revision, instituted by President Robertson, stressed the importance of wide reading and the role of the Library as an integral part of the teaching program of the college. As a result, reference work increased, instruction in the use of the Library was instituted, and the Library began to function as a laboratory.

The main library in Glitner Hall, a four-story building, includes reading areas and stacks, Rare Book Room, College Archives, Newspaper Room, Reference Department, Bibliographical Room, library offices, and four listening rooms for students of music. The present collection of the library consists of 87,324 volumes, 11,321 pamphlets, 419 current periodicals, and 2,266 music and language records housed in the main library, the science departmental libraries, the dormitory library in Mary Fisher Hall, and the County Campus Library. The latter, located in Van Meter Hall, is an important branch of the main library and consists chiefly of reference material and books reserved for required reading in classes on the new campus.

The adjustments made necessary by the split campus put a strain on all library resources in the 1940's. Nevertheless every effort was made to overcome
the obstacles in the path of good library service. At present, the Julia Rogers Library on the Towson Campus is nearing completion, and plans are being made to move the Library into the new building in the summer of 1952.

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* The figure for supplies is included with that for binding until 1938.

† Includes newspapers as well as journals.
### TABLE 1

**BUDGET STATISTICS FOR THE GOUCHER COLLEGE LIBRARY, 1920-49**

| Total Budget | Salaries | Books and Periodicals | Binding | Supplies
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* The figure for supplies is included with that for binding until 1938.

† Includes newspapers as well as journals.
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ACCESSION STATISTICS FOR THE GOUCHER COLLEGE LIBRARY, 1920-49

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* Includes volumes purchased from the Bright Collection

† Includes newspapers as well as journals
### Table 3

**Distribution of Titles by Subject in the George College Library**

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*Greek and Latin Department until 1936.*

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* Greek and Latin Department until 1936.
### TABLE 5

**SUBJECT AND DEPARTMENTAL DEVELOPMENT**
**IN GOUCHER COLLEGE, **1888-1949**

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<th>Year</th>
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<th>1902-03</th>
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- ✓ courses given in
- * Department
- • Department or courses disbanded
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<td>755</td>
<td></td>
<td>177</td>
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</table>

### Subjects
- **English**
- **Mathematics & Astronomy**
- **Biology**
- **Chemistry**
- **Physics**
- **Classics**
- **Romance Languages**
- **German**
- **Physiology and Hygiene**
- **History**
- **Political Science**
- **Economics & Sociology**
- **Philosophy**
- **Psychology**
- **Music**
- **Fine Arts**
- **Physical Education**
- **Religion**
- **Education**

* Includes Faculty Borrowers.

* Includes Faculty Borrowers.
### TABLE 6

CIRCULATION AND RESERVE STATISTICS WITH COLLEGE ENROLLMENT

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Average daily attendance</th>
<th>Total no. student borrowers</th>
<th>Total student circulation</th>
<th>Reserve Books handled</th>
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<td>1949</td>
<td>755</td>
<td>177</td>
<td>15,249</td>
<td>15,616</td>
</tr>
</tbody>
</table>

* Includes Faculty Borrowers.
student for integrating her own educational program. They have shown a high degree of intellectual and moral development.

The Goucher College program can be conducted most effectively for a relatively small number of students. In 1946 there is an enrollment of about 300 who live in the new residence hall. It is hoped that the enrollment will not rise above 350, of whom about 100 will live in halls. It is hoped that the Goucher College education is planned in terms of its functions in relationship to the educational program. That program is set forth in the College catalogue.

The goals of general education at Goucher College are these:

(1) to establish and maintain physical and mental health; (2) to comprehend and communicate ideas both in English and in foreign languages; (3) to understand the scientific method in theory and application; (4) to understand the heritage of the past in its relation to the present; (5) to establish satisfying relations with individuals and with groups; (6) to utilize resources with economic and aesthetic satisfaction; (7) to enjoy literature and the other arts; (8) to appreciate religious and philosophical values.

Reasonable progress toward the attainment of these is measured by a general examination and other evidence at the end of the sophomore year, and again at the end of the senior year. The program is regarded as one that continues throughout life.

During the last two years specialization in a field is expected, and achievement is measured by a comprehensive examination in that field at the end of the senior year.

Means to attain the goals of general education, progress toward which is required of everybody, vary with the experience, abilities and interest of the individual student. There is no ad hoc course organized in relation to an objective. Traditional departmental organization is continued because so general in American universities, the individual student being expected to integrate her activities in relation to the objectives of general education, and to her special field. Departments are grouped in divisions. Courses which are a convenient means of aid are organized by departments.

Educational influences outside of courses, and even outside of the College as well as inside of it are considered in measuring a student’s progress toward the goals of general education.

Freedom to organize her own curriculum from among the courses offered by the College, and from among other available means toward attainment of her goals is allowed each student under careful guidance by a member of the faculty who acts as her guidance officer. This freedom throws responsibility upon the
student for integrating her own educational program. They have shown a high degree of intellectual and moral maturity.

The Goucher College program can be conducted most effectively for a relatively small number of students. In 1946 there is an enrolment of 585, of whom 300 live in the residence halls. When the second residence hall is ready the enrolment can be expected to rise to 700, of whom about 360 will live in halls. It is hoped that the enrolment will not rise above 1,000, of whom about 700 may be in residence. Residence in a hall is an important part of the Goucher educational experience. It is hoped that students living at home in the city may be related to residential groups, as are those who live outside of college buildings in Oxford and Cambridge and Yale.

The total enrolment is not in itself a clear index to the number of users of a library. Branscomb ("Teaching with Books") has summarised investigations by librarians in various institutions showing that in some colleges less than 25 percent of student reading was done in the library, that the "proportion of students who use the library each day is a relatively small part of the entire student body"; that "college faculties are making only a limited use of the library in their teaching work"; that "in a number of colleges there seems to be better libraries than needed". On the other hand, in a few colleges with educational programs throwing responsibility upon the individual student, the percentage of the student body withdrawing books for use in students' rooms or using books in a central library building may be as high as 68 percent. Goucher experience in its city location with proximity to other libraries does not afford a completely useful basis for estimating the number of readers on the Baltimore County campus when the College has been completely established there. The library methods of Goucher professors, and the experience of Pennington and institutions with similar programs and condition would suggest that about 75 percent of the enrolment when the College has been removed to Towson will use the library.

The faculty includes 65 persons in 1946 when the student enrolment is 585. When the enrolment is 700, the faculty is likely to number 70. When the students number 1,000, the members of the faculty may be 100. Members of the faculty maintaining intimate relationships with students have afforded advice concerning books in their own fields not only to students in their classes, but to those assigned to them for guidance, and those who voluntarily have sought assistance concerning reading. Members of the Goucher faculty have been active in research in their own fields, especially in research libraries elsewhere during the summer.

The Goucher collection of books in 1945 includes 63,000 volumes distributed in the following divisional and departmental groups:

Science
Biology 2,547
Chemistry 1,238
Mathematics and Astronomy 1,387
Physics 775
Physiology 2,073
Psychology 1,396
Physical Education 236

(9,652)

To the library and the education of members of the faculty and students, "the appropriate basis for knowledge and learning should be as near as possible to the appropriate habitat of the person". Books about the sciences should be close to the laboratories of the sciences; books about the humanities should be close to the offices by teachers and students of the humanities. Books about the social studies should be close to the space used for instruction.
and learn Humanities subjects. Therefore such general statements have meant departmental classics continue in remote halls, 2,001 buildings. They are just as much a part of life as the library is in the library building by 2,387. The library equipment and its use. German the information was similar, 1,919 items; music requires listening room and music. The auditorium in a college may be in a music building or in a college auditorium in the Philosophy of Congress, the Department of Fine Arts, the library building, or in the Walker Gallery, or in the Metropolitan Museum of Art, or even in a library of a college. Some subjects in the social sciences in Social Studies, the use of equipment, statistical machines and charts which may be essential to an appropriate book collection. If there is agreement about utility of keeping the expense association, the teachers, the students and the books, architecture and design given a single rate can solve the problem of space for instruction and use of books.

Miscellaneous 13,209 (13,209) (83,738)

The most important requisites of a satisfactory library plant is careful planning. Annual increments may be estimated as follows, planning can scarely be overestimated. The university library building is a complex, highly specialized structure. No intended for particular books, and its success in meeting the requirements of the institution depends upon how well it is adapted to the functions which are expected to perform. As has been emphasized, those functions as 156,000 aid to educational objectives. At 1955 the functions are 156,000 aid to the educational objectives of the library in the 1965 evaluation, and by the methods 183,000 to achieve them. A clear understanding of the role of the library in the educational pattern of the institution is fundamental to the success of any building program. To arrive at such an understanding it is believed that for the present educational program of Goucher College with the additional library facilities available in Baltimore and Washington, there should be no need for more than 200,000 books.

Books have been ordered by the librarian for departments according to instructional needs of the departments. They are arranged according to a modified Dewey Decimal System. To change the system even to a better one would be so expensive that the present system will be continued.

Such a program results in very intimate association of teachers and students in small instructional units, in laboratories, conference rooms, in residence halls and in the library. The Goucher policy with regard to the relations of books, teachers and students has been approximated in the language of the Bibliographical Planning Committee of Philadelphia, quoted by Wilson, "The University Library" (1945): "There appears to be more effort directed at bringing facilities into the closest contact and association, faculty, students, and books, in agreeable surroundings and under conditions conducive to maximum of results."

To secure "the closest contact and association of members of the faculty and students with books", places of instruction and learning should be as near as possible to the appropriate books. Books about the sciences should be close to the laboratories of the sciences. Books about the humanities should be close to the rooms used by teachers and students of the humanities. Books about the social sciences should be close to the space used for instruction
and learning in those subjects. Heretofore such general statements have meant departmental libraries, sometimes in remote laboratory buildings. They might just as well mean laboratories in a library building were it not for the inconveniences created in the library building by laboratory equipment and its use. Some subjects in the humanities have similar problems: music requires listening rooms which may be in a music building or which may be in a Coolidge Auditorium in the Library of Congress; the Department of Fine Arts requires visual material either in an art museum, which may be remote as the Walters Gallery, or the Baltimore Museum of Art, or even the National Gallery of Art in Washington, or else in a library of a college. Some subjects in the social studies likewise involve the use of equipment, statistical machines and charts which may be needed in a space adjacent to an appropriate book collection. If there is agreement on the desirability of keeping in close association, the teachers, the students and the books, architects, if given a tabula rasa can solve the problems of juxtaposing space for instruction and space for using books.

"The most important requisite of a satisfactory library plant is careful planning. The necessity of detailed preliminary planning can scarcely be overestimated. The university library building is a complex, highly specialized structure. It is intended for particular purposes, and its success in meeting the requirements of the institution depends to a great extent upon how well it is adapted to the functions which it is expected to perform. As has been emphasized earlier, these functions are determined by the educational objectives of the institution and by the methods used to achieve them. A clear understanding of the place of the library in the educational pattern of the institution is fundamental to the success of any building program. To arrive at such an understanding is the first step in planning. An intelligent plan will insure that the library building is adapted to local needs and conditions." (Louis Round Wilson, The University Library, p. 158)

"The function of the building committee is to make a thorough study of the library needs of the institution and to accumulate the data necessary for planning a suitable structure. With the objectives of the library clearly defined, the committee should determine the local needs systematically by consulting the representatives of all departments as to their needs and desires. The future educational plans of the university, so far as they can be ascertained, should be incorporated in the plan. The committee should draw upon the experiences of other libraries by studying plans of existing buildings, by consulting with librarians and building committees of other institutions, by visiting recently constructed libraries, and by making detailed studies of the needs of different units of the library in performing the services which the university may require of the library. These preliminary studies or memoranda should show the capacity of the building, the different types of facilities needed, the allocation of space to meet their detailed requirements, and other items which should enable the architect to prepare his plans." (Louis Round Wilson, The University Library, p. 160)

The Goucher College Faculty Planning Committee has sought in accordance with such principles to develop specifications regarding functions in terms useful to the architects. I present them herewith.

David A. Robertson
Specifications for Library and Instructional Structures for the Baltimore County Campus of Goucher College

General Conditions

Goucher College is a liberal arts college. The educational program is built upon stated objectives with the lower division devoted primarily to general education. The upper division provides for specialization with a continuation of general education. This program makes desirable, and the size of the College makes possible, a close physical relationship of the areas housing the book collection with those planned for classroom and laboratory use. In their regular catalog position on the shelves rather than providing for a "reserved" books taken from the collection for use elsewhere. This also requires provision at a central location of information as to the location of books.

Definitions

Library: As used in these specifications, the Library is that area housing the technical library services, the reading and shelving areas, and such specialized rooms or spaces as are listed under the term.

Divisional Areas: As used in these specifications, this term shall apply to all areas intended primarily for teaching purposes including class-rooms, laboratories, teachers' offices, departmental conference rooms, lecture halls, etc., as listed under the term. For convenience, such listings will be under four headings: Humanities, Social and Philosophical Studies, Biological Sciences, and Physical Sciences. This four-way description of needed facilities need not imply four buildings or four wings.

THE LIBRARY

Functions

Stated briefly, the functions of the Library are:

1. To serve a student body of 1000 young women, one-third of whom may be living off the campus.

2. To serve the faculty in their teaching and research.

3. To provide adequate facilities for the library staff.

4. To house a collection of nearly 100,000 volumes immediately and provide for expansion to care for double that number.
Principles

1. Access to the books by faculty and students shall be ready and free. Cataloging, recording, and shelving should implement this accessibility. Juxtaposition of book space and classroom and laboratory space is desired.

2. The reader should be protected from noise and other interruptions. This means that reading space is not to be used as traffic arteries from one classroom to another. For protection of the reader as well as for greater informality, reading comfort and close association of book and user, it is desired that book space and reading space be intermingled. This suggests relatively small rather than monumental reading rooms and in addition semi-private and private cubicles and studies as well as tables and chairs between the shelves of books. On the basis that exposure of students to books is valuable, there should be a general intermingling of reading space and bookshelving so that as many students as possible be brought in touch with all kinds of books. Among other things, this suggests, so far as practicable, shelving "reserved" books in their regular catalog position on the shelves rather than providing for a "reserved book room."

3. There should be such circulation facilities as to make the books most readily available to all potential users. This involves the recording of all books taken from the collection for use elsewhere. It also requires provision at a central location of information as to the location of books.

4. There should be assistance to the reader in locating materials. This requires, probably in a central location, the provision of card catalogue, bibliographical aids, periodical and other indexes and, possibly, general reference materials.

Location

Provision should be made for the following:

Easy and direct access from the divisional areas to the Library.

Planning and placing of the Library in relation to site and other structures so that ample provision can be made for future expansion of the shelving facilities up to at least twice the capacity herein called for.

Service and freight entrance by road, preferably at basement level.

Construction

Flexibility of plan is desired so as to meet changing needs.

Adequate lighting of all useful space is of prime importance.

Sound control is an important consideration.

Translucent partitions, in some places movable partitions, may be used.

Arrangement

The main entrance should offer direct and easy access to the Main
Circulation Desk. On this floor should be:

Main Circulation Desk
Card Catalogue

Reference materials
Bibliographical services
Cataloging services
Order and accessions facilities
Librarian's office
Coat room

All traffic in and out of the Library, except at the service and freight entrance, must pass a circulation desk. This does not mean a turnstile, but only that desk is in full view of traffic. To facilitate the movement of books in trucks, floor levels and "stack" levels should correspond.

In order that the Library user may be protected from noise and other interruptions, reading space is not to be used as traffic arteries from one classroom to another.

Capacity

It should be possible for approximately 500 persons to use the library facilities at one time. The following table gives the number of readers that the various reading spaces should accommodate.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Item</th>
<th>Persons</th>
<th>Persons</th>
<th>Each Room</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Reference</td>
<td>75</td>
<td>75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Periodical</td>
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<td>50 - 75</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Conference</td>
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<td>30</td>
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</tr>
<tr>
<td>10</td>
<td>Indiv. Studies</td>
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<td>75 - 100</td>
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<td>10 - 12 (?)</td>
<td>Reading Areas</td>
<td>20 - 30</td>
<td>240 - 290</td>
<td></td>
<td></td>
</tr>
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</table>

Small tables and chairs may be provided in the large aisles of the shelving area at any level.

Detailed Requirements of Various Rooms and Areas

a. Main Circulation Desk and Card Catalogue

The center of the library services is the Main Circulation Desk. It should be on the main floor level near the Card Catalogue. Amount of space required, including 100 linear feet, is required. Piles will occupy 15 square feet.

b. Reference Room

It should be possible for approximately 500 persons to use the library facilities at one time. The following table gives the number of readers that the various reading spaces should accommodate.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Item</th>
<th>Persons</th>
<th>Persons</th>
<th>Each Room</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>75</td>
<td>75</td>
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</tr>
<tr>
<td>1</td>
<td>Periodical</td>
<td>50 - 75</td>
<td>50 - 75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Conference</td>
<td>10 - 20</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Indiv. Studies</td>
<td>75 - 100</td>
<td>75 - 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 - 12 (?)</td>
<td>Reading Areas</td>
<td>20 - 30</td>
<td>240 - 290</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Small tables and chairs may be provided in the large aisles of the shelving area at any level.
to the divisional areas occur. These should be located so as to be most accessible to the divisional areas concerned and should be as few as possible. When classes are not in session, these exits should be closed.

The Main Circulation Desk should have not less than 1280 square feet total area for work-room space back of counter, counter service, public space in front of counter, shelving space (open to students) for reserved books, and counters. The reserved book shelving will require 300 square feet. The main circulation counter must be 15 feet in length. The reserved book counter, adjacent, must be 15 feet long. The Card Catalogue should be openly accessible to the College public. It requires a total area of 1725 square feet. These net areas should not be taken to include the necessary space required for entrance to and egress from the Library generally.

b. Reference Room

This room or area is devoted primarily to the use of reference material, encyclopedias and the like, which is not ordinarily shelved with other books. There should be seating for 75 people. A small office (100 square feet) is desirable, adjacent to this room or as an enclosure within the room. Shelving, 183 lineal feet, is required. Files will occupy 65 square feet.

Total area: Seating, 1875 square feet; office, 100; shelving, 180; files, 65; gross, 2250 square feet.

c. Reading Areas

It is desired that reading space and book shelving be intermingled, with the books related to each division of instruction as near as possible to the corresponding divisional area. Each reading space shall seat not more than approximately thirty readers. This is intended to avoid large reading rooms. It will be necessary to provide for a maximum of 260 readers in these areas together with the shelving of the entire book collection except the reference materials and the rare book collection. The more nearly these spaces can be kept concentrated and still closely related to the divisional areas, the better the solution.

In addition to the seating for 240-290 readers, there shall be from 75 to 100 carrels on the periphery of the shelving areas. These should be not less than 3'6" by 5' each.

d. Bibliographical Facilities

Since the essential tools of the order and cataloging departments are here, space must be provided for bibliographical materials very near to the Order and Accessions Room and to the Cataloging Room. It should also be adjacent to or in close proximity to the Reference area. To avoid the expense of a second catalogue, rooms (d), (e) and (f) should be on the main floor level near the Card Catalogue. Amount of space required, including 100 lineal feet of shelving, is 450 square feet, to be used by both the staff and the public.

e. Cataloging Room
This should be near the Card Catalogue and adjacent to the Bibliographical and Order and Accessions areas. It must not be a thoroughfare for access to other rooms.

Net area required, 650 square feet.

f. Order and Accessions

This space would contain maps, charts, slides, files. It should be related to the Librarian's Office and near the Receiving Room. A book lift from the Receiving Room should be provided. There should be a storage closet.

Net area required, 350 square feet.

g. Librarian's Office

Note relationship to Order and Accessions Room (f). This room should not be far removed from public access. It will require an adjacent cloak room with wash bowl and toilet.

A space of 500 square feet (? may be provided for this unit.

Net area, without cloak room, 225 square feet.

h. Periodical Room

Since many of the magazines are specialized and highly useful in the divisional area, it is desired to shelve current periodicals (and perhaps some bound copies) not alphabetically, but by subject groups. They would then be arranged in the periodical space in as close relationship as possible to the reading areas shelving the related books. The periodical room should be located preferably on the same level as the entrance from the divisional areas in order to be readily available to all groups. It should seat from 50 to 75 people, mostly informally, although a few tables will be needed. The room may be broken into sections by shelf arrangements.

Area required is as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Periodical shelving</td>
<td>118 sq. ft.</td>
</tr>
<tr>
<td>New book shelf</td>
<td>15 &quot;</td>
</tr>
<tr>
<td>Newspaper rack</td>
<td>13 &quot;</td>
</tr>
<tr>
<td>Reader's space at tables (24-32)</td>
<td>600 - 800 sq. ft.</td>
</tr>
<tr>
<td>&quot; &quot; informal (26-43)</td>
<td>936 -1548</td>
</tr>
<tr>
<td>Total</td>
<td>1882 - 2494</td>
</tr>
</tbody>
</table>

i. Rare Book Room

This will be used for the exhibition and storage of rare books as well as for receiving guests to the Library. A fireplace is desired and convenient access to a kitchenette which may also serve the staff room. Area required, 700 square feet.

j. Staff Room

Area required, 225 square feet. In addition there should be a rest room, large enough for a cot or two and a wash room with toilet and shower. Access to a kitchenette is required.
k. Archives. No special location is required. Area should be 300 square feet, approximately.

l. Map Room

This space would contain maps, charts, slides, films. It should be related to other reference space and may be a mezzanine gallery in the Reference Room. Area required, 300 square feet.

m. Conference Rooms

Two conference rooms, one seating 10, the other 20, with a movable partition between them if feasible, should be provided. Total area, 750 square feet.

n. Micro-photograph and Film Storage

A space of 500 square feet (?) may be provided for this unit. Location is left to the architect.

o. Individual studies.

Ten studies, of approximately 65 square feet each, with easy access to the book shelving area but capable of being shut off from the other activities of the building, will be needed.

p. Listening Rooms.

For use of music and language students using records. Total area, 600 square feet.

q. Stock Room.

This will need 150 square feet of area and may be in the basement.

r. Toilets and Coat Rooms

Population to be served consists of:

- An ample lobby will be required at the main entrance.
- 1000 students, all women
- 100 faculty, 25 percent men, 75 women
- 15 on library staff, all women
- 12 employees, 50 percent men, 50 percent women

Suggested provisions

For men faculty and guests:

- Two toilet rooms on different levels. Coat room in one
- Next to the main floor level.

For women faculty:

- One toilet room on an upper floor.
For women – students, faculty, guests
On various levels, to total –
Toilets and wash bowls.

Include space accessible from the Library, may be provided for
Large coat room near the most popular entrance with
wash bowl and toilet added.

For library staff
One wash bowl and toilet in Librarian’s Office
Two wash bowls and toilets on main floor – near
Circulation Desk
One wash bowl, one toilet, one shower – connected with
Staff Room
One wash basin in Cataloging Room.

For Employees
Toilets, wash bowls, lockers and rest rooms in the
basement for twelve men and women, six each.

Service Provisions

Janitor’s supply room in basement.
Janitor’s closets on all floors.
Housemaid’s sinks on all floors.
Public telephone booths should be provided at different
levels, not in the cloak rooms. Direct access from
car to library is needed in bad weather.

t. Elevators and Stairways

Adequate elevator service for book trucks and passengers must be
provided.

u. Air-Conditioning

Consideration should be given to air-conditioning, particularly in
the book-shelving areas.

v. Lobby

An ample lobby will be required at the main entrance.

w. Basement

The following may be placed in the basement:

Janitor’s Supply Room
Washrooms, rest rooms for employees
Receiving Room and Work Room
Stock Room
Heating Plant
Room for Book-binding and Repair
Room for Newspaper storage and Micro-film
Vault and General Storage Space
x. Out-door Reading Space

Inclused space, accessible from the Library, may be provided for outdoor reading if feasible.

The Mary Milton Calkins Library Fund of $1,000 was established by a member of the Goucher College Faculty for the purpose of providing additional library space.

The Class of 1912 Fund was established in the twenty-fifth reunion of the class. The fund amounts to $625.

The Class of 1902 Fund of $305 was established in 1925 in memory of Helen L. Robinson, a member of the class.

The Class of 1913, upon the occasion of its tenth anniversary, made a gift to the College of $2,500, and has since increased its gift to $3,050.

The House Freshman Fine Arts Fund was created by the class of 1910 and named in recognition of the honorary member of the class. The income of this $3,055 endowment policy is used for lectures or to purchase pictures or reference books for the house in fine arts.

The Martha Clarke Fulton Library Fund was established in 1936 with a gift of $2,000 by Mrs. Martha Clarke Fulton '96, in memory of her daughter, Martha Clarke Fulton.

The W.C.B. Grout Library Fund of $1,000 was contributed by the Alumni Association as a memorial to William Corns Lawrence Grout, Ph.B., former professor of mathematics. The income is to be used for the purchase of books and equipment for the department of mathematics.

The Elizabeth Goucher (Class of 1905) Library Fund amounts to $550, and the income is used for the purchase of books and magazines for general library use.

The William Wesley Gauth Library Fund was established by the Students' Organization of the College in 1920 as a tribute to President Gauth. The fund now amounts to $800.

The Amada Hooper Phillips Library Fund was donated in the form of two ground rents of the value of $2,250 by Mrs. James E. Hooper as a memorial to her aunt, Mrs. Amada Hooper Phillips. The income is used for the purchase of books for general library use.

The Anne Knobel Robertson Fund was established by her friends for the purchase of books, especially newly published books which might have interested her if she had lived to read them. The subscriptions to the fund now amount to $5,533.

The Janet Palmer Robinson Fund of $500 was established by the class of 1896 in June 1919 in memory of one of its members.
APPENDIX II.

ENDOWMENT FUNDS DESIGNATED FOR THE USE OF THE LIBRARY

The Julia Catherine Baldwin Library Fund of $4,000 was given by Mr. Summerfield Baldwin as a memorial to a daughter; the income is to be used for the purchase of books on social science subjects.

The Mary Whiton Calkins Library Fund of $1,000 was established by a member of the Goucher College Faculty for the purchase of books on philosophy.

The Class of 1892 Fund was established in June 1917 on the occasion of the twenty-fifth reunion of the class. The fund amounts to $625.

The Class of 1902 Fund of $305 was established in 1925 in memory of Helen E. Robinson, a member of the class.

The Class of 1913, upon the occasion of its tenth anniversary, made a gift to the College of $2,500, and has since increased its gift to $3,640.

The Hans Froelicher Fine Arts Fund was created by the class of 1914 and named in recognition of the honorary member of the class. The income of this $3,055 endowment policy is used for lectures or to purchase pictures or reference books for the courses in fine arts.

The Martha Clarke Fulton Library Fund was established in 1934 with a gift of $1,000 by Mrs. Martha Clarke Fulton '96, in memory of her daughter, Martha Clarke Fulton.

The W.C.L. Corton Library Fund of $1,000 was contributed by the Alumnae Association as a memorial to William Curns Lawrence Corton, Ph.D., former professor of mathematics, the income to be used for the purchase of books and equipment for the department of mathematics.

The Elizabeth Goucher (Class of 1905) Library Fund amounts to $550, and the income is used for the purchase of books and magazines for general library use.

The William Westley Guth Fund was established by the Students' Organization of the College in 1920 as a tribute to President Guth. The fund now amounts to $800.

The Amanda Hooper Phillips Library Fund was donated in the form of two ground rents of the value of $2,250 by Mrs. James E. Hooper as a memorial to her aunt, Mrs. Amanda Hooper Phillips. The income is used for the purchase of books for general library use.

The Anne Knobel Robertson Fund was established by her friends for the purchase of books, especially new and published books which might have interested her if she had lived to read them. The subscriptions to the fund now amount to $5,533.

The Janet Palmer Robinson Fund of $500 was established by the class of 1894 in June 1919 in memory of one of its members.
The Joseph S. Shefluee Memorial Fund of $1,250 was contributed by friends and alumnae of Goucher College in memory of Joseph S. Shefluee, a member of the faculty from 1890 to 1919. The income is used annually for the purchase of books in the field of Romance languages.

The Jeannette Eisenbrandt Stauffer Library Fund of $2,000 was donated as a memorial to Jeannette Eisenbrandt '16, by her parents. The income is used for the purchase of books for general library use.

The Thaddeus P. Thomas Library Fund of $1,300 was donated by the alumnae as a memorial to Dr. Thaddeus P. Thomas of the Department of Economics and Sociology with the understanding that the money be used over a period of ten years ending in 1948 for the purchase of books in Dr. Thomas' field.

Other Funds for the purchase of general library books are the Goucher Club of Baltimore Fund of $321, the Mary Motte Dever Fund of $62, and the Elizabeth D. Browne bequest of $247.

Goucher College. Statement. The Women's College of Baltimore, Prepared for distribution to the General Conference of the Methodist Episcopal Church, Cleveland, Ohio, 1896.

Goucher College Bulletin, 1890-1951. (The Bulletin of Goucher College is issued as a numbered series and was known as the Program of the College until 1913, the name of the College having been the Women's College of Baltimore until 1910. It comprises the college catalog, announcements of the college program, annual reports of the President of the College, restricted at irregular intervals, lists of outstanding books purchased, etc.)

Goucher College Library. List of Books Added, 1929-36. Whitman Collection. (Supplemented by Ledger Lists, 1933-35)


Articles


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Goucher College Bulletin, 1890-1951. (The Bulletin of Goucher College is issued as a numbered series and was known as the Program of the College until 1913, the name of the College having been the Woman's College of Baltimore until 1910. It comprises the college catalogs, announcements of the college program, annual reports of the President of the College reprinted at irregular intervals, lists of outstanding books purchased, etc.)

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"Goucher College Campus Competition," a reprint from Pencil Points, December, 1938, pp. 735-50.

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Goucher College Library Financial Records.

Librarian's Reports to the President, 1918-1950.

Library Committee Minutes.

Library Gifts, a folder.