

ments. Books and magazines considered were examined by teachers and librarians for teachability and readability.

Books purchased were first placed in the general library on reserve. Later a classroom library was set up. This soon proved impractical because the rapidly increasing enrolment in the field and the expanded number of related courses offered made the effective administration of the materials extremely difficult. Accordingly, aviation materials have for the most part been returned to the general library. Temporary classroom collections are, however, established as needed for selected units of instruction.

Our present organization now appears to meet adequately the instructional needs in aviation. Since, however, flexibility is an essential of functional library administration, the library staff is alert to the possibilities of developing new methods of making materials available when and where they are needed. Changes in circulation routines and location of materials will accordingly be made as required. Streamlining of ordering and cataloging routines to maintain a steady flow of ac-

cessions is particularly helpful in meeting the changing needs of new fields of instruction.

The development of attitudes, habits, and skills in the effective use of tools of learning is an important function of each course in the curriculum. The attainment of these goals demands much more than the selection of appropriate materials and the location of such materials where they can be used most effectively. The methods for attaining these ends represent a significant instructional problem upon which teachers and librarians must work together in all fields.

Summary

1. The function of the library in terminal education is identical with its function in every other aspect of the educational program.

2. The selection of materials for some of the newer vocational courses requires the cooperation of practitioners in vocations as well as of teachers and librarians.

3. Flexibility of administration is a significant aid to meeting the instructional needs of an educational program.

By JOHN BLANCHARD MACINNES

The Small Private School for Men

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DURING MY INCUMBENCY as librarian of Nichols Junior College the library was completely reorganized with a view to

making it fit more adequately the needs of the institution. The educational program carried on was entirely professional and largely terminal, although some students did transfer after graduation to four-year colleges for further work in business administration. The great majority of the students went directly into business after graduation—that was before the

war—and the library facilities were organized and operated with that fact in mind. It was, in the main, a technical professional library for students of business and, to a lesser degree, a general library for their enjoyment and for other uses.

An ordinary complete system and routine of college library service was maintained, which there is little need for me to discuss. Two especial aspects, however, do stand out, which may be of some interest to others engaged in the field.

Guidance and Personnel Program

The first direction in which the library facilities were unusually developed, I think, was in relation to the guidance and personnel program. The school carried on an elaborate guidance program under the administration of the department of psychology, managed by two instructors, the dean, and three members of a Boston personnel firm, the Miller Associates, Inc., which specializes in personnel consultation and education. Under the leadership of the department of psychology the whole faculty were encouraged and expected to engage to some extent in guidance work. In that way the guidance program was a cooperative undertaking with the faculty, in a literal sense, under technical professional guidance. Specific vocational orientation was facilitated through an advisory council of business men, who sponsored the further extension of the guidance program under actual conditions of employment in various selected firms which cooperated with the institution to this end. The actual operation of such a program involved a considerable amount of supervised, directed reading over a wide variety of subjects, with conferences under a quasi-tutorial system, and it was at this

juncture that the library facilities came into fullest use. A considerable amount of appropriate material was acquired and the librarian was expected to be conversant with it and with the problems involved in specific cases and, if need be, to supplement assigned readings by additional reading recommended by him on his own initiative. Such a program necessarily required some familiarity with the fields of psychology and vocational guidance but was eminently worth while in terms of enthusiastic response and significant results.

Available funds were limited for the amount of material needed, and accordingly a staggered system of assignments was worked out by the librarian and the other faculty so that greater efficiency could be had both in the use of students' time and of the library facilities, while at the same time avoiding unnecessary multiplication of reserve copies. A considerable amount of bookkeeping was entailed at first but in time was whittled down to easily feasible proportions. The library became, along with the conference room, the veritable center of the guidance program.

Thesis Preparation

The second aspect of library service at Nichols Junior College that merits description concerned the thesis requirement for graduation. Naturally, the library was used a great deal in the preparation of theses. The selection and use of material—books, periodicals, and current government publications, as well as occasional private material—were made under the supervision of the librarian and involved frequent conferences as to scope of treatment, range of subject matter, availability and accessibility of materials, and methods

of research and writing. The librarian was chairman of the faculty committee in charge of theses and research work, and the emphasis was laid as much on technique and apparatus as on the actual or alleged significance of the papers themselves. We did not expect a student at the fourteenth-grade level to produce a great piece of research, but we did demand an honest piece of work, thoroughly and accurately done after adequate, but not elaborate, investigation and research.

Little Adult Education

There were no extension classes, no night school classes, and only occasionally public lectures of such a character as would warrant their being regarded as adult education. What few there were pertained to the field of international relations and involved very little use of the library by the public, although its limited

resources in that direction were never refused to any one.

Education in Business Administration

In general, the school was organized and operated chiefly as an institution of terminal education in business administration. To this end the subjects pertaining to business education were telescoped into a two-year intensive course, the general policy being to attain an integrated program of correlated subjects in the field, with little else of a general nature. In this connection the library was thought of, not as a storehouse of great literature, but as a kind of book-laboratory, not a place for browsing especially, but rather a place for hunting out and for exploring. It was the librarian's job to see that the library facilities could and did meet this purely utilitarian end adequately, effectively, and quickly.