

library administrator? Here is a brief list, each with its converse:

KNOW HOW TO SPEAK—and how to listen.  
KNOW HOW TO WRITE—and how to read.  
KNOW HOW TO WORK FAST—and how to do nothing.

KNOW HOW TO DELEGATE—and how to retain.

KNOW HOW TO CREDIT OTHERS—and how

to take blame.

KNOW HOW TO CHANGE YOUR LENS FROM WIDE TO NARROW—and how to be blind.

KNOW HOW TO WIN LOYALTY—and how to be loyal.

If anyone knows of such a paragon, have him write to UCLA. We have an opening at the bottom, at \$3500 per year, with nowhere to go but up.

By KATHLEEN CAMPBELL

## The Librarian as Administrator

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BOTH Dr. Lawrence Clark Powell<sup>1</sup> and Dr. Maurice F. Tauber<sup>2</sup> discussed this matter of "The Librarian as Bookman or Administrator" a number of years ago. Dr. Powell took the side of the librarian as bookman, and while he pointed out that a "passion for books is the greatest single asset a librarian can have," he nevertheless agreed with Dr. Tauber that to be a bookman was not enough—the librarian must be an administrator as well. These articles by Powell and Tauber cover the subject very well in a general way, but I should like to point out the situation in the small university library.

Various dictionaries define "bookman" as "a scholar," and it is with this definition in mind that I wish to discuss the matter. In the beginning, I want to say that I can think of no more ideal combination for a librarian than that of bookman-administrator, but in the small university library, the talents of a bookman could be lost, and I am quite sure that he might find himself somewhat unhappy in his job.

In the small university, for the most part, funds are limited, and the library budget usually is inadequate to meet the current needs of the teaching faculty to say nothing of building up rare book and scholarly collections. Of course, in every library the librarian must be responsible for the selection

of books of a general nature in all fields, and he will, if he is alert, take the initiative in maintaining the strong collections in his library. The small university is an undergraduate school primarily, offering no advanced degrees beyond the Master's, and even then, in many cases, only in restricted fields. Then, too, there is the question as to whether money should be spent for scholarly or rare book collections at the sacrifice of generally needed library materials. The teaching load in the small university is apt to be heavier than in the large schools, again because of inadequate funds, thus limiting time for research and consequently publication by faculty.

A librarian even though he be a scholar cannot possibly know the highly specialized materials in all fields represented in his library. Therefore, he should make use of the knowledge of his faculty who are, or certainly should be, specialists in their fields. Furthermore, and justly so, many faculty members consider their part in the building of library collections not simply a privilege but an inherent right based on the assumption that the function of the faculty is to guide students in their reading and the responsibility of the library is to offer bibliographic aid and to make materials available for use. In fact, as gift collections come to our library, members of the faculty are invited to look over the material of a highly specialized nature and to assist the librarian in determining whether such material should be added to our library or offered to libraries in the Pacific Northwest Region having strong collections in the subject field concerned. Such cooperation, in

<sup>1</sup> Powell, Lawrence Clark, "The Chief Librarian: Bookman or Administrator?" *Stechert-Hafner Book News*, 3:13-14, October 15, 1948.

<sup>2</sup> Tauber, Maurice F., "Bookman and Administrator," *Stechert-Hafner Book News*, 3:73-74, March 15, 1949.

my opinion, gives the faculty an added interest in the library.

In the small university library, the librarian usually must carry full responsibility for administration since the size of the library and the budget do not warrant an administrative assistant. If an assistant librarian is designated, he has other duties, such as head of a department, and has little time for much else than minor administrative duties. This means that the librarian should be familiar with procedures in every department in the library in order to understand the problems of staff members, to interpret and to coordinate the work of the library, and to determine policies intelligently. Also, because of a limited staff, it is not unheard of for the librarian, in an emergency, to carry a departmental schedule or to supervise work within a department.

Public relations with faculty is an important part of the librarian's work. In the small university, many hours a week go into conferences with faculty regarding library policy, faculty needs, and most important, the acquisition of library materials since a limited budget requires selective acquisition.

In Montana, the librarian of the State University is, by law, chairman of the State Library Extension Commission. In this capacity, she is expected to carry her share of responsibility for library development in the state, to work with librarians, organizations, individuals, and legislators in securing financial support for the Commission, to assist communities in organizing libraries and in improving their library service, which means some travel through the state (and if you have ever been in Montana you can understand what travel means) to assist in preparing the budget, to call meetings of the Commission, to represent the Commission at various conferences, and to do the most unexpected things at the most unexpected times. The services of the Chairman are gratuitous except for travel expenses, and are considered by the university as a service to the state. Needless to say, these duties represent many "administrative" hours.

The librarian of the small university seems to be pretty well bogged down with the organization and administration of his library doing his best to make his library collections available and his services efficient. He might

have "a passion" for books, but the position of acquisitions librarian is vacant and book requests are flowing in, so he foregoes his "passion" and supervises order work along with his regular duties; or he might like to visit book shops and discuss books by the hour, but the closest book stores are more than 500 miles away, and even worse, no money has been allocated for this purpose.

Perhaps in the final analysis, the administration of the library of a small university is not so very different from that of the large university. However, the large university library because of size of staff and organization usually has one or more administrative assistants on the staff. With the librarian relieved of administrative duties, he is free to devote his time to books and to scholarly and rare book collections—or at least this would seem to be the case in Dr. Powell's library.

Now as to what can be done toward training better library administrators. Last summer, I had the pleasant and interesting experience of teaching "College and University Library Problems" in one of the library schools in the West. The class consisted of students both *with* and *without* library experience. Many of the inexperienced students were unable to grasp the essentials of library administration because they had no idea of the organization or operation of a library, and working in competition with experienced students, naturally they were frustrated. Since a knowledge of library organization is necessary for understanding the basic problems connected with a library, or even a department within a library, it seemed to me then that a student should have at least a period of good observation in a library before being admitted to a library school.

I have been somewhat surprised at the number of library school graduates, with no experience of any kind other than the usual two or three weeks of field practice, who have applied for supervisory and administrative positions in libraries. I say surprised because I am wondering if this is an indication on the part of some library school graduates that they consider themselves trained for supervisory or administrative positions upon leaving library school.

Dr. Lowell Martin, in his article entitled, "Shall Library Schools Teach Administration?"<sup>3</sup> brings out some important points.

He agrees that there is a place in the first year curriculum for a course in library administration, but his article is concerned with the need for something beyond that first year—a further development, “in which the teaching of library administration is built around the ‘administrative process’.”

If library schools are to undertake the job of training executives, then there are the questions which Dr. Martin asks, “Shall all students be trained as administrators? If not, who will select the ‘elite’, and on what basis?” Certainly the answer to the first question can be “no” since all library school students are not potential administrators. The second question might be answered by management’s method of executive officers selecting promising young men and women in their firms to be trained for executive positions. But there is a further question to be answered. Since all administrators are not potential teachers, who will decide which librarians are successful administrators as well as qualified teachers and have the ability to train library executives?

In a recent issue of the *Library Journal* Richard Dahl,<sup>4</sup> law librarian of the University of Nebraska, discusses the “case system” as a means for teaching library administration in our library schools, and this method of teaching deserves some thought. Dr. Martin in his article also refers to the “case system” as a possible means for presenting library administration, but does not the “case method” presuppose a knowledge of library organization? So again we are back to the problem as to whether students should have an observation period in a library before being admitted to a library school.

A student upon leaving library school finds his interest in a certain department of a library, and if he has ability and is ambitious at all, in time he will become a specialist in the field represented. However, he may have administrative potential and a desire to develop it. This necessitates a transformation from specialist to “generalist” because in the small

university library, at least, he must understand what the various specialists in his library are talking about in order to do something about it. The problem involved is how shall the “generalist” be developed. Whether the passive methods of teaching and lectures or the active development methods of learning through practical experience, or both, are to be employed in training executives is a matter which must be decided by library administrators and library schools alike. For my own part, I should imagine that an ideal way to groom an administrator for a small university library would be a concentrated in-training program of say from six months to a year in a large well-administered university library where the candidate could work directly with the librarian and his administrative assistants. This would give the candidate an opportunity to observe many and varied administrative problems, to have a part in solving them, and to broaden his administrative background. He would then be in a position to adapt his training to his own library needs. The difficulty involved here, however, would be whether the large library executive and his administrative assistants would be willing to give the time and to assume responsibility for training administrators for the library profession. The task is not an easy one nor can it be accomplished overnight. Management has spent years and hundreds of thousands of dollars in training executives for business. After all, library administration is not too far removed from business administration. Certainly the same factors are involved: finances, budgets, organization, and personnel; building, equipment, and long-term planning. A little training in that “modern school-of-public-administration” that Dr. Powell speaks of may not be completely out of place in the book world. In fact, by the time that Dr. Powell has finished with his spring semester class at Columbia University (and I quote Dr. Powell—“of all things, a class in library administration”) he probably will want to tackle this matter again in the expanded form of “The Librarian as Bookman, Administrator, or Pioneer in the Administrative Process”—he, of course, discussing the training of library administrator.

<sup>3</sup> Martin, Lowell, “Shall Library Schools Teach Administration?” *COLLEGE AND RESEARCH LIBRARIES*, 6:335-340, September, 1945.

<sup>4</sup> Dahl, Richard C., “The ‘Case System’ for Library Schools,” *Library Journal*, 79:17-20, January 1, 1954.