

SUGGESTIONS FOR THE FUTURE

This report would be amiss if there were no suggestions for possible future action in regard to the question of bookmen in the library. First of all, it should be stressed that the chief officer of a library who is only a bookman is only half an officer. This point has been discussed before, and does not need repeating here. Assuming that the chief librarian is both a bookman and an administrator, he should be interested in the perfect blending of these two essentials in his supervisory officers and other professional staff, even though some of the latter may not have any real administrative responsibility.

The most striking and most comforting conclusion is that the library school personnel and the librarians have both been thinking of this problem of training in book knowledge. Deficiencies there are, and as libraries have grown in size and complexity, the day of the encyclopedic librarian is disappearing. Even bookmen recognize this limitation—many book dealers and collectors have become specialists. Library schools can do an efficient job if they will develop the sensitivity of students to books and other graphic materials which are essential for the scholarly work of researchers in the university library. The school librarian, the children's librarian, the public librarian will have to be just as aware of their materials and their uses.

The beginner must be given a chance to grow. There are several roads to becoming bookmen, according to the bookmen themselves. But "reading" is essential to all of them. While librarians have not always been generous with their staffs as to permitting reading on library time, this should not dis-

suade those who are really interested.

As I was completing my remarks on this topic, I chanced to examine a new volume which came across my desk, *Books and the Mass Market*, the Fourth Annual Windsor Lectures at the University of Illinois Library School. I was particularly intrigued with the paper by Harold K. Guinzburg, president of Viking Press and a friend of librarians. Mr. Guinzburg's paper is concerned with "Free Press, Free Enterprise, and Diversity," a topic which he covers admirably. But it is one of his closing paragraphs which is relevant to our discussion today. He writes as follows:

This [lack of interest in reading and buying books] seems to indicate that our educational system is at least in part culpable. The remedy may lie in improved methods of inculcating in students a love of books as a necessary adjunct to a satisfying life. Many teachers, well aware of the situation, are asking, "Are those whom we graduate going on with their education through reading? Are we producing cultivated adults who will find good books a *sine qua non* of the good life?" The system of required reading in schools and colleges might be changed so that young people are not forced to struggle through difficult 'classics' which bore and discourage them, but rather are given exciting contemporary writers which stimulate their interest in the book as a source of pleasure and lead them on toward more difficult reading—equally stimulating after proper preparation. Seeking satisfaction in good books must somehow be made automatic for an educated American. Only thus can the schools refute the statement recently made by George Gallup after a study, that "our educational system is admirably designed to keep our nation immature."

By LAWRENCE CLARK POWELL

The Excitement of Administration

Dr. Powell is librarian of the University of California, Los Angeles, and visiting professor of library service, Columbia University, 1954.

UP UNTIL NOW I have kept my mouth shut about administration, believing it is something one does rather than talks about

doing. About books, however, I have done more than my share of talking, so that I have come to be branded as a bookman. I resent this, for I am proud of the administrative scars I bear, each one earned, I can assure you; honorable, yes, not honorary.

There has been a good reason for all the talking I have done about books. No matter

what one says about them, books can't talk back. Administration is different, it's dangerous. Administration is people—living, breathing, talking people, one's very own people—and one cannot talk administration except in terms of people, who can and do talk back. I say "one" cannot. What I mean is, I cannot. The fact is there has been a great deal of non-human, even inhuman talk about administration, about the skeleton of administration which is the organization chart, the span of control, the flow of work and all the rest of the jargon of so-called scientific management and human engineering.

I must confess that I am uneducated in administration. The year I was in library school Sydney Mitchell was on sabbatical and no course in administration was offered. Besides, Mitchell's course, I was told, was not one in "Theory of Library Administration," but rather a river-like monologue, flowing through areas of what he himself had done as an administrator and of what he had seen others do, always pragmatic, never theoretical. Fortunately for me, I did have his course later, unofficially, and without credit, taken at breakfast, lunch and dinner, roundabout the West, in the course of a friendship that flourished until his death two years ago.

For seven years after leaving library school I was a simple bookman, uncorrupted by administrative responsibility; and then suddenly, the good old days came to an end, and I found myself an administrator, in charge of a medium sized university library poised on the crest of the post war boom, equipped with nothing but instinct, blind confidence, and natural bossiness. If President Sproul had any misgivings about my overnight transformation, he was kind enough not to reveal them to me. My secretary *then* is my secretary *now*, and for two reasons: first, she had sense enough not to tell me what to do, and second, I had sense enough to learn a few things from her by keeping eyes and ears open, and mouth shut.

In the ten years since then I have seen my library grow to major size, in books, staff and organizational complexity. We now have an administrative chart, a span of control and a flow of work—all of this *ex post facto*—and we find ourselves willy-nilly an administrative training school.

As for that little exchange of viewpoints

Professor Tauber and I had a few years ago, we were both right: the best chief librarian will be both bookman and administrator. If a man can have only one of the two qualities, I am prepared to admit that a library will perhaps suffer the least from an unbookish administrator than from an administratively ignorant bookman. The best administration comes from teamwork. I do not know of any chief librarian anywhere who incorporates *all* the administrative bookish virtues, but I do know of several, including myself, who have reinforced their own weaknesses with assistants who have the missing elements needed to form a whole.

It is not easy to keep from the schizophrenia which threatens the chief librarian. The bookstack is an alluring sanctuary from administrative trouble. And the temptation of turning into a practicing psychoanalyst, with overwrought faculty and overworked staff for patients, is easier to embrace than the comparatively austere life of a bibliographer.

Now I find myself on the way to Columbia to teach library administration. This program was planned before I received the call from Dean White, and what was originally planned to fill a fifteen minute gap in these proceedings, turned into the necessity of accumulating a long semester's reservoir of words.

Every class must have a text. I looked around for one. When I asked one of my staff, whom I knew had taken a library school course in administration, for a likely text, he told me that they had been taught that the first modern treatise on the science of administration was by a Frenchman—Henri Fayol's *General and Industrial Management*. I straightway read it, and found it typically French in its inhuman lucidity, found it logical and true, as far as it went. Reading only this, however, would give one a wrong idea of the French, as I knew them from having lived as a student in a French pension and observed there the head of all French organization—the woman, the true head of the family. Monsieur Fayol writes like a bachelor who lost his mother when he was a baby.

No, this sort of dry-as-dust text would never do. I thought of an earlier time, of my favorite century after the twentieth, the seventeenth. I knew I was running the risk of another scolding from Professor Tauber at

my playing the escapist again, but I found myself ineluctably drawn to a seventeenth century treatise on human engineering, a manual of conduct for public people written by a Spanish Jesuit. In understanding myself, my own religion of Quakerism has proved most helpful, but in understanding others, I have found that I could learn much from the Jesuits, the greatest of all administrative orders. This Jesuit treatise has been translated into a dozen languages since it first appeared in 1653, the latest of which appeared only last year in England. I first came across it twenty years ago in a bookish doctor's waiting room, and while being a bookman in Britain three years ago, I found four earlier translations into our tongue.

It is called *A Truthtelling Manual and the Art of Wordly Wisdom*, and the author is Balthasar Gracian. It is composed of maxims—some would call them platitudes—which are worldly, practical, and timeless. Some of them are also rather cynical.

The quintessence of the advice which Gracian offers his readers might be summed up as follows: Know yourself, your weakness as well as your strength; know also how to conceal shortcomings and make a discreet display of your merits. Others, however, are at the same game, so *they* must be known as well. Penetrate behind their masks; be something of a clairvoyant, see through them and divine their thoughts. Do not exaggerate, and remember, also, that truth itself can sometimes be used in order to deceive. Combine the subtlety of the serpent with the candor of the dove. Think with the few and speak with the many. Neither hate nor love on a permanent basis and remember that a friend turned enemy is the most dangerous of all foes.

I recommend this very human treatise to those who are practicing library administration. It is not recommended for beginners.

Here are the headings of some of Gracian's administrative maxims, with my own comments thereon:

KNOW HOW TO DISCOVER EACH MAN'S THUMBSCREW

No comment.

BE A MAN WHO CAN WAIT

Many things come to him who waits, but not always the ones he has been

waiting for.

KNOW HOW TO CHANGE YOUR FRONT

Important when the potential donor to your library turns out actually to be a seller and not a giver.

KNOW HOW TO MAKE A GOOD EXIT

From the President's office when he says no, not a cent more this year. Get out even faster when he says yes.

KNOW HOW TO SAY NO

To the Business Manager when he suggests you give over half of the catalog department's space to house an irrelevant activity.

KNOW THE MEANING OF EVASION

No comment.

ALLOW YOURSELF SOME DEFECTS

Minor ones, of course.

KNOW HOW TO FURTHER ANOTHER'S PLAN TO ACCOMPLISH YOUR OWN

Regional cooperation.

WITHOUT LYING, DO NOT SPEAK THE WHOLE TRUTH

Might have something to do with annual reports and budget requests.

DISCOVER SOMEONE TO HELP YOU SHOULDER YOUR MISFORTUNES

Associate Librarian.

KNOW HOW TO LET BLAME SLIP UPON ANOTHER

Assistant Librarian.

What happened to this oracle named Balthasar Gracian? With his treatise in his hand, he must surely have ended as Governor of Granada or Captain of Castile! Not quite. The fact that he was a bookman got him into trouble. He published works critical of his superiors, and when they ordered him to cease and desist, he stubbornly kept on doing it, in fatal contrariness to his own advice to others. How very human! He was stripped of his offices and sent into exile, and even there his desk drawer was searched for evidence of disobedience.

I do not want to end on a note of cynicism or futility. I like administration. Running a library (and that means knowing also when to run from it) is my idea of heaven-on-earth. What are the qualities I am going to tell my students are needed for success as a

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

Miss Campbell is librarian, Montana State University.

BOTH Dr. Lawrence Clark Powell¹ and Dr. Maurice F. Tauber² 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

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

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