

The religious life of a college is worthy of considerable attention from faculty members and students. In a state educational institution such activity is left to the churches and outside organizations for the most part. There is much to be gained by bringing to the campus outstanding religious leaders who will stimulate and unite the different groups toward a co-operative purpose, that of encouraging the spiritual development of the students.

10.

College Chapel, the Library, and Other Matters

College Chapel

Fifty years ago, daily chapel was held on almost every college and university campus. Usually attendance was required. A hymn was sung, the scripture was read, a prayer was offered, and a second song closed the service. Perhaps some announcements were made. It was a daily, official recognition of an overruling Power with which the institution desired to keep in harmony. Chapel was nonsectarian.

The value of chapel was never debated in the day of the small college; it was accepted without argument. As the institutions grew, students could not be accommodated in the chapel. When fewer clergymen were appointed as college presidents, there was less insistence upon a religious service. When student organizations increased in number and importance, chapel notices became a nuisance. Gradually the service was discontinued.

The writer attended chapel at Oxford, England, before the first World War. All students were required to be present. "Dirty rollers" were students who tumbled out of bed and went to answer

chapel roll call in pajamas and overcoat without having performed their ablutions. In the 1920's, I attended an Oxford Chapel again and found practically no one there but the choir and the clergyman. The war was very hard on the college chapel.

And so it was abandoned for the most part. There had been a very real social value in assembling the students and faculty together once a day. How much of a spiritual imprint was made on the average student, it is difficult to say. Certainly, it was appropriate and desirable to have the entire student body bow before God each day and recognize His supreme authority. Few institutions have the facilities and means to continue a dignified, optional chapel service as is still carried on at Harvard University. If required chapel can be resumed; I am for it. An optional chapel requires a paid choir, and certainly the attendance will rarely justify the effort and expense.

H.

College Chapel

In the dictionary, several meanings are given for the word *chapel*; in fact, nine appear in the pages of a recent publication. These definitions begin with the statement that a chapel is a private or subordinate place of prayer or worship. From there the word is extended to mean a room or building for worship in a college or a royal court. In the ninth definition, the word *chapel* is defined as a body of printers belonging to a printing house. Although used in several other relations, in the college world *chapel* is identified with an assembly of students where a varied program is carried on, with scripture reading, a short prayer, sometimes brief remarks, closing with a variety of announcements, changes in schedules, meeting arrangements and pep talks. The chapel services in early days had a purpose now almost wholly lost. As a matter of fact, the daily meeting under the pressure of time schedules has been superseded by weekly or monthly assemblies. Without doubt something of value has disappeared with this change.

In his comment on the value of prayer to a college president

my colleague has made a simple but eloquent plea for the spiritual faith of a college president. If prayer can be of great help to him, it would be of equal help to students. A president would do well to meditate upon this problem.

The YMCA, YWCA, and the Gibbon clubs make a contribution to the religious life of a modern college, but the accomplishments of these organizations are limited. In denominational schools, a full-time chaplain can be brought into the staff without difficulty; but in a public institution, this method of dealing with the religious life of the students would meet with criticism from various sectarian groups. It is possible to encourage denominations to erect chapels, dormitories, and even to establish theological schools near the campus of a large university. This has been done in numerous instances, but the value of such efforts rests upon the sympathetic and helpful co-operation of all concerned.

M.

The Library

The importance of a library to a college becomes apparent as one studies the need it fills. Having taught chemistry in a college prior to becoming its president, I took a number of years to realize that the library should be generously supported. It was difficult for me to believe that more money should be spent for the staff than for the books, journals and bindings in a library. It was hard to understand that inevitably a considerable portion of books bought would be used very little, if at all. I did not know that next to the college faculty itself, the library was the most important adjunct of a college.

However, I did finally learn the prime value of a college or university library. In 1932, due to the great depression, our appropriation at Iowa State College was cut 27 per cent; and all faculty salaries were, of necessity, reduced. I explained our financial difficulties to the faculty and asked them if cuts should be made in equipment and supplies or in library support. They were unanimously of the opinion that the library should not be

cut; so we carried it on with normal funds, except in salaries. It is certainly a high compliment indeed to say of an institution that its library is adequate in staff, journals and books.

In designing a new library building, convenience in service and use should be the controlling factor, not architectural beauty. A competent architect can meet the utilitarian needs of such a place to the full satisfaction of a good librarian and still produce a beautiful building. Far too often, the architect has been allowed to overrule the librarian and to design a monumental building regardless of its use. Then the librarian is obliged to fit the library into it as best he can. This is a deplorable situation, and more to be regretted with the passing years.

It is now considered sound for a library to provide seating capacity in the reading room for from one-tenth to one-fourth of the student enrollment. This allows for variation in the type of institution and the degree in which it is necessary to use the library for study purposes.

Stacks are rarely large enough to hold all the books. If a separate building fitted with stacks is available as a storage building, one-fourth or more of the collection can be installed there. Many books of value are rarely called for but should be within easy reach when needed.

The problems of a college and a university library differ greatly. In a university where extensive research is carried on, more money might be required to support the library each year. For every field in which an institution does extensive research, a university library should have the leading journals in every language in which they are printed. At present, a few institutions are conferring the doctorate in from thirty to thirty-five fields. Even these great universities are not at the forefront in more than half of their fields; but in their most distinguished areas, and in related subjects, they probably have extensive collections of journals and books. The library budgets of thirteen universities exceed \$450,000 a year; of these, eight run from \$600,000 to \$1,100,000. Annual statistics on library operation and maintenance are available from a number of sources, including *College and Research Libraries*, *Statistics of Southern College and*

University Libraries, and Statistics for College and University, Libraries for the Fiscal Year collected by the Princeton Library.

Quite the most important thing about a library is the librarian. If he is of first class caliber, the money appropriated for the library will be well spent; the service to patrons will be good and every department will have, within the limits of its resources, all the books and journals it needs. Certainly, a salary as large as any dean in the college receives, is due a high-grade librarian.

One serious problem is to secure a librarian who can with equal knowledge and understanding deal with both the humanities and the sciences. Probably in a great university, the head librarian should qualify fully in the more important of the two fields, while an associate librarian should supplement him in the other field.

In my opinion, a university library should not spend money for rare books simply because they are rare. Some scarce and rare books which cannot be borrowed may have to be purchased from time to time for the use of a department. They should not be bought for the gratification of a librarian who fancies such a collection.

The best test of the efficiency of the management of a library is the average length of time that elapses between filing the call slip and receiving the book requested or the information that it is out. This should not consume more than two minutes for any book in current use.

The reference librarians can add enormously to the usefulness of the library. It is astonishing how much information a competent reference librarian can make available quickly.

One fact about a library that greatly astonished me is that it costs at least 4 dollars to put a book on the stack room shelf—that is, to order, receive, catalog and shelve a book. If some person gives the library one hundred books and the library agrees to shelve them, the most will be at least four hundred dollars less the clerical expense of ordering. No gift of books, unless a notable collection, should be accepted where conditions are imposed. Neither should a library accept gifts of books unless they definitely fit into the institutional programs.

When browsing through a library, I have often been disappointed to find many volumes with the leaves uncut and other unmistakable signs that the books have not been used. This will inevitably occur, but probably with not more than 5 per cent of the books in a good library.

In every department, some staff member should be assigned the responsibility of maintaining the books of that department on as high a level as possible. No librarian can keep up with all the books published in every field. However, a competent member of the staff of a department, collaborating with the librarian, can usually handle the selection of books adequately. I have felt that most of the unused books were bought through lack of proper co-operation between the department staff and the librarian.

The subject of the advisability of department libraries always creates argument unless plenty of money is available. There is such an interlocking of departments, every field being forced to rely on work in other related fields, that there must be one library for all. There are exceptions, as in the case of a law library, and possibly in a few other instances. Where funds are available to duplicate all or part of the volumes in the main library, a department library would prove most useful. However, in this instance, it should remain subject to the main library and under the direct control of a librarian on the library staff. Otherwise the department library may quickly degenerate. No department should be permitted to withdraw all books in its field from the main library for permanent deposit elsewhere. Otherwise quite as many people in related fields would be embarrassed for lack of books as were aided by the department library.

Another point relative to handling the library book fund is often in debate. Shall the fund be divided and a certain amount placed at the disposal of each department or shall it be left in a lump sum in the hands of the librarian? Certainly, if the total sum is small, there is something to be said in favor of dividing it and giving each department a few dollars for books. As I see it, wherever the library fund is anywhere nearly adequate, it should be left at the disposal of the librarian. A competent librarian knows pretty well the relative needs of each department, and he

can weigh the different requests for books and journals better than anyone else. If a person feels he is being unfairly treated, he can always appeal to the library committee. The earnest desire of the librarian to supply everyone with the books he needs will obligate him to be fair to all.

The library should certainly be close to the president's heart.

H.

The Library

Piles of old magazines, books of ancient origin, and valuable records are to be found in every college library building. Meantime, new purchases, current periodicals and newspapers pour into the acquisitions department. Libraries are understaffed, the piling up of printed material goes on until the pressure for space becomes a matter of major concern, and the functioning of the library as an important factor in the educational plans of an institution is hampered and restricted.

This problem presses for a solution! The obvious answer is simply to increase the size of the building where the books and printed materials belonging to the institution are housed. But to do this is often impossible, because the library building is a unit on many campuses that cannot be increased in size without marring the original building. The question thus presented was regarded as so important that a number of the larger universities not far from Chicago asked one of the foundations to make a survey of the situation and to report a remedy. As a consequence, the surveyors suggested that a large fireproof building be constructed near Chicago where the less used books of those institutions might be stored. A small staff was to be provided to keep the records and a system of exchange so organized that books when needed on any of the member campuses, could be supplied. The plan has great merit.

At the University of Kentucky, a large library building was erected in 1935. The stacks in the building were capable of holding 400,000 volumes. At the end of ten years, the stacks were filled.

It was impossible to add to the building but it was possible to provide storage space in the new maintenance building for 300,000 volumes. When this building is completed, reports and seldom used volumes will be sent there, and the library proper can expand for another ten years without much difficulty.

The answer to the question of space in library stacks for the increasing acquisitions is: First, an adequate library building which will continue to be the center of administration for all the book collections; second, a fireproof storage building located on the edge of the campus; third, provision for a small staff to manage the storage space; fourth, a co-operative exchange system to move the books required in other parts of the campus. The storage building should be planned and built so that it can be added to as the need arises.

There are two questions on which I wish to comment in connection with what has been written. One has to do with the direction and control; the other, with the storage of books as a library problem.

The general proposition is that all books in college departmental and central libraries should be under the direction and control of the university librarian, for in no other way can the book property of the institution be properly guarded, accessed, and placed. Department libraries are notoriously limited in the service they render, especially if there is no one in charge during regular hours. Some member of the department may give part time to the library, and more often a student is employed to be on hand for a limited period. If this library is not closely associated with the central library, a duplication of book purchases follows, and money is not used to the best advantage. If departmental libraries are really needed, and an argument can be made for that point of view, they should be placed under a trained librarian, appointed by the director of libraries.

Book purchases should be made by the director, and all books catalogued in the control office and library so that the seeker after knowledge may learn where the books he desires may be found. Professors have a way of removing books from departmental libraries and placing them on office shelves, a practice that makes

accounting of books difficult, if not impossible. All this points to the necessity for definite central control of the book resources of a university.

With the immense influx of publications, the housing and storage of materials will reach a stage necessitating the enlargement of stacks. Many college libraries are filled and all stack space taken. As a result, side rooms and basements are used to house the material. Often the accumulation remains for years without classification and cataloguing. This situation is highly unsatisfactory and a source of embarrassment when a donor wishes to see the books he has given to the library. The directors of libraries are more and more often making a classification of those books that might be used and needed, and those infrequently used. The latter can be placed in storage, thus increasing the efficiency of the central library.

Unadorned buildings, fireproofed and planned for space, can be erected on the outskirts of the campus without marring the building arrangements. In the case of colleges in a congested area, a building can be erected co-operatively which would take care of the storage problem of several institutions. In the course of a decade, the need for more storage space will certainly arise, so the problem must be dealt with on a long range plan. Perhaps the use of microfilms, microcards, and other forms of micro-reproduction will bring relief to storage problems.

M.

The Library Stack Room

I hold some opinions about library buildings which I regard as important, but many librarians may not agree with me. Any college president facing the question of a new library or additions to the library should give consideration to the size of the stack room.

As I see it, a working library should have the smallest possible practical stack room plus a separate and adequate storage stack room elsewhere on the campus. My firm conviction is that promptness in service is a very great advantage to library patrons. If the

stacks are not too large, it is possible to hand the patron the desired book within two to three minutes. If the stack room is large relative to the collection, there may be no pressure upon the librarian to arrange the books for prompt service and the time taken in delivery to the patron will be increased from ten to fifteen minutes, as in many of our large libraries.

It is reasonable to consider the problems of library book storage over a period of 1,000 years, as a college or university is one of the most permanent institutions in the world, regardless of what political, economic or social changes may occur. Furthermore, the library is and must continue to be the heart of such an institution.

To be definite, let us consider the libraries of the several leading separate land-grant institutions that limit their work to their major subjects. For any of our ten to fifteen greatest universities, which cover twice as many fields as do the lesser schools, double the book capacity would be required. Using data from the library of a land-grant college as a basis for discussion, we have available the following facts: Library operations were started about 1870 and the library now includes more than 400,000 volumes. About 13,500 volumes a year are added, roughly 7,000 volumes of periodicals and 6,500 books. In future years, it is safe to assume there will be an annual average increase of 15,000 volumes, 8,000 periodicals and 7,000 books. In 1,000 years, that will mean 15,000,000 volumes added to the present 400,000 unless vigorous weeding is done, or micro-reproductions are used at least in part.

During the years of operation some 10,000 catalogued volumes were disposed of. In 1950, this amounted to 1,400 of which most were worn out or obsolete. There is small relief to be expected from the discarding of valueless books unless a more drastic policy is adopted.

The library cited accommodates about 250,000 volumes in the stacks, 10,000 on open shelves in reading rooms and 140,000 housed in a separate book storage building. The library stacks are inadequate, and plans are under way for an addition. Just how much stack room is needed in this library and storage building?

Most periodicals more than twenty-five years old can be

removed to the storage building. When additional stacks in the library are available, files for thirty years could well be retained in the library. Eight thousand volumes of periodicals a year for thirty years would amount to 240,000 volumes of periodicals to be housed in the library stacks.

On the average, books are not useful as long as periodicals, and most books can be moved to the storage building after twenty years. Space in library stack room would be required for 20 x 7,000, or 140,000, volumes. The minimum requirements for the library stack room would then be 380,000, and 500,000 would give a very comfortable permanent storage capacity.

How can we estimate the necessary capacity of a book storage building? I should say it should hold, on the average, (some could be discarded sooner) all periodicals as far back as 100 years. Since files for the last thirty years will be held in the library, those for seventy years must be kept in storage—70 x 8,000, or 560,000, volumes of periodicals must be held in storage.

In a similar estimate, the average book need not be held over seventy-five years. As those twenty years old or less will still be in the library, 55 x 7,000, or 385,000, volumes must be held in storage. This gives a minimum necessary storage capacity of 945,000, or 1,000,000 volumes.

By what process can books be discarded in order to avoid serious mistakes? I suggest that while the storage building need not be built all at one time, sufficient space should be provided to allow a series of stacks to be set aside for discards. Each year the shelves should be gone over and all books apparently of no value and those which have been on hand more than fifty years, or periodicals more than seventy-five years should be removed to the shelves for discarded books. These books could be held for twenty-five years, during which time all volumes among the discards that are called for should be moved back to the regular storage shelves.

When discarded books have been kept for twenty-five years without having been called for, they may be safely sold or given away. This technique of discarding might be modified after some years of experimenting. Perhaps many books could be transferred to discarded book shelves after a shorter period. It seems to me

that 1,500,000 would be the maximum number of books for a land-grant college to hold at any time in library and book storage buildings, over the next thousand years.

Three more things should be mentioned: (1) The book storage building while stressing utility should be built to preserve the books. It should be of fireproof construction. It should have the temperature so regulated as to prevent such heat in summer as will tend to destroy the books, or such cold in winter as would make visits to the stack rooms painful. Some means should be provided to regulate moisture and eliminate impurities in the air. Protection must be provided against insects and rodents. (2) It seems practical to store conveniently in stacks three books per cubic foot of space; that is, a space 10 by 10 by 10, or 1,000 cubic feet, of normal stack room space will house 3,000 books. In most institutions a building of such size would not all be needed at one time, and should be designed to be built in sections as needed. (3) The use of microfilms and especially microcards will undoubtedly increase. The microcard carrying forty-eight pages or more on a three by five card has great possibilities. These cards occupy very little space and appear to be much less perishable than microfilms and much more convenient to use. However, so long as a book is available, I believe it is to be preferred to a microcard or film. The wide use of the latter may reduce the amount of storage space needed; it will certainly not increase it.

In spite of the inconvenience, the separate book storage building will contribute more to library efficiency than if it is incorporated in the library building itself. The separate building will necessitate moving books out of the library on their way to oblivion. Books mistakenly transferred can be brought back. The relative uselessness of certain books can be more clearly established in a separate building.

While the above discussion applies directly to institutions offering work for the doctorate and of necessity subscribing to large numbers of periodicals, the same reasoning can be applied to any college library. If only 5,000 volumes are acquired annually, in 1,000 years that will amount to 5,000,000 volumes. Some rational and insistent method of elimination must be followed. I

can see no good reason why an undergraduate library should ever contain more than 300,000 or 500,000 volumes. The tendency of the librarian will certainly be to hold on to the books. Some effective plan should be enforced to discard useless books and keep the library down to a size that can be efficiently and economically operated. Our colleges are all young, none more than 200 or 300 years old; and these matters are not yet too pressing, but they must be kept in mind.

H.

A University Press

About forty institutions hold membership in the Association of American University Presses. Perhaps fifteen or twenty additional institutions might well consider establishing a university press.

My experience with a university press has been confined to Iowa State College, from 1927 on. It was established in 1924 to print the student publications of the college. These consisted of the college daily, the annual, and the various other undergraduate publications. In 1924, \$10,000 had been accumulated by the several publications, and under the leadership of the head of the journalism department, secondhand equipment was bought and established in a basement room. The Iowa State College Press in 1951 had its own building, had modern and ample equipment, employed about thirty-five full-time and eighty-five part-time workers and has done all this out of earnings without any subsidy. The book department was added in 1934 and in 1951 accounted for 65 per cent of the total volume of business. We feel that the Press is a very important part of the college.

Since every institution has a number of student publications, it would seem rather simple to duplicate this procedure, except that today a sum larger than \$10,000 would be required at the start.

The university presses may be classified in two ways: Those which are expected to be self-supporting and those which operate with a substantial subsidy. Again, some operate their own printing

plants as at Iowa State College, while others, as at the University of North Carolina, contract their printing. It is convenient to have the printing done on the campus, but financially there is little advantage. Where a subsidy is provided, more books of less general appeal can be published. However, where the press is self-supporting, it still feels a major obligation to produce a number of definitely worth-while books though they may be individually unprofitable. The deficit, if any, is met from earnings on books that have a wide sale.

The Iowa State College Press publishes the *Iowa State Journal of Science*, and the *Farm Policy Forum*. The exchanges received for the former are turned over to the library and are of considerable value. The latter journal has a more general circulation, by subscription.

If a university press is established, it should have the careful attention which Professor Blair Converse of the journalism department gave to the Iowa State College Press at its inception. While this press has received no college subsidy, we have never felt that it was seriously handicapped in accepting manuscripts. It questioned primarily whether or not the material was valuable and well written. Most books that have been published have sold reasonably well. However, it is true that many of these books would never have been published by a commercial publisher. Certainly our press has encouraged the production of scholarly books by the members of the faculty. Three out of four of the authors are from the Iowa State College community.

H.

Art in College Halls

Some twenty-five years ago, Dr. John Rea, professor of English at Miami, asked me for money to put above the black-board in his classroom a frieze of pictures of interest to students of literature. He said that while a class should never be dull, a series of pictures would give the students additional inspiration. The idea pleased me, and when the pictures were in place, I felt that they lifted both their surroundings and the subjects they interpreted.

Sometime later, I was called to Iowa State College and found enormous areas of bare wall. Following Dr. Rea's idea, I appointed an art committee with a very capable chairman and put \$300 in the budget for pictures. I continued this each year as long as I made out the budget. From this small yearly sum, in eight years more than 300 prints of celebrated paintings were purchased, framed and hung on our walls. Later, many more were added. Thousands of boys and girls from humble homes have looked upon these masterpieces in halls and classrooms, and I am sure they have learned as much as a \$3,000 professor employed with the same money for one year could have taught them.

H.

Art on the Campus

There is a place on a campus for art. A college should emphasize the use and the spirit of beauty. Such art is not limited to collections of paintings and sculpture, but embraces landscaping, architecture, music, and drama. Art collections, landscapes, and architecture are available to all who come on the campus; thus the visitor in search of spiritual as well as material beauty is favorably impressed.

Most art collections owned by colleges are confined to portraits of eminent members and distinguished alumni. These are interesting enough, but something more is needed if true culture is to be afforded the students and visitors to a college. Large collections are expensive, and to be at their best must be kept clean and exhibited in well-lighted galleries. But the college can own a few fine paintings and place them in strategic positions in halls and reception rooms. As a department of art is developed, the care of pictures can be turned over to its head. For students to enjoy and appreciate the graphic arts, it is desirable to have well chosen reproductions of good pictures available to them. This can be done by creating a lending plan by which the student may have a good picture in his room for a month or a semester at a nominal fee. Fraternities and

sororities have been known to turn gladly to such a plan and to use it in giving distinction to their houses. When this is done, the students become interested; thus there is talk and resultant understanding and appreciation of good pictures and art.

Modern art and contemporary art are one and the same thing. All art at one time was modern, but this fact is not taken too seriously by those who have a preconceived idea of what art is. To be good a picture must be within their range of what art should be. So in a scientific day the artist tries to attune his thinking to the new turn in what is proving a disturbing period. To do this he turns to abstraction, realism or surrealism as a means of conveying his message; as a result he finds himself under heavy fire from those who have their own ideas of art. This situation can be a source of grave criticism when an art department sponsors a modern art exhibit. If it is an exhibit of modern art, the visitors do not understand it; thus a barrage of criticism falls on the college and particularly on the art department. "Is that art? Then none of it for me," is the central theme of the criticism. The college loses prestige in the opinion of most citizens, and the cause of art in that community is stymied for the time being.

A good many questions enter into this situation, such as the freedom of expression for the artist. Looked at from a long range view, one can say that it is far from wise to antagonize the public, but by a careful selection of pictures, modern art may in time be accepted in principle. Some of this art is pretty awful and retards the growth of the art spirit when presented to a public that has not been prepared. Hence the wise department head proceeds slowly, and by degrees builds a public taste that is tolerant to the work of the modern artist and thus is eager to see and accept the best in modern art. Just as the army commander can get his skirmishers too far in advance of the main body of his troops, so an art department can go too far beyond the understanding of the public. It is a wise department of art that understands this. Time is the essence in producing a genuine appreciation of modern art, so that the

public can tolerate, accept and enjoy what the artist is trying to say.

M.

A Cultural Course for Students

An account of an interesting plan to utilize the support of both town and university in the maintenance of a great program of music and lectures may be of value and encouragement to college heads who have dreamed of such a co-operative enterprise.

The scene is in Lexington, Kentucky; the participants, the Central Kentucky Community Concert Association, the Lecture Forum and the University of Kentucky. For many years the association's budget was limited, and the membership arbitrarily fixed by the size of the hall available; the forum dragged along with a small attendance and a mediocre list of speakers, while the university maintained a program of speakers and musical concerts, which was not too satisfactory. At this point, the university erected a modern auditorium capable of seating 15,000 people and called the new building the Memorial Coliseum. The popular idea conceived the new building as a gigantic basketball court with a large number of seats for spectators. But the university had more extended plans for the use of this fine building, which ideas in due course of time were presented to the association and the forum. The control of programs was left to the association with the university to be represented on the committee in charge of the program.

The university was to pay toward the support of the program two dollars for each student enrolled. The association and the forum were to measure their membership at a minimum of 3,000 subscribers. In the past, the budgets of these two organizations were in the neighborhood of \$9,000. Under the new plan, the total budget was as follows: University of Kentucky supplying 7,000 students or \$14,000; the association membership, 3,000 at six dollars each or \$18,000, a total of \$32,000 or three and one-half times the previous expenditures of the two organizations. The

university, in addition to the student fees, would furnish the building, lights, heat and staff without cost to the new program. Thus, by combined and co-operative effort, a great and notable series has been provided for both students and citizens.

Under the separate and former organizations, the concerts were limited to five numbers, while the lecture course conducted by the forum included four addresses. The two admission tickets cost the subscriber nine dollars without tax. The new plan called on the subscriber to pay six dollars without tax for the eleven programs of the year. The change and improvement in the offerings are shown by the artists included in the billing:

James Melton, leading tenor of the Metropolitan Opera; the London Philharmonic-Orchestra, conducted by Sir Thomas Beecham; Don Cossack Chorus; Jascha Heifetz, violinist; Elena Nikolaidi, Greek contralto; Arthur Rubenstein, pianist; Dallas Symphony Orchestra, Walter Hendi conducting with William Kapella as piano soloist; Charles Laughton, actor of radio, screen and stage; and Eleanor Roosevelt, United States delegate to the United Nations.

Those familiar with artists and lecture lists need no argument in favor of the high quality of the entertainment offered under this co-operative plan. Complaints of exclusive membership can no longer be made; there are now seats for all. So, outside of possible differences regarding artists, no obstacles appear to stand in the way of the success of this great cultural program.

M.

A Creative Artist on the Campus

Dr. and Mrs. Edgar Stillman-Kelley were on the faculty of the Western College at Oxford, Ohio, for ten or fifteen years. Dr. Stillman-Kelley was maintained on a fellowship, and Mrs. Stillman-Kelley was a teacher of piano. They were both highly regarded, valuable members of the staff.

In 1919, Dr. and Mrs. Kelley came to me and suggested that Miami University invite Percy Mackeye to come to Miami as a

fellow in poetry. They suggested that a modest salary and a house would be attractive to him. I presented the matter to the trustees, who became interested in the idea; and in the fall of 1920, Mr. and Mrs. Mackeye and their daughter came to Oxford and entered upon this arrangement. A simple one-room frame studio in which he planned to work and to meet the students was built among the trees of the lower campus at Mr. Mackeye's suggestion.

One evening a week, Mr. Mackeye invited to this studio the students who were interested in creative writing. From fifteen to thirty came and were highly entertained and stimulated by Mr. Mackeye's reading and discussion of poetry. While in Oxford, Mr. Mackeye also wrote several notable narrative poems. This arrangement with the poet continued for four years. Later on, under President Alfred H. Upham, Ridgely Torrence held a fellowship in poetry for several years at Miami University.

On inquiry I learned that no poet can make a living from his poetry; \$1,000 a year in royalties is probably the highest amount earned by our most distinguished poets. The same is true of musicians who write symphonies. It is largely the case with sculptors and painters who have not won wide recognition. The idea occurred to me that from fifty to one hundred American universities and colleges could well afford to maintain a creative artist on a fellowship. While he might not teach formal classes, his contribution to the education of the students as a living poet or artist on the campus and in informal conferences with students would be quite as valuable as that of the average professor.

I discussed the idea with President Marion L. Burton of Michigan and interested him in the project. He brought the poet laureate of England to the Michigan campus for a few months. Later, Robert Frost was fellow in poetry at Michigan for several years under Dr. Burton.

At Iowa State College, the sculptor, Christian Petersen, began some work for the college in 1933 under the Works Progress Administration. Since 1937, under President Charles E. Friley, he has served on a fellowship in sculpture, teaching a class and creating numerous beautiful bas-reliefs and statues for the college. He now holds an associate professorship. He has undoubtedly

contributed more than the average professor to the education of our students in this technological institution.

If each of our wealthier colleges would support on a fellowship an able young artist, the value to this country would be enormous. At the same time, thousands of students would leave college with some appreciation of creative art and with a wider cultural background.

H.