SIMMONS COLLEGE, SCHOOL OF LIBRARY SCIENCE

In 1902 New England had two small summer programs in library science, at Amherst and at Pittsfield. The larger libraries were training their employees themselves; the smaller libraries were staffed by persons who had no formal instruction in library science. Boston, then, was the obvious location for a library school, and Simmons College did not fail to take advantage of this opportunity for vocational education. Ms. Mary E. Robbins, a graduate of the New York State Library School in 1892, was appointed to direct the work of the Simmons Library School when it was established as one of the charter schools at the opening of the college in 1902. She was assisted later by the Advisory Library Council, which consisted of the librarians in charge of the Boston Public Library, the Harvard University Library, the Massachusetts State Library, the Boston Athenaeum, and two other librarians. Charles K. Bolton, of the Athenaeum, was particularly influential in the development of the school and its reputation during those formative years. The first Bachelor of Science degree was awarded in 1906. That first graduating class was composed of 27 students—22 from New England.

The first announcement of courses specified that technical work would be given in all 4 years of the program. However, after an experience of 2 years, the courses of the first year were made introductory in nature, and they were required of all students in the program. In 1908, to conform with general college policy, the courses of the first year were all academic, the technical work of the second and third years being slightly increased. This arrangement was continued for some years, until 1917. The program was then reorganized and the total amount of time given to library science was reduced, with only the equivalent of one technical course being given the second year. Two years later all library courses but one in the third year were postponed to the final year. After 1923 consolidation of
technical training in the senior year was made complete and it occupied the entire
time of the student. The instruction was divided into a large number of courses of
various weights instead of into courses meeting three or four times a week through
the year or semester as in other departments.

About that time, a 1-year program for college graduates became an important
part of the instruction given by the school. These graduate students were taught in
separate courses since under the regulations of the college, graduates and under-
gergraduates might not be included in the same classes. Duplication of courses
really was not as inefficient an arrangement as might be thought because the total
number of students was so large that most classes would have been divided into
sections in any case. As in some other professional schools, a degree was not
granted to those who had completed this 1-year program until they had sup-
plemented their courses by professional work of a character approved by the col-
lege. This requirement was withdrawn in 1918.

In those days much of the academic curriculum for the 4-year student was
prescribed. These required courses included 3 years of English; 3 years of courses
in foreign languages; 2 years of history; 1 year each in economics and physics or
chemistry; and 1 term each of government, sociology, and psychology. Little time
was left for free electives.

Ms. Robbins remained as director of both the school and the Simmons College
Library until 1913, when she was succeeded by Ms. June Richardson Donnelly.
Ms. Donnelly had been an instructor in the department from 1905 to 1910; she had
resigned to become the director of the Drexel Institute Library School, where she
remained until her return to Simmons. Ms. Donnelly had a national reputation as a
leader in library education and was able to attract college graduates of high
academic quality to the school.

The school was first visited by representatives of the Board of Education for
Librarianship in 1924 and then—following the early custom of frequent visits—again in 1926 and 1928. The school's two programs were accredited by the
American Library Association in 1926. Outside support from the Carnegie
Corporation was provided from 1926 through 1930.

In 1932 a gift from the Detroit Friends and Co-workers of Elizabeth Knapp
established a memorial collection illustrating the development of children's
literature.

The "Minimum Requirements for the Library Schools" adopted by the ALA
Council in October 1933 provided for classification and accreditation by type of
program. Simmons was classified as meeting the requirements for both Type II and
Type III schools. Type II required bachelor's degrees for entrance into the graduate
program, and Type III included the first professional degree within the four un-
dergraduate years.

In spite of the Depression, the school continued to maintain a steady enrollment.
In 1936 it was visited by Mr. Joseph Wheeler and Mr. Keyes Metcalf, as represen-
tatives of ALA's Board of Education for Librarianship. During 1938/39 a major re-
organization of the curriculum was undertaken, and in 1941 the summer school
program was instituted. Upon Ms. Donnelly's retirement in 1937, Mr. Herman H.
Henkle assumed the directorship of the school and he remained until 1942. When Mr. Henkle left in 1942, Ms. Nina C. Brotherton was appointed acting director. During the war years the program continued to be strong and to keep up its enrollment. The faculty was quite stable at this time and consisted of five full-time faculty members and a few part-time instructors.

In 1946 Professor Kenneth R. Shaffer assumed the directorship of the school. During the period 1946–1948 the faculty worked on curriculum changes and planned for a master's program. It was at this time that the school began admitting men into its program, and it also began to admit substantial numbers of part-time students. In 1949 the School of Library Science for the first time offered its graduate program for the master's degree. It was among the original ten schools accredited under the “Standards for Accreditation” presented by the ALA Board of Education for Librarianship and adopted by the ALA Council in Chicago on July 15, 1951.

The 1950s saw a number of developments: the addition of faculty members; increased part-time enrollment of both men and women, who came on a work-study basis; and the institution of evening classes. In that decade the school became a pioneer in adopting the case method in library education. This emphasis continues today and is evidenced by the publication, thus far, of six case books by members of the faculty. A variety of problem-oriented instructional approaches of a noncase nature have been developed in several curricula areas over the years. Many independent seminars and special study projects directed by individual faculty members were also started and have continued to develop since that time.

During the 1970s the faculty has increased and the curriculum has been further expanded. In 1973 the Corporation of Simmons College authorized establishment of a new program in the School of Library Science leading to the degree of Doctor of Arts. The Doctor of Arts program is intended to provide experienced librarians with intensive advanced preparation for administrative and supervisory careers in libraries, media centers, and information centers.

Professor Shaffer resigned as director of the school in 1974, and Dr. Robert D. Stueart became dean in January of 1975. The faculty is currently composed of 17 full-time and several part-time members.

Today the program in library science at Simmons is wholly graduate in character and is open to both men and women of high academic attainment and professional promise who hold liberal arts baccalaureate degrees. Men currently number about one-quarter of the total student body in library science at Simmons, a proportionate representation roughly the same as found at present in the practicing library professions. Some 5,000 of the school's alumni have served in libraries and research centers of all types and sizes both in the United States and throughout the world.

The school conducts various workshops and institutes on topics as diverse as public library personnel administration, implementation of the media center concept of the school library, and international standard book description. Especially noteworthy in this respect were two multinational institutes for foreign librarians conducted by Simmons under the joint sponsorship of the American Library Association and the U.S. Department of State.
The school has a strong continuing education program. Among the many specialized courses offered are those in Archives Management, Medical Librarianship, and Arts Librarianship.

The school has long enjoyed the active support and counsel of the large and vigorous body of alumni. This group is an independent organization with its own alumni publication, *The Simmons Librarian*. It sponsors fund-raising activities to support the interests of graduates and current students, ranging from continuing education efforts to fellowships for current students.

Beta Beta Chapter of Beta Phi Mu was instituted at Simmons in 1972.

Robert D. Stueart

**SIMULATION**

**Introduction**

Simulation can be defined as a numerical technique for conducting experiments on a digital or analog computer using mathematical/logical models describing the behavior of a system over time. The system to be simulated can be the operation of a fast food restaurant, an oil refinery, the flight of an airplane, a computer system, or a library. The system may also be a part (subsystem) of any of the preceding. Thus, a simulation may model the technical services subsystem of the total library system. Systems can be classified as discrete or continuous. The flight of an airplane is a continuous system because the flight is not readily modeled as a series of discrete steps but rather as a continuous flow of movement through time and space. Variables in a continuous system, such as speed, take any real value in a prescribed interval. This is not to say that it is impossible to construct a model of the flight of an airplane or the flow of electrons through a conductor as a discrete system, but the accuracy and capability of such a model are questionable. In addition, a great amount of information would be lost. In a discrete system, events in the system occur in a finite manner. Variables in this type of system, such as the number of books ordered, take on particular values among a finite set of alternatives. In a discrete system, the system is viewed as changing from one distinct state to another as events occur in a series of steps.

Systems can also be viewed as being stochastic or deterministic. This depends on the cause and effect relationship between input and output. If the output of a system can be exactly predicted based on the inputs and initial state of the system, it is deterministic. In a stochastic system a given state of the system cannot be predicted exactly; only a range or distribution of possible outputs can be predicted.

Many systems that fall in the domain of information science or library science can be simulated as discrete stochastic systems. These types of systems are modeled using a critical-event or a time-slice approach. In a critical-event approach the