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# A history of the Department of Library Science at the University of Northern Iowa, 1948-1968

Myral A. S. Gilson  
*University of Northern Iowa*

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# A history of the Department of Library Science at the University of Northern Iowa, 1948-1968

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## **Abstract**

The purpose of this research was to compile a descriptive chronological history of the Department of Library Science at UNI from 1948 through 1968. Faculty, curriculum, facilities, and influencing factors were particularly noted.

Information was obtained through personal interviews with faculty members from the period, interview-questionnaires, and a search of university Bulletins, budgets, correspondence, and Faculty Senate minutes. The facts gathered were then presented chronologically within the areas of curriculum, faculty, facilities, and other information. A separate section contained the comparison of the Department of Library Science at UNI with the general pattern of development of education for school librarians.

The faculty was found to be small in number throughout the period, and they had a positive influence on the department's growth. The number of courses offered increased little, but the content did change. Facilities grew with the department. Departmental requirements surpassed state certification requirements. The department's development did follow the pattern of development of school librarian education; it moved from a technical to a philosophical approach and then to the master's degree program.

A HISTORY OF THE DEPARTMENT OF LIBRARY SCIENCE  
AT THE UNIVERSITY OF NORTHERN IOWA, 1948-1968

A Research Paper  
Presented to the  
Faculty of the Library Science Department

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

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Myral A. S. Gilson  
June 14, 1977

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Read and Approved by

**Leah Hiland**

**Elizabeth Martin**

Accepted by Department

**Elizabeth Martin**

Date

*June 16, 1977*

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## Chapter 1

### THE PROBLEM

Higher education has been a part of the American heritage from the time of the first English colonists. Libraries seem naturally to be associated with institutions of higher education. "Consequently it is not surprising that the founding of colleges in colonial America was usually accompanied by the gift of books"<sup>1</sup> to serve as a library. The first librarians were faculty members "...or even the president himself, who undertook oversight of the books in addition to their regular duties."<sup>2</sup>

With the continued growth of institutions of higher learning and the expansion of knowledge, the part-time operation of a library became a full-time position. The need for training persons to provide library service also became evident. An apprenticeship program developed in many libraries to meet this need. An apprentice learned the technical skills for library operation while he/she worked in the library. This system was somewhat effective,

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<sup>1</sup>John S. Brubacher and Willis Rudy, Higher Education in Transition (3rd ed.; New York: Harper and Row, 1976), 97.

<sup>2</sup>Brubacher, 98.

but the demand for librarians was greater than the number of apprentices, and the need for a better form of training soon became evident.

By the late 1800's "librarianship began to emerge as a profession" and what had been a "part-time task became a technical and specialized occupation."<sup>3</sup> Library schools associated with libraries rather than with universities began to develop and slowly replaced the apprentice programs. The first school attached to a library was Dewey's school, begun in 1887. The school was initially begun at Columbia University, but soon moved to Albany, New York, and was affiliated with the State Library there until the 1920's.<sup>4</sup> These library schools were technically oriented and educated librarians in the manual skills of library operation.

During the 1920's and 1930's library schools became associated with colleges and universities, and the college degree programs began to expand. Library education moved from technical training to a more philosophical education. The undergraduate programs have expanded into master and doctoral level education of a core curriculum and elective courses for specialization.<sup>5</sup>

While the library schools were evolving in the late 1800's, a college with a potential for a library science

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<sup>3</sup>Brubacher, 186.

<sup>4</sup>Margaret Tobin, "Evolution in Library Training," The Catholic Library World, XXXIV (December, 1954), 206.

<sup>5</sup>Tobin, 222.

curriculum was developing. In 1876, after several futile attempts at other locations, the Iowa State Normal School opened in Cedar Falls, Iowa.<sup>6</sup> The opening of the school marked the beginning of a teacher education institution that has grown over a century. Growth was from a one-year program to a two-year program to a bachelor's degree program to university status with a graduate college. Within this institution began the Department of Library Science.

A school [sic] of library science was proposed as early as 1900, but did not develop at that time.<sup>7</sup> Courses in library science, however, were offered in the summer of 1901. Technical instruction in library cataloging and classification was offered to principals, teachers, and others who were in charge of school libraries.<sup>8</sup> The Normal School's librarians taught the course. The same instruction was also offered in the summers of 1902,<sup>9</sup> 1903,<sup>10</sup> and 1904.<sup>11</sup> The

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<sup>6</sup>Irving H. Hart, The First Seventy-Five Years (Cedar Falls, Iowa: Iowa State Teacher's College, 1951), 9.

<sup>7</sup>Letter from Homer Seerley, president of Iowa State Normal School, to Geo. E. MacLean, president of Iowa University, Iowa City, Iowa, December 14, 1900.

<sup>8</sup>Bulletin of the Iowa State Normal School, I (January, 1901), 42-43.

<sup>9</sup>Bulletin of the Iowa State Normal School, II (May, 1902), 39-41.

<sup>10</sup>Bulletin of the Iowa State Normal School, III (January, 1903), 53-54.

<sup>11</sup>Bulletin of the Iowa State Normal School, IV (March, 1904), 57-58.

summer course was then discontinued in 1905. In addition to the summer course, the library work curriculum was offered during the regular school year, beginning in 1903.<sup>12</sup> The course work was expanded to include library management and technical processes besides the original cataloging and classification course.<sup>13</sup> This training was continued until 1913.

From 1913 through 1938 no record of library science courses was found. In 1939 a two hour course called "Library Science" was offered within the Department of Education.<sup>14</sup> The 1940 and 1941 Bulletins also listed this course. In the summer 1941 Bulletin, three new courses—"School Library Administration," "School Library Book Selection," and "Techniques for School Librarians"—were listed. Those three, along with "Library Science," continued to be listed in the Bulletin until 1948.

Throughout the years, various library staff members had the responsibility of teaching library courses in addition to their contracted positions. In 1946 librarian Marybelle McClelland began a movement to change that situation. In response to a letter received from the Placement Office,<sup>15</sup>

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<sup>12</sup>Bulletin of the Iowa State Normal School, IV (June, 1903), 64-66.

<sup>13</sup>Bulletin...IV, 65.

<sup>14</sup>Iowa State Teachers College Bulletin, XLI (January, 1940), 82.

<sup>15</sup>Letter from E.W. Goetch, Placement Bureau Director, to Marybelle McClelland, Librarian, Cedar Falls, December 5, 1946.

Miss McClelland wrote to President Price, suggesting the establishment of a proper training program for librarians and indicating the necessity of securing a full-time instructor for that program.<sup>16</sup> In August, 1947, after much work on the part of a curriculum committee including Miss McClelland, the faculty Senate approved the establishment of a minor in library science and set up a separate department.<sup>17</sup> The minor included twenty-two hours of course work. The courses for the new minor were: Library Orientation, one hour; Administration of the School Library, three hours; Classification and Cataloging, three hours; Book Selection for Elementary Grades, five hours; Book Selection for Secondary Schools, five hours; Library Practice, two hours; and Problems in Reading in Secondary Schools, three hours.<sup>18</sup>

In 1948 the first faculty member whose sole duty was teaching library science courses was hired.<sup>19</sup> The appointment of this faculty member and the acceptance of the new minor were the beginning of the Department of Library Science at the University of Northern Iowa and is the point at which this researcher's study began.

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<sup>16</sup>Letter from Marybelle McClelland, Librarian, to Dr. Malcolm Price, president of Iowa State Teachers College, Cedar Falls, Iowa, December 6, 1946.

<sup>17</sup>Minutes of the Senate, Docket No. 423 (Iowa State Teachers College, Cedar Falls, Iowa), August 4, 1947, 5-6.

<sup>18</sup>Docket for Senate Meeting, No. 423 (Iowa State Teachers College, Cedar Falls, Iowa), August 4, 1947, 423-4.

<sup>19</sup>Marybelle McClelland, "The Library at Iowa State Teachers College," (Cedar Falls, Iowa: Iowa State Teachers College, [1951]), 19.

### Statement of the Problem

The purpose of this study was to compile a descriptive chronological history of the Department of Library Science at the University of Northern Iowa. The study covered that history from 1948, the first year of a full-time library science staff member, to the fall of 1968, the first year that the head of the Department occupied a full-time position. Courses, instructors, and events influencing the department's development, as well as facilities and the degrees offered, were included. The study also briefly related the development of this library science department to the general pattern of education for school librarians in the United States.

The specific questions answered were:

1. What faculty members were involved in the development of the Department of Library Science at the University of Northern Iowa?
2. In what ways did the faculty members influence the department's growth?
3. Did the type of courses offered by the department change throughout the department's evolution? If so, in what way?
4. Did the development of the Department of Library Science at the University of Northern Iowa follow the general developmental pattern of education for school librarians in the United States?

The writer hypothesized that the faculty members had positive influences on the department's growth; that a steady growth in the number of library science courses would be seen; that a change from a technical to a philosophical type of course would be evident. The growth of courses led necessarily to the establishment of a department and the development of that department would be shown to have been parallel with the general pattern of development in programs training school librarians.

#### Significance of the Study

"... 'The maturity of a profession may be judged... by its pride in its own past'."<sup>20</sup> After more than twenty-five years of organized library education, the writing of a history of the Department of Library Science at the University of Northern Iowa seemed appropriate as an affirmation of pride in its past. No such compilation of that history was available. The information available was brief, located in a few official records in the university archives. Some information was not available in any written form. This lack of adequate written records made any possible oral records important. Fortunately, all faculty members immediately involved in the department's growth were living,

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<sup>20</sup> Rolland E. Stevens, Research Methods in Librarianship: Historical and Bibliographical Methods in Library Research, Proceedings of a Conference on Historical and Bibliographical Methods in Library Research, (Urbana, Illinois: University of Illinois, 1971), 130.

making it possible to obtain information and recollections from them. The present was an advantageous time for compiling a history of the department.

A historical perspective on the department may also be worthwhile in allowing the department to evaluate its past successes and failures. Such an evaluation might be an aid to future decision-making with regard to changes in the department's staff, curriculum, and purpose.

#### Limitations and Assumptions for the Study

This study was limited to the department's development between 1948 and 1968 because those two dates were indicated as points of definite change in the department. The study was necessarily limited by the lack of available written records. The amount of information which faculty members could recall also limited the study. Emphasis was placed on people and programs rather than budget. Monetary resources were considered, as were other possible influences on the department's growth, but were not emphasized.

#### Definition of Terms

Library Science Course Offerings--Any course listed in the Bulletin under Library Science; this includes courses for general student use, such as Library Orientation, as well as courses for students in the library science program. This term will be referred to as "course" throughout the study.

Faculty Members--Those persons directly involved with the instruction of library science courses at any time during the years 1948-1968. "Staff" may be used to refer to this term.

Positive Influence--Any effort by a faculty member which encouraged rather than hindered the growth of the department.

Technical Type of Course--A course which trains a person in the methods of doing a task; how to do something; manual skills.

Philosophical Type of Course--A course which directs the learner to explore the why of a manual skill or a procedure; the course answers the question of why something is done and what the results of doing it that way may be.

## Chapter 2

### REVIEW OF LITERATURE

General literature in four areas was reviewed to provide a broad base of background information. The history of higher education in the United States was one area included. Materials selected were limited to those which presented all aspects of higher education development. Curriculum growth and development was particularly noted for each source. Several books and periodical articles, all presenting a chronological framework of development, were found. The source most often cited in those works was Higher Education in Transition.<sup>21</sup> In it Brubacher and Rudy presented a comprehensive, up-to-date picture of American higher education development, including facilities, curriculum, philosophy, influences, student activities, faculty, and administration whenever appropriate to the time period under consideration.

Higher education development, as described in this book, began with the colonial colleges of the late seventeenth century and the eighteenth century. Patterned after

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<sup>21</sup>John S. Brubacher and Willis Rudy, Higher Education in Transition (3rd ed.; New York: Harper and Row, 1976.)

the English universities, they had a classical curriculum, with Greek and Latin language and literature, politics, physics, mathematics, botany, and divinity taught to all students.<sup>22</sup> In the early nineteenth century an increase in number and kind of college began and curriculum changes took place. The classical curriculum was replaced by an elective curriculum allowing students a choice among the schools of the university, but no electives once the school was chosen.<sup>23</sup> During the mid-1800's free choice of all courses was allowed. Then, from 1870 to 1910, three main types of elective systems were found: one allowed free choice of courses for the entire curriculum; a second allowed one-half of the courses to be free choices and one-half to be prescribed by the university; the third system had major and minor areas of study to be chosen by students.<sup>24</sup>

After World War I the elective system began to be modified, resulting in a general education program. General education encompassed subjects everyone should know and interrelated those subjects to a meaningful total and unified program.<sup>25</sup> The general education curriculum continued to grow and develop to the present day, requiring a study of basic knowledge for everyone and allowing free choice of areas of major and minor subject interest.

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<sup>22</sup>Brubacher, 13.      <sup>23</sup>Brubacher, 101.

<sup>24</sup>Brubacher, 115-116.      <sup>25</sup>Brubacher, 272.

The University of Northern Iowa's history was the second topic for consideration in the literature review. Comprehensive works rather than information on individual events were included to give a broad overview of the university's development. Particular attention was given to curriculum information in the sources. Three sources were found. All three developed chronologically beginning with the founding of Iowa State Normal School at Cedar Falls, Iowa, in 1876.

David Sands Wright gave historical and personal reminiscences of the first fifty years of the college.<sup>26</sup> The chronological divisions used were the establishment of the normal school; the administration of Principal Glichrist; President Seerley's administration; and the change to a teacher education institution named Iowa State Teachers College. The administration, curriculum, students, publications, and legislation for each of these periods was included. The main focus of the book was on the administration and faculty personalities involved in the college's growth. Except for a listing of the original course of study, curriculum was mentioned only in brief, scattered instances. Sands did present a very readable account of the events with which he was personally familiar.

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<sup>26</sup>David Sands Wright, Fifty Years at the Teachers College (Souvenir ed.; Cedar Falls, Iowa: Iowa State Teachers College, 1926).

In his book, Hart divided the university's development into six elements and discussed the change of each element through the first seventy-five years of the university. Curriculum was one of the elements. Its evolution was traced through several stages. First was a strict curriculum for everyone, which consisted of English, mathematics, science, history, and the Arts.<sup>27</sup> In 1904 the Bachelor of Arts in Education was adopted and its curriculum included a general education sequence, English, mathematics, education courses, and a given number of hours in a major department.<sup>28</sup> In 1914 a general revision of all programs was undertaken. Majors were expanded and a choice of a minor was needed for a degree.<sup>29</sup>

A complete curriculum revision was made in 1949. A required general education core of sixty-four quarter hours, a professional sequence of thirty-three hours, and six hours of physical education were adopted. Ninety-three hours were left for major and minor or subject field and elective courses. A total of 196 quarter hours were needed for graduation.<sup>30</sup> Hart has provided a general picture of the development to 1951, showing the changes from a normal school that did not require a high school diploma for entrance to a college intent on

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<sup>27</sup>Irving H. Hart, The First Seventy-Five Years (Cedar Falls, Iowa: Iowa State Teacher's College, 1951), 99-100.

<sup>28</sup>Hart, 100.

<sup>29</sup>Hart, 101.

<sup>30</sup>Hart, 103-4.

teacher education with a four-year degree and contemplating graduate education.

The doctoral dissertation of Molen was the most recently written history. His findings concurred with the information presented by Hart and Sands. His dissertation was concerned with the evolution of the Iowa State Normal School from its beginnings in 1876 to 1916, when its collegiate status was assured. He included all elements of the evolution including curriculum. Molen's curriculum information reflected that given by Hart for the appropriate time span<sup>2</sup> and gave more detail to the degree offerings than Hart did. From all of his findings, Molen concluded that the University of Northern Iowa became a collegiate level institution permanently in 1916 when a recommendation to discontinue the junior and senior years at the teachers college was not put into effect. Molen has made an indepth study of the beginnings of the University of Northern Iowa and has used a number of primary sources in doing so.<sup>31</sup>

The third group of literature reviewed pertained to the history of library education. The literature was selected on the basis of its presentation of a comprehensive history or of a period of history. Library education in countries other than the United States was not considered. Sources

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<sup>31</sup>Clarence Theodore Molen, Jr., "The Evolution of a State Normal School into a Teachers College: the University of Northern Iowa, 1876-1916" (unpublished PhD dissertation, University of Iowa, 1974).

dealing with education for school librarians were particularly noted. A number of sources fitting these limitations were found.

One of the most important studies relating to library education was conducted by Charles Williamson in 1920.<sup>32</sup> The reports reviewed were the 1921 typewritten report and the 1923 published report made for the Carnegie Corporation. The content of the two reports was not significantly different, so for the purposes of this paper the report to the Carnegie Corporation was considered.

The purpose of Williamson's study was to present the existing conditions in library training so that steps for improvement of library education could be outlined.<sup>33</sup> Data ~~was~~ <sup>were</sup> collected on the fifteen professional library schools operating at that time via a personal visit to each school to study its organization and methods. The data collected ~~was~~ <sup>were</sup> presented on graphs, tables, and charts. Williamson concluded that library education at that time was inadequate.

He made a number of recommendations, among them: that library schools offer professional, not clerical, training; that a standard curriculum was needed; that professional library training should be based on a college education; and that library schools should be connected with universities

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<sup>32</sup>Charles C. Williamson, The Williamson Reports of 1921 and 1923 (Metuchan, New Jersey: Scarecrow Press, 1971).

<sup>33</sup>Williamson, vii.

or teaching institutions.<sup>34</sup> With regard to school librarians, he recognized a need for proper training in school librarianship<sup>35</sup> and the necessity for a specialized curriculum for the education of school librarians.<sup>36</sup> His report and subsequent recommendations greatly influenced the further development of library schools.

White has written two historical studies on library education. The purpose of the first was to show the origination of the American library school from 1883 to 1923, using Dewey's library school at Columbia as the example. Focus was placed on the social changes and ideas contributing to the concept of systematic professional education. He did, however, include curriculum changes. The first curriculum had cataloging, classification, bibliography, technical processes, and practice work.<sup>37</sup> Later, reference, selection, administration, and history of libraries and of printing were added.<sup>38</sup> White concluded that American library schools' origins were in the nineteenth century apprenticeship system and that library schools were an outgrowth of professional education.

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<sup>34</sup>Williamson, 136-142.

<sup>35</sup>Williamson, 94.

<sup>36</sup>Williamson, 143.

<sup>37</sup>Carl M. White, The Origins of the American Library School (New York: Scarecrow Press, 1961), 92.

<sup>38</sup>White, Origins, 95.

White's second study was a revision and enlargement of the first study.<sup>39</sup> The purpose was expanded to include the organizational development of library schools to 1951. Program formation and the forces molding the program were examined. No specific courses in the programs were given; however, the general curricular move from one slanted to fundamentals of library work and lacking articulation with graduate courses<sup>40</sup> to an articulated program<sup>41</sup> was presented. A conclusion reached in addition to those in the first study was that library education was accepted as a university responsibility and followed university standards more closely as a result of the Williamson report. Both studies presented information pertinent to an understanding of library school development in the United States.

The publication of Churchwell's doctoral dissertation provided a library education history with the purpose of analyzing and explaining the movements, events, and influences contributing to library education's development from 1919 to 1939.<sup>42</sup> He included brief information on training for school librarians. In 1919 a shortage of trained school librarians existed, but library schools did not change their curriculum

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<sup>39</sup>Carl M. White, A Historical Introduction to Library Education: Problems and Progress to 1951 (Metuchan, New Jersey: Scarecrow Press, 1976).

<sup>40</sup>White, Historical, 210.      <sup>41</sup>White, Historical, 246.

<sup>42</sup>Charles D. Churchwell, The Shaping of American Library Education, ACRL Publications in Librarianship, No. 36 (Chicago: American Library Association, 1975), 4.

to meet the need.<sup>43</sup> Library schools did not seem to want to educate school librarians so library science courses were increasingly offered by teacher colleges and normal schools in order to educate qualified librarians for schools.<sup>44</sup> Other information pertaining to library schools in general and the conclusions were similar to the information given in White's studies.

Carroll conducted a doctoral study to identify and analyze the forces and events contributing to the professionalization of library education from 1940 to 1960. He included no information on education for school librarians, except to say that preparation of school librarians was still a problem in 1960.<sup>45</sup> His outline of history and forces concurred with those in previously cited sources.

Two brief chapters on the United States' library education were included in Bramley's book.<sup>46</sup> The chapters again were a summary of facts which were presented in other sources. Likewise, Wilson reiterated factors of development already identified in other studies, indicated but did not identify curricular changes, and provided an overview rather

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<sup>43</sup>Churchwell, 11.

<sup>44</sup>Churchwell, 79.

<sup>45</sup>G. Edward Carroll, The Professionalization of Education for Librarianship, with Special Reference to the Years 1940-1960 (Metuchan, New Jersey: Scarecrow Press, 1970), 269.

<sup>46</sup>Gerald Bramley, A History of Library Education (Hamden, Connecticut: Archon Books, 1969).

than an indepth exploration of the topic.<sup>47</sup>

A number of periodical articles related to library education development were also found. Wiesner outlined the trends and changes in library education from Melville Dewey to the 1950's.<sup>48</sup> Another overview of library education was given by Tobin. She also included reasons for the developments.<sup>49</sup> Mishoff presented library school development, covering briefly accreditation, students, curriculum, admission requirements, and degrees.<sup>50</sup> He indicated the need for school librarians to have some psychology, educational methods, and elementary/secondary curriculum knowledge as well as library education.<sup>51</sup> Summers briefly discussed events and factors significant to library education development in the period from 1951 to 1971.<sup>52</sup> He noted the masters and doctoral programs, but made no mention of individual courses or of education for school librarians.

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<sup>47</sup>Louis R. Wilson, "Historical Development of Education for Librarianship in the United States," Reader in American Library History, ed. Michael H. Harris, Reader Series in Library and Information Science (Washington, D.C.: National Cash Register Company, 1971), 186-193.

<sup>48</sup>Jean Wiesner, "A Brief History of Education for Librarianship," Education, LXXV (November, 1954), 173-177.

<sup>49</sup>Margaret Tobin, "Evolution in Library Training," The Catholic Library World, XXXIV (December, 1962), 205-6.

<sup>50</sup>Willard O. Mishoff, "Professional Education for Librarianship: Trends and Problems," Higher Education, V (September 15, 1948), 13-18.

<sup>51</sup>Mishoff, 16.

<sup>52</sup>William Summers, "The Emergence of Library Education," American Libraries, III (July-August, 1972), 791-4.

Burke<sup>53</sup> and Gaver<sup>54</sup> both wrote articles summarizing the development of education for school librarians from 1900 to the 1950's. The pattern of library education was not adapted to the needs of the school librarian in the 1920's and 1930's.<sup>55</sup> During World War II closer integration between teacher and librarian training was seen.<sup>56</sup> The 1952 Standards brought more development of courses to meet school and teacher-librarian needs, beginning in the teacher-training institutions.<sup>57</sup> Burke indicated a need for a core curriculum of information for all librarians; that core should include principles of librarianship, nature of library materials, and organization and administration of libraries.<sup>58</sup> Burke, like Gaver, saw a need for undergraduate school librarian training and felt that education called for: a good general college education; a core library curriculum; a program of library education including educational methods and philosophy.<sup>59</sup> Gaver also included a need for children's and young adult's materials courses and a course on the role of the library in the school.<sup>60</sup> The two articles have indicated the major growth and facets of school library education.

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<sup>53</sup>John Emmett Burke, "Trends in the Education of School Librarians," Education, LXXV (November, 1954), 178-83.

<sup>54</sup>Mary V. Gaver, "Preparing for Tomorrow," ALA Bulletin, III (April, 1957), 267-73.

<sup>55</sup>Gaver, 268.    <sup>56</sup>Burke, 179.    <sup>57</sup>Gaver, 269.

<sup>58</sup>Burke, 180-81.    <sup>59</sup>Gaver, 271.    <sup>60</sup>Burke, 183.

Eaton,<sup>61</sup> Henne,<sup>62</sup> Mahar and Mishoff,<sup>63</sup> Rufsvold,<sup>64</sup> Kraus,<sup>65</sup> and Lowrie<sup>66</sup> have all written periodical articles with contents very like Gaver's and Burke's articles. All showed a need for a core of basic library courses accompanied by education courses, particularly psychology and methodology, for the school librarian. They also recognized the need for undergraduate training of school librarians. Eaton had, perhaps, best summarized the situation.

Since the training of the librarian of the school is only one aspect of the larger subject of training the teachers, it seems that it might well be given serious consideration as a part of the program for training teachers.<sup>67</sup>

Reasons for changes in library education were shown in all of the materials reviewed. The major reasons given were public demand for qualified librarians, brought on as the result of an increasingly literate population and a rapid

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<sup>61</sup>Thelma Eaton, "Educating the School Librarian," Educational Administration and Supervision, XXXIII (December, 1947), 449-459.

<sup>62</sup>Frances Henne, "Training Elementary School Librarians," Library Journal, LXXXI (December 15, 1956), 2980-82.

<sup>63</sup>Mary Helen Mahar and Willard O. Mishoff, "Education for School Librarianship...Some Recent Developments," School Life, XL (February, 1958), 10-11, 15.

<sup>64</sup>Margaret I. Rufsvold, "Library Education and the Newer Media," ALA Bulletin, LV (February, 1961), 140-42.

<sup>65</sup>Joe W. Kraus, "Teachers Colleges and the Education of School Librarians," College and Research Libraries, XVII (July, 1956), 315-21.

<sup>66</sup>Jean E. Lowrie, "Education and Training of School Librarians," NASSP Bulletin, L (January, 1966), 64-69.

<sup>67</sup>Eaton, 449.

increase in printed materials. General changes in educational strategies also influenced the growth of library education programs.

Histories of individual library schools in the United States <sup>were</sup> ~~was~~ the final literature surveyed. A number of such histories have been written, but few of them were published or otherwise available to persons outside the institution in which the history was written. One available work was Trautman's history of Columbia University's School of Library Service.<sup>68</sup> The Columbia school began in 1886 under Melvil Dewey's guidance. In 1889 it was moved to the State Library in Albany, where it remained until 1926. In 1911 the Library School of the New York Public Library began. In 1926 it and the Albany school were both moved to Columbia University to meet the need for connection of a library school with a university. From 1926 to 1954, the program developed and the training offered expanded.

The curriculum of the school originally included these courses: library economy; scope and usefulness of libraries; founding and extension of libraries; buildings, government, and service; regulations for readers; administration; libraries on special subjects; general libraries; libraries

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<sup>68</sup>Ray Trautman, A History of the School of Library Service, Columbia University, The Bicentennial History of Columbia University (New York: Columbia University Press, 1954).

of specific countries or sections; reading aids; literary methods; bibliography; and catalogs of general colleges.<sup>69</sup> Practical experience in a library was also a part of the educational program. When the school moved to Albany, the courses remained the same, but more practical experience was required.<sup>70</sup> In 1928 the masters program was begun, accompanied by seven types of library specialization.<sup>71</sup> One type was school libraries; no explanation of specific courses for this specialization was given. By 1936 technical skills had been de-emphasized and a wider view of total librarianship was taken.<sup>72</sup> Trautman was able to capture the significant details of this school's history to 1954 and presented them in a useful manner.

Western Michigan University's School of Librarianship's history was compiled in commemoration of the school's twenty-fifth anniversary. The history presented was from two viewpoints: a brief factual history and personal reminiscences of faculty and students. Emphasis was on faculty and student memories of events; little curricular information was given.

This history was interesting and well presented.<sup>73</sup>

Pulling's article on Immaculate Heart College's library science department briefly discussed the first four years of

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<sup>69</sup>Trautman, 12.      <sup>70</sup>Trautman, 24.

<sup>71</sup>Trautman, 37-38.      <sup>72</sup>Trautman, 42.

<sup>73</sup>Valerie Noble, ed., Perspectives: a Library School's First Quarter Century (Kalamazoo, Michigan: Western Michigan University, 1970).

that department's history.<sup>74</sup> The curriculum offered basic courses in reference, cataloging and classification, and selection, and for school librarians required courses in educational theory, principles, and methods and practicum.<sup>75</sup> She cited a shortage of librarians, requests from students and alumni, and an increasing enrollment as forces aiding the beginning of a department. These forces may have application in the department at the University of Northern Iowa.

The short history of the California State Library School was described by Kunkle.<sup>76</sup> The curriculum was similar to that of Columbia. No education for school librarians was indicated.

Vainstein's article highlighted the history of the University of Michigan's library school. A comparison of the past and present status of the curriculum, staff, facility, and students was made.<sup>77</sup> No list of past or present course offerings was given. The program of school librarianship was discussed. The summer offerings of audiovisual production and use, responsibility and role of the school librarian, and

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<sup>74</sup>Hazel Adele Pulling, "Library Training at Immaculate Heart," California Librarian, CVIII (April, 1957), 112-113, 131.

<sup>75</sup>Pulling, 113.

<sup>76</sup>Josephine Kunkle, "The California State Library School," Journal of Education for Librarianship, XII (Spring, 1972), 232-39.

<sup>77</sup>Rose Vainstein, "The School of Library Science at the University of Michigan," The Library Scene, I (Winter, 1972), 18-23.

selection of multi-media materials were listed.<sup>78</sup> The school's Knapp Program, begun in 1971, was explained. The emphasis of the program was on curriculum development and psychology of learning as well as media selection and use.<sup>79</sup>

The University of Illinois Library School evolved through three developmental stages in its first fifty years, according to Grotzinger's article.<sup>80</sup> Each stage was indicative of a concept in library education at the time, so the School's history reflected the history of the first fifty years of library education. The original curriculum included reference, selection, cataloging and classification, history of books and libraries, administration, and bibliography. In the 1920's an administration course directed at high school librarians was added. In 1933 children's literature was added as a course. Areas of specialization continued to expand until the program reached the graduate level.<sup>81</sup>

The literature review included the four areas of higher education history, University of Northern Iowa history, library education history, and library school histories. A realization and understanding of each of these histories provided a background for this study and aided in placing the history of the Department of Library Science at the University of Northern

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<sup>78</sup>Vainstein, 20-21.      <sup>79</sup>Vainstein, 21.

<sup>80</sup>Laurel Grotzinger, "The University of Illinois Library School, 1893-1942," The Journal of Library History, II (April, 1967), 129-141.

<sup>81</sup>Grotzinger, 136.

Iowa in the larger field of library science education.

## Chapter 3

### METHODOLOGY

Two main sources of information were available for use in this historical study. The sources were the Iowa State Teachers College/State College of Iowa/University of Northern Iowa Bulletin and the members of the faculty from 1948 through 1968: Marybelle McClelland, associate professor, 1948-1953; Laurette McCusker, assistant professor, 1948-1958; Ada McLeod, assistant professor, 1949-1965; Donald Rod, associate professor and department head, 1953-1968; Eileen Noonan, assistant professor, 1956-1965; Elizabeth Martin, assistant professor, 1962-1968; Arley Jonish, instructor, 1960-1962; Veda Fatka, instructor, 1965-1967; Charles Adams, assistant professor, 1966-1968; and Rex Shepherd, instructor, 1967-1968. A list of summer school faculties has been appended to the research paper, but those people were not included in the text unless some obvious influence from them was noted. Other sources of information were faculty senate minutes, curriculum committee minutes, library science department minutes, correspondence of staff, and university budgets. These did not provide the primary information, but served as supporting evidence.

Course names and descriptions and the degrees offered were obtained from a search of the applicable bulletins. The faculty members were interviewed to obtain information on

courses, people, dates, facilities, and events pertaining to the department's development.

The Bulletin as a source was useful for locating course names, descriptions, and years in which courses were offered. However, the descriptions of those courses may have been unreliable. The actual course content has at times deviated from the content description in the Bulletin. The course syllabi, which no longer exist, would have been the best sources of accurate course descriptions.

The faculty members interviewed also provided information on courses, people, and events involved in the department's development. The information these people gave provided primary source material, but the accuracy of their information was dependent on their ability to recall incidents in the past. Their personal opinions, biases, and perspectives on the subject may have caused their information to be more subjective than objective. As was the case in the discussion of the Bulletin, the course syllabi were not available, and most of the correspondence and minutes of the department no longer existed, leaving the personal recollections as the only source for some of the needed information.

A systematic search of the Bulletins from 1948 through 1968 was made to obtain course and degree information. The information obtained was recorded in separate chronological lists and then was transferred into the narrative in a section discussing curriculum.

The operating budgets of the university were also

searched. This provided information on the monetary situation of the department and gave the names of regular term and summer session staff. Summer budgets for 1952 through 1968 were not available through any source on campus, leaving a void for information on summer session staff.

The researcher was able to personally interview seven faculty members. Six interviews were recorded on cassette tape and all interview questions were asked. In the seventh interview, with Mrs. McLeod, her responses were written by the researcher rather than taped and only the first section of interview questions were asked. An interview-questionnaire was sent to each of the three faculty members who could not be interviewed. Two of these people responded to the questionnaire.

A basic set of interview questions, covering six general areas, was used. The questions were expanded and/or modified for each interview, depending on the response of the interviewee. The same questions were used on the interview-questionnaire. The basic set of questions was:

I. Educational and experiential background.

A. What earned college degrees did you hold when you assumed your teaching position with the Department of Library Science at UNI? From what colleges? When? Were you working on an additional degree?

B. What school and/or library positions had you held prior to your UNI position? For how long?

II. Personal philosophy, ideas, views, hopes, and

expectations about the program necessary to educate school librarians.

A. What were your initial ideas concerning an educational program necessary for school librarians?

B. Did your ideas change during your work at UNI? If so, how, and why?

C. Which of your personal ideas were implemented by the department while you were a part of it? In what ways were they implemented?

### III. Curricular and extracurricular offerings.

A. What new courses were begun at your suggestion? Was the course being taught when you left? How had it changed and developed?

B. What courses did you teach? What was the content; that is, the basic units? Did you have an emphasis on print, or were nonprint included? Did your courses include any required field work?

C. Were there any experiences in addition to course work which contributed to the education of librarians?

### IV. Influencing factors.

A. Did you do any consultative work for the university extension program? If so, do you feel that the experience influenced what you did in your classes? In what way?

B. What other factors outside the department but within the university influenced the department's development?

C. What factors outside the university influenced the department's growth?

D. Did changes in state certification for librarians affect course content or program development? How?

E. Did the number of students in the program influence the program's growth? Can you give some indication of growth patterns? Was recruiting done to aid growth in numbers? Why or why not? If so, in what ways?

#### V. Facilities.

A. Describe the facilities--classrooms, offices, work space, collections--for the library science department. How adequate were they?

B. What other facilities of the university were made available for library science student and faculty use?

#### VI. Evaluation.

A. Was any student/alumni evaluation of the total library science program conducted?

The development of the department was compared to the general pattern of development of education for school librarians. The stages used for comparison were a combination of those presented by Churchwell and Tobin. The stages were:

1. No apprenticeship; library schools with a technical focus associated with a college or university.<sup>82</sup>
2. Library schools with a philosophical focus.
3. Development of the master's program in library science.<sup>83</sup>

The facts obtained through interviews, a search of

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<sup>82</sup>Churchwell, 2-3.

<sup>83</sup>Tobin, 222.

the university Bulletins, and a search of various correspondence, minutes, and budgets have been presented in the following chapter. Separate sections have been devoted to faculty, to curriculum, to facilities, and to other pertinent information. Each of these sections has been arranged chronologically. A separate section contains the comparison of the development of the Department of Library Science at the University of Northern Iowa with the general pattern of development of education for school librarians.

## Chapter 4

### A HISTORY OF THE DEPARTMENT OF LIBRARY SCIENCE AT THE UNIVERSITY OF NORTHERN IOWA, 1948-1968

There are many facets to any history. In the Department of Library Science's history only a few areas have been considered. Faculty, curriculum, and facilities were the main concerns. Other miscellaneous information was included when pertinent to the main concerns.

#### Faculty

From the beginning of the Department of Library Science at UNI, interested people were involved in the formation and development of the program. Miss Marybelle McClelland, head librarian of the college library, was the person responsible for initiating an interest in a library science curriculum. Through her efforts the library science minor and accompanying courses were approved. She also was responsible for hiring the first full-time library science instructor.

Miss McClelland had received her bachelor of arts degree from Pomona College and bachelor of library science and BMS degrees from Columbia Library School in 1929 and 1936 respectively. Prior to her library position, she taught junior high school in Bessimer, Pennsylvania. In September of 1929 Miss McClelland joined the library staff at Iowa State

Teachers College. She remained on the staff until 1953.<sup>84</sup> In 1948, after the library science minor was approved and a library science instructor was hired, Miss McClelland added head of the library science department to her position as head librarian.

Miss McClelland seldom taught. Her role, as she remembered it, is best expressed in the following quotation.

...I realized the need for school libraries in Iowa. That meant that the future teachers should have some LS training in order to develop. I got it started and sent to Columbia for a trained instructor. They sent us Laretta McCusker, which was a wonderful choice.

I must say that all I did was to see the need and to send for help.<sup>85</sup>

Miss McClelland's efforts brought very good help in the form of Miss Laretta McCusker to ISTC in March of 1948. Miss McCusker had a strong background in library science. She received her bachelor of arts degree from Western Maryland College, Westminster, Maryland, in 1942. Her major was library science and history, with minors in English and education. From 1942 through 1944 she was the librarian at Annapolis High School, Annapolis, Maryland. In 1944 she took the position of assistant librarian at McDonna Military School in Baltimore. She remained there until 1947.

While librarian at McDonna, Miss McCusker attended summer sessions at Columbia University. During those summers

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<sup>84</sup>Letter from Miss Marybelle McClelland to the writer, March 1, 1977.

<sup>85</sup>Ibid.

she also worked as an assistant cataloger at Columbia University and for the New York Public Library with adults in the Bronx and with young adults in a Spanish-American section of the city. After accepting the position at ISTC, Miss McCusker attended Columbia fulltime in the fall of 1947, completing the course work for a master of science degree. She completed her thesis and received the master of science degree in 1952 from Columbia University.

Being the only instructor the first year and a half, Miss McCusker was responsible for establishing the new program and developing the courses and their content. This was done in continuous consultation with Miss McClelland. Miss McCusker taught all of the courses and visited schools in Iowa on the college extension program. After a second instructor was acquired, Miss McCusker's duties were shared. Miss McCusker continued her work at ISTC until the end of the 1957-58 school year.<sup>86</sup>

The first person to join the staff and share Miss McCusker's work was Mrs. Ada McLeod. She began in the fall of 1949 with a nine month contract.<sup>87</sup> Mrs. McLeod's educational background included a bachelor of arts degree from Iowa State Teachers College in history, a BLS degree in library science from Columbia University, and further course work in library

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<sup>86</sup>Statement by Sister Lauretta McCusker, professor of library science, personal interview, River Forest, Illinois, January 10, 1977.

<sup>87</sup>Operating Budget of the Iowa State Teachers College, Fiscal Year 1949-50, 14.

science at the University of Chicago. In addition to her education, Mrs. McLeod had experience in teaching and in library work. She taught in a number of small towns in Iowa and in the Ames, Iowa, High School. For seven years she was the Director of School Libraries in Lake Forest, Illinois. She was Director of School Libraries in Peoria, Illinois, for four years. She also taught library science courses at the University of Illinois during several summer sessions.<sup>88</sup> Mrs. McLeod held the Peoria position prior to accepting the teaching position at UNI.

According to budget records Mrs. McLeod taught full-time through 1955. During 1955-56 she taught only two quarters.<sup>89</sup> Again the next year she taught two quarters.<sup>90</sup> Beginning in the 1957-58 school year and continuing until the end of the 1964-65 school year, Mrs. McLeod held a half-year appointment. She also taught summer sessions during her tenure at ISTC (see Appendix). She resigned at the end of the 1964-65 school year. Further information on Mrs. McLeod's work at ISTC was unavailable.

During the 1952-53 school year Naomi Hokanson served a nine month appointment as temporary instructor.<sup>91</sup> She

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<sup>88</sup>Statement by Ada McLeod, personal interview, Grundy Center, Iowa, June 10, 1977.

<sup>89</sup>Iowa State Teachers College Budget, 1955-56, 24.

<sup>90</sup>Iowa State Teachers College Budget, 1956-57, 24.

<sup>91</sup>Iowa State Teachers College Budget, 1952-53, 23.

replaced Miss McCusker, who was on a leave of absence to finish her master's thesis.

In September of 1953 Donald Rod joined the library science staff. He replaced Miss McClelland in the dual position of head of the library and head of the library science department. The position as head of the library science department was only a one-fourth time position.

Mr. Rod had received his bachelor of arts degree from Luther College, Decorah, Iowa, and his bachelor of arts in library science degree from the University of Michigan, and he had two years of further work in library science at the University of Chicago. His work experience in libraries included two years at the University of Michigan as cataloger, three years as assistant librarian at Luther College, and ten years at Augustana College, Rock Island, Illinois, as head librarian.

Mr. Rod had an adequate background in academic libraries, but he had no training for nor experience in public schools. Because of this and the small amount of his time allotted to library science, he did very little teaching or content development. Once a year he taught a course called History of Books. He felt his major role in the department was to see that adequate funds were given to the department. Mr. Rod continued to be head of the library and head of the library science department until September 1968. At that time he became full-time head of the library and a person was hired to fill the new full-time position of library science depart-

ment head.<sup>92</sup>

Until the fall of 1956, Miss McCusker and Mrs. McLeod, under the direction of the head librarian, were responsible for all functions of the library science department. That fall the third full-time instructor, Eileen Noonan, joined the faculty.

Miss Noonan had received her bachelor of arts in education degree in 1945 from Nebraska State Teachers College at Kearney. She spent four years teaching in elementary schools and three years teaching in junior high schools in Nebraska. She then moved to Washington, <sup>state</sup> taking a position of high school teacher and librarian there for five years. While teaching in Washington, she also took courses for her masters degree. In 1954 she received the Master of Library Science degree from the University of Washington.

While at ISTC, Miss Noonan taught School Library Administration, High School Materials, and Teaching the Use of the Library. She taught Cataloging for one term, and in the later years of her tenure she taught Children's Literature. Like the other faculty members, Miss Noonan took her turn of extension work. This work involved visiting schools as a consultant, helping librarians with their needs in selection, weeding, budget, and facilities. Miss Noonan continued her work in the library science department until the end of the

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<sup>92</sup>Statement by Donald Rod, director of library services, personal interview, Cedar Falls, Iowa, March 4, 1977.

1964-65 school year.<sup>93</sup>

Mr. Arley Jonish joined the faculty in the fall of 1960 and taught library science classes for two years. He left following the summer term of 1962.<sup>94</sup> No further information on Mr. Jonish was available.

In the fall of 1962, Miss Elizabeth Martin joined the faculty of the library science department. Her education included a bachelor of arts degree in English from Wartburg College, Waverly, Iowa, in 1956, and a master of arts degree from the University of Minnesota in 1962. The masters degree was in library science with an education minor. While teaching at the State College of Iowa, she attended the University of Michigan during the summers of 1964 and 1967. In 1968 she attended the summer session at the University of Chicago.

Miss Martin also had experience in the educational field. She taught English in Oelwein for one year, was the librarian at Dubuque Senior High School for three years, and was assistant librarian at the Wartburg College Library for two years. This position included responsibility for reference and circulation, some cataloging, and the teaching of two courses in library science.

The School Library, Book Selection, Children's Materials, Cataloging, Reference, Teaching the Use of Libraries,

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<sup>93</sup>Statement by Eileen Noonan, associate professor of library science, personal interview, River Forest, Illinois, January 10, 1977.

<sup>94</sup>Iowa State Teachers College Budgets, 1960-61, 25, and 1961-62, 26.

and Library Orientation were the courses which Miss Martin taught during the time from 1962 through 1968. She, like the other faculty, was involved in extension visits to schools in Iowa. At the time this paper was written, Miss Martin was Head of the Department of Library Science at the University of Northern Iowa, the only faculty member from the period remaining on the staff.<sup>95</sup>

Three years after Miss Martin's arrival another member was added to the staff. Mrs. Veda Fatka began teaching in the department in September, 1965. Mrs. Fatka's background included a bachelor of arts degree from Westmar College, Le Mars, Iowa, in 1941, and a master of arts degree from the University of Minnesota in 1963. She also had twelve years of experience in the schools of Iowa and Illinois as a classroom teacher, teacher-librarian, and a full-time librarian.

Mrs. Fatka taught until the summer of 1967. During her two years at SCI she taught Library Orientation, The School Library, and High School Library Materials. She also taught two summer sessions, 1964 and 1965.<sup>96</sup>

Charles Adams joined the library science faculty the year after Mrs. Fatka, assuming his position in August of 1966. Mr. Adams' education included a bachelor of arts degree from

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<sup>95</sup>Statement by Elizabeth Martin, associate professor of library science, personal interview, Cedar Falls, Iowa, February 9, 1977.

<sup>96</sup>Statement by Veda Fatka, written interview-questionnaire, Muskegon, Michigan, March 4, 1977.

UNI and a master of arts degree in library science from the University of Denver. He also had a varied background of experience. In 1958 he was librarian at Ottumwa High School. He remained there until 1960 at which time he became librarian of Davenport Central High. After three years in Davenport, he moved in 1963 to District 214 of suburban Chicago, again as librarian. Two years later, in 1965, he moved to Rochester, Minnesota, for one year as librarian. During the summer of 1965 he also taught courses at Illinois State. He had a broad background in school librarianship to bring to his new position.

Mr. Adams taught in the department until August, 1974. During that time he also taught every summer session. At some time during his tenure he taught all of the courses in the curriculum except Book Selection and Children's Materials. He was also involved in a small number of extension visits and in some North Central Association evaluation team visits. Mr. Adams was also very much involved with injecting nonprint media into the library science curriculum.<sup>97</sup>

In September of 1967, Rex Shepherd accepted a position on the library science staff. His bachelor of arts degree was in business education and library science from Ball State, Muncie, Indiana. His master of arts degree was received from Indiana University and was in audiovisual education. Mr. Shepherd had both school and library experience. He had taught

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<sup>97</sup>Statement by Charles Adams, director of media services, personal interview, Marshalltown, Iowa, March 10, 1977.

business and was librarian in Indiana for five years. Then he moved to Denver, Colorado, taking a position with the Denver Public Library for thirteen months. For six years after he left Denver he was school librarian in LeMar, Colorado. He then moved to Lincoln, Nebraska, assuming the position of librarian at North East High. He held this position until he joined the UNI staff in 1967.

Book Selection, Teaching the Use of Libraries, High School Materials, and Library Orientation were the courses Mr. Shepherd taught while a faculty member. He taught for two years, leaving in August, 1969.<sup>98</sup>

In 1968 a major change in the library science faculty occurred. Until that time, Mr. Rod had been both head of the library and head of the library science department. Beginning in the fall of 1968, Mr. Clyde Greve took the position of head of the Department of Library Science on a full-time basis.<sup>99</sup> The appointment of a full-time department head was a major event in the department's history and began a new era of development for the department, an era that had the master of arts degree program as its main component.

Table 1 <sup>provides</sup> ~~has provided~~ a concise list of faculty members and the years in which they served on the library science staff.

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<sup>98</sup>Statement by Rex Shepherd, media specialist, personal interview, Vinton, Iowa, March 9, 1977.

<sup>99</sup>Letter from William C. Lang, Vice-President of the University and Dean of Instruction, to the Members of the Department of Library Science, Cedar Falls, Iowa, September 18, 1967.

All ten faculty members held degrees at the masters degree level. Nine of the degrees were in library science, one was in audiovisual education. Four staff members had some course work beyond the masters degree.

Seven of the ten faculty members had some experience in school libraries. Ada McLeod had the most experience, eleven years, and Elizabeth Martin had the least experience, with three years. Six staff members also had experience in classroom teaching before they became librarians. Only one person, Mr. Rod, had no experience in either a school library or in classroom teaching. Four members of the staff had taught college library science courses at other colleges before coming to UNI. While at UNI, five of the faculty members were involved in school visitations through the university extension program. Miss McCusker, Mrs. McLeod, Miss Noonan, Miss Martin, and Mr. Adams all made consultative visits; the women were all involved in a large number of visits, while Mr. Adams made only a few visits.

In the early years, the faculty members worked together as a team. Although they were asked to identify any new ideas they had brought to the department, none except Mr. Adams would take credit for any specific development. The attitude was that they had worked as a group and had made all decisions as a group. No significant philosophical differences were indicated, a factor which may explain the apparent harmony within the staff during those initial years of development.

Table 1

## Department of Library Science Faculty, 1948-1968

Faculty member	Years on staff
Marybelle McClelland	1948-1953
Lauretta McCusker	1948-1958
Ada McLeod	1949-1965
Donald Rod	1953-1968
Eileen Noonan	1956-1965
Arley Jonish	1960-1962
Elizabeth Martin	1962-1968
Veda Fatka	1965-1967
Charles Adams	1966-1968
Rex Shepherd	1967-1968

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top of p. 43*

Curriculum

On August 4, 1947, the Faculty Senate of the Iowa State Teachers College voted in favor of adopting a new minor in library science and the appropriate recommended courses.<sup>100</sup> The library science courses that had been taught previously were dropped from the curriculum. The approved course titles and descriptions were as follows.

Library Orientation--1 hour. This course is designed to guide the student to an intelligent use of the library and its resources. This includes a study of the use of the

<sup>100</sup>Minutes of the Senate, Docket No. 423 (Iowa State Teachers College, Cedar Falls, Iowa), August 4, 1947, 6.

card catalog, magazine indexes, dictionaries, encyclopedias, and other reference books. The most effective means of note taking and compilation of bibliographies are stressed,

Administration of the School Library--3 hours. Library standards for location and equipment are discussed. Methods of ordering, accessioning, circulating, binding, and caring for books and non-book material will be taught. Up-to-date publicity will be considered. Time will also be allowed for methods of teaching the use of the library.

Classification and Cataloging--3 hours. This course includes problems in classifying books according to the Dewey Decimal System. It also makes a study of technical processes involved in making a card catalog; the bibliographic aids; the ordering and adapting of printed cards; practice in assigning the subject headings and principles of shelf listing and filing.

Book Selection for Elementary Grades--5 hours. This course is presented as a reading course in the field of books and periodicals for younger children (sixth grade and under). The underlying purpose is to meet the need for a rich background in children's books and to obtain an understanding of the principles of book selection.

Library Practice--2 hours. This will mean work for thirteen hours a week as a student assistant in the I.S.T.C. Library. As great a variety of duties as possible will be given under the close supervision of a department head. The first month will be without pay; the second and third months will entitle the student to the current pay per hour.<sup>101</sup>

Book Selection for Secondary Schools--5 hours. This course is similar to that in children's books except that it considers reading interests of boys and girls in junior and senior high schools. It presents subject grouping of books, periodicals, and non-book material that will satisfy adolescent reading interests and needs. Standards influencing the choice and evaluation of reference books will be taught. Practical problems of motivating reading interests, guidance of adolescent readers, and keeping reading records will be investigated.<sup>102</sup>

These courses and Education 462 Problems in Reading

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<sup>101</sup>Docket for Senate Meeting, No. 423 (Iowa State Teachers College, Cedar Falls, Iowa), August 4, 1947, 423-11.

<sup>102</sup>Minutes of the Senate, No. 423, 6.

in Secondary Schools, a three hour course, were the ones required for completion of the twenty-two quarter hour minor in library science.<sup>103</sup> These were also the courses first listed in the ISTC Bulletin for the new minor.<sup>104</sup>

The library science courses were assigned the following numbers in the 1947-48 Bulletin: 110, Library Orientation; 320, Administration of the School Library; 330, Classification and Cataloging; 440, Book Selection for Elementary Grades; 450, Book Selection for Secondary Schools; and 460, Library Practice.<sup>105</sup> In the summer of 1948, Library Orientation, Administration of the School Library, Classification and Cataloging, and Book Selection for Elementary Grades were taught.<sup>106</sup> All six courses were offered in 1948-49<sup>107</sup> and during the summer of 1949.<sup>108</sup>

The first curriculum changes were made in the 1949-50 school year. A new course was offered, being

335. Reference--3 hours. Standards necessary in the evaluation of reference books, such as encyclopedias, dictionaries and indexes. Reference materials selected

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<sup>103</sup>Docket for Senate Meeting, No. 423, 423-4 and 423-5.

<sup>104</sup>Bulletin of the Iowa State Teachers College, XLIX (January, 1948), 115.

<sup>105</sup>Bulletin, XLIX, 115-116.

<sup>106</sup>Iowa State Teachers College Bulletin, XLIX (April, 1948), 20.

<sup>107</sup>Iowa State Teachers College Bulletin, I (January, 1949), 114.

<sup>108</sup>Iowa State Teachers College Bulletin, I (April, 1949), unpagged.

and used according to curriculum needs and unit of work.<sup>109</sup>

Cataloging and Classification was separated into two courses:

330. Classification--3 hours. Problems in classification according to the Dewey Decimal System. Adaptations of this system to special needs of different types of schools.

333. Cataloging--3 hours. The technical processes used in making a card catalog; the bibliographical aids; the ordering and adapting of printed cards; practice in selecting subject heading and principles of shelf listing and filing. Prerequisite: Library Science 330.<sup>110</sup>

Education 443 Storytelling was also accepted for credit toward the minor, which still consisted of twenty-two hours.

The minor requirements were altered and stated

It must include Library Science 320, 330, and 333, and either 440 or 450. In addition to courses in Library Science, Education 443 and 462 may be counted toward the minor.<sup>111</sup>

The new minor was in effect during the 1949-50 school year and the 1950 summer session, and the new and changed courses were offered along with those which had not been altered.

The first major change came on May 8, 1950, at which time the Faculty Senate approved a new undergraduate major in library science and a revised minor.<sup>112</sup> The courses which they voted to adopt were listed in the 1950-51 Bulletin, as were the requirements for the major and the minor. It read:

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<sup>109</sup>Bulletin of the Iowa State Teachers College, II (January, 1950), 119.

<sup>110</sup>Bulletin, II.

<sup>111</sup>Bulletin, II.

<sup>112</sup>Minutes of the Senate, Docket No. 439 (Iowa State Teachers College, Cedar Falls, Iowa), May 8, 1950, 1.

A major in library science consists of at least 36 hours which must include Library Science 110, 320, 323, 330, 332, 435, and 490. Students primarily interested in the elementary school field will also take Library Science 440; those whose interests are chiefly in the secondary school field will take Library Science 450 and 452. The remaining work may be chosen from other courses in library science or from the following: Education 443, 462, or 480; Art 330.

A minor in library science consists of 24 hours which must include Library Science 110, 320, 323, 330, 332, 435, and 490; and either 440, or 450 and 452.

110. Library Orientation-1 hour. The use of the library and its resources. Special emphasis on bibliography and the collection of material for research work.

320. Library Administration-3 hours. The objectives and functions of the library; development of the school library program; cooperation between libraries and the school librarian; library standards for location and equipment; financial support and publicity.

323. Library Technical Processes I-3 hours. No credit for a student who has credit for Library Science 333. Procedures of organizing the book collection, including accessioning, shelf listing, inventory, order work, circulation, filing, and adapting of printed catalog cards. Prerequisite: Business Education 145 or equivalent preparation.

330. Library Technical Processes II-3 hours. Principles of cataloging and classification according to the Dewey Decimal system; assignment of subject headings and practice in making a dictionary catalog. Adaptation of the Dewey Decimal system to the needs of various sizes and types of libraries. Prerequisite: Library Science 323.

332. Book Selection Procedures-2 hours. The building of a well-rounded book collection. Evaluative criteria for the selection of library books and other materials; problems of binding, book repair and weeding; examination of standard book lists and reviewing media; study and practice of book reviewing.

420. Library Administration II-3 hours. Problems in the centralization of classroom libraries; i.e., the basic book collection needed; the determination of library policies; cost of adequate school library service; sources of funds and the library budget; planning and equipping the library quarters. Prerequisite: Library Science 320.

435. Reference-5 hours. Study of reference books and tools; compiling and use of bibliographies; use of library materials in reference work; cooperation between the librarian and the subject teacher.

440. Library Materials for Children-5 hours. Reading interests of children; books and periodicals for younger children; useful recordings, films, and pictures. Brief history of children's literature.

450. Book Selection I-3 hours. Literature of the humanities and the social studies. Reading and evaluation of recreational and curricular-enrichment books in the fields of art, music, literature, and the social studies on the secondary level. Examination of audio-visual materials.

452. Book Selection II-2 hours. Literature of science and technology. Reading and evaluation of recreational and curricular-enrichment books in the fields of pure and applied science, industry, and commerce. Examination of audio-visual materials.

462. History of Books-2 hours. The historic development of the library and the influence exerted on it by the development of the alphabet, manuscript writing, and invention and spread of printing. Emphasis on and relation of the library to social conditions of the various periods studied.

490. Teaching the Use of Libraries-2 hours. Credit also as a course in education for a student whose major is library science. Methods of teaching library skills, Materials for use in preparing class assignments, engaging in extra-curricular activities, and pursuing individual interests.<sup>113</sup>

The non-library science courses that could be used for credit were: Education 443, Storytelling; Education 462, Problems in Reading in Secondary Schools; Education 480, Audio-Visual Education; and Art 330, Exhibition Techniques.<sup>114</sup>

This new major and the revised minor and the courses

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<sup>113</sup>Bulletin of the Iowa State Teachers College, LII (January, 1951), 106-108.

<sup>114</sup>Bulletin, LII, 65, 77-79.

remained as described in the 1950 Bulletin until the 1957-58 school year, with one exception. A year after the major change took place, the number of the course Library Administration II was changed from 420 to 521. The content remained the same.<sup>115</sup>

In the fall of 1957 some of the course names and numbers changed, as well as the descriptions of them. Because of the college's move to semesters rather than quarters, the hours for the major and minor changed. Changes in the numbering of courses also caused some change in the requirements of the program.

A major in library science consists of at least 24 hours which must include 35:12, 14, 115, 120, and 190. Students primarily interested in the elementary school field will take also 35:112; those whose interests are chiefly in the secondary school will take 35:114. The remaining work may be chosen from other courses in library science or from the following: 21:131, 21:145, 21:172, 60:100.

A minor in library science consists of 16 hours which must include 35:12, 14, 115, 190, and either 35:112, or 114.

35:10. Library Orientation-1 hour. Practical working knowledge of the library and its resources. (35:110)<sup>116</sup>

35:12. The School Library-3 hours. Problems and methods of effective library service on all levels of the school program. (35:320)

35:14. Book Selection-2 hours. General principles of selection. Examination of standard aids. (35:332)

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<sup>115</sup>Bulletin of the Iowa State Teachers College, LIII (January, 1952), 120.

<sup>116</sup>The numbers in parentheses indicate the number of the course(s) which was replaced by the named course.

35:112. Library Materials for Children-3 hours. Survey of children's literature with attention to principles of selection and standards of evaluation of book and non-book materials for the elementary school program. (35:440)

35:114. High School Library Materials-4 hours. Selection and evaluation of materials for junior and senior high school students. Reading interests, habits, and needs of young people. (35:450, 35:452)

35:115. Cataloguing and Classification-3 hours. Principles of cataloguing and Dewey Decimal classification. (35:323, 35:330)

35:120. Reference-3 hours. Examination, evaluation, and use of basic reference sources. (35:435)

35:130. History of Books-2 hours. Historical development of books and libraries. (35:462)

35:135. Library Organization-2 hours. Various types of libraries, with relationship of the school library to each. (35:521)

35:190. Teaching the Use of Libraries-2 hours. Methods of teaching library skills. Credit also as a course in education for a student whose major is library science. (35:490)<sup>117</sup>

The courses which could be selected from outside the department were 21:131, Audio-Visual Education; 21:145, Storytelling; 21:172, Problems in Reading in Secondary Schools; and 60:100, Display Techniques.<sup>118</sup>

The curriculum remained the same for two years. Then, in 1959, courses numbered 35:112-35:190 were followed by (g). This symbol indicated that these courses could be taken for graduate credit. The library science major and minor were

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<sup>117</sup>Bulletin of Iowa State Teachers College, LVIII (February, 1957), 94-5.

<sup>118</sup>Bulletin, LVIII, 64, 74-75.

still only undergraduate degrees.<sup>119</sup> In 1960 Library Organization, 35:135, was dropped from the curriculum. Prerequisites were added to some of the courses in 1962. The School Library had a prerequisite of sophomore standing, as did Book Selection. 35:14, Book Selection, or consent of the instructor, was the prerequisite for Reference.<sup>120</sup>

The courses listed for the 1962-63 school year continued to be the ones offered until the close of the period, 1967-1968, designated for this study.

While the courses changed and developed over the twenty year period, the department's philosophy of library science education guided the development. Early in the department's history, the instructors felt that the education for librarians should follow a pattern similar to that of education for teachers. Although they saw the masters degree as the preferred degree, they also were aware that it was unrealistic to expect Iowa schools to hire a person with a masters degree as school librarian. Therefore, they decided to establish a bachelor's program which was articulated with graduate library schools and which they could develop into a graduate program in the future. The courses were geared to the school librarian, with practical training so he/she was able to cope with the problems encountered in the libraries

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<sup>119</sup>Iowa State Teachers College Bulletin, LX (February, 1959), 82.

<sup>120</sup>State College of Iowa Bulletin, LXIII (January, 1962), 86.

of Iowa's schools. Some of the courses in which a practical approach was taken were: Administration of the School Library, in which methods of ordering, circulation, accessioning, and binding were taught; Classification and Cataloguing, in which the technical processes of making a card catalog, shelf listing, filing, and ordering printed cards were taught; and Library Practice, in which the student actually worked in the college library. Even though the curriculum was based on school librarianship, people interested in public library work were not barred from the program.<sup>121</sup>

As the program developed, the practical approach was still used, but the need for theoretical education to form a broader base was recognized. In the late 1950's both theoretical and practical elements were in the program.<sup>122</sup> Examples of courses which dealt with theory at that time were: Book Selection, dealing with the principles of selection; Library Materials for Children, dealing with standards of evaluation; and Cataloguing and Classification, dealing with principles of cataloguing and classification.

Throughout the 1960's the practical approach was replaced more and more with a theoretical approach to library science. Practical education was necessary, but it needed to be based in theory. The department's staff educated students in all aspects of library work so they could handle the total

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<sup>121</sup>Statement by Sister Lauretta McCusker.

<sup>122</sup>Statement by Eileen Noonan.

library program of a school. Throughout this period, as non-book materials became more common for school use, non-print materials and concerns with them were introduced into the courses.<sup>123</sup> In both High School Library Materials and Library Materials for Children, non-print media was increasingly discussed. Audio-Visual Education was one of the electives which the department accepted for the major. So by the end of the department's first twenty years, the educational program had a more theoretical basis and considered materials in formats other than print.

In addition to their course work, students of the department of library science were exposed to some extra-class educational experiences during the first twenty years. For a period of time an undergraduate professional fraternity, Alpha Beta Alpha, was active on the campus. About once a month this group met on campus; they also attended meetings on other campuses and regional meetings.<sup>124</sup>

In the early years, students were encouraged to attend the ISEA conventions in Des Moines. Visits were made during the year to Waterloo area schools to see library facilities.<sup>125</sup> Later field trips were taken to the University of Chicago Press and Baker and Taylor, a book wholesaling company.<sup>126</sup>

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<sup>123</sup>Statement by Elizabeth Martin.

<sup>124</sup>Statement by Sister Laretta McCusker.

<sup>125</sup>Ibid.

<sup>126</sup>Statement by Eileen Noonan.

Librarians from the Cedar Falls and Waterloo Public Libraries and business libraries such as John Deere were invited to speak to the students, as were representatives from different publishers and library supply firms such as Demco.<sup>127</sup> Toward the end of the period covered in this study, students made field trips to visit suburban Chicago school libraries. This experience allowed them to view good media programs.<sup>128</sup> All of the activities organized outside the classes were aids to the classroom learning.

Faculty members were also involved in extra-class activities which influenced their work in class. Most of the staff members served to some degree as consultants through the Extension Office of the college. The amount of time spent on extension work declined through the years, until it was virtually phased out. This work gave faculty members a great awareness of the situations in the schools of Iowa. The need for librarians to be aware of curriculum and teaching methods was evident, as was the necessity of a theoretical background in librarianship in order to work through specific library problems for change. Faculty members in later years were able to obtain some insight on the school situation by being members of North Central Association evaluation teams. The experiences in the schools in both situations showed staff members the needs of the professionals in the field.

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<sup>127</sup>Statement by Elizabeth Martin.

<sup>128</sup>Statement by Charles Adams.

The curriculum did change throughout the twenty years. Teachers continued to strive to improve the content, to make it relevant and effective. And, activities outside the classroom contributed to the students' education.

### Facilities

While the faculty and the curriculum changed over twenty years, the facilities for the library science department changed also. During the twenty years, the library science department has always been housed in the library building. When Miss McCusker came in 1948, she was provided with a desk in the old library's main lobby. Bookshelves were placed around her desk to form an office. The building now known as Seerley Hall was the library's location in 1948. The library science classroom was a room opposite the library's main entrance. A few years later the classroom was moved across the hall into the room which had housed the fiction collection. Miss McCusker's office was also in this room. Then, when the laboratory school library was moved to the new campus school building, the department obtained those two rooms. At this time the library science collection, which was the beginning of the present youth collection, was started.<sup>129</sup>

Miss Noonan recalled that her first office was in a closet in the room housing back issues of periodicals. The department was moved to the third floor of the library when the documents collection was moved. Here they had office

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<sup>129</sup>Statement by Sister Laretta McCusker.

space in one room and one classroom. The department remained there until the new library building was completed.<sup>130</sup>

In the late 1950's, plans for the new library were begun. During the early planning stages, the decision was made to include space for the library science department in the new library. Staff members were consulted about their needs and wants for the department. When the building was completed, the department was located in the southeast corner of the lower level, the same location of the present department. The space consisted of one classroom, a suite of three offices, and a seminar room which opened into the southern part of the youth collection and into the hallway. The department head/library head had a separate office on the main level of the building.<sup>131</sup>

In addition to the department's assigned facilities, students and staff had access to other facilities on campus which aided their work and study. All of the college library was available for the department's use, particularly the youth collection. This collection of children's and young adult literature had been started by Miss McCusker and Mrs. McLeod to meet a departmental need. In 1958 the collection was taken over by the library.<sup>132</sup>

The curriculum library in the Old Administration

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<sup>130</sup>Statement by Eileen Noonan.

<sup>131</sup>Statement by Donald Rod.

<sup>132</sup>Statement by Laurette McCusker.

Building and the audio-visual department in old Gilchrist Hall were available for student and staff use and these facilities were used. The facilities of the laboratory school were also made available to the department.<sup>133</sup>

#### Other Information

Throughout the department's history it seemed to encounter few or no negative influences. The staff all agreed that the university administration was always supportive of the department, which made its existence and growth possible. Dean Lang was a strong supporter of libraries and Mr. Rod was influential in convincing people of the need for library support.<sup>134</sup> Both of those factors certainly could not have hindered the department's growth. There seemed to be an abundant supply of money for the department despite its small size in number of staff and students. Its faculty were not slighted in matters concerning financial reimbursement for teaching. Apparently the department met with no opposition from any force on campus. The program continued to move forward, into the late 1960's, when the transition to the master's program began.

Rather than having the Department of Public Instruction act as a direct influence, the library science department may have been an influence on the DPI. The library science department made its standards for completion of the

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<sup>133</sup>Statement by Sister Laretta McCusker.

<sup>134</sup>Statement by Elizabeth Martin.

library science curriculum higher than those required by DPI for librarian certification. The department was in a leadership position,<sup>135</sup> not a follower's position. "Education should be a leader, not a follower."<sup>136</sup> And not only were the department's course requirements in advance of DPI standards, but the content of those courses was advanced. The department's attention to AASL Standards aided its continued status of superiority to DPI standards.<sup>137</sup>

Though no exact figures were available, all faculty members remembered a growth in number of students throughout the twenty years. This may have been one reason for the department's continued evolution.

The general policy of doing no overt recruiting was shared by all staff members interviewed by the writer. Indirect recruiting was a result of the consultant work done in the schools, talks given at high school career days, and efforts carried on by the Admissions Office. Replies and information were also sent to prospective students who would write for information on the program. But the department members did not actively seek students for the program.

All faculty members were asked whether a program evaluation had been conducted. Many recalled instructor or course evaluations, but all said that no program evaluation

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<sup>135</sup>Statement by Eileen Noonan.

<sup>136</sup>Statement by Sister Laretta McCusker.

<sup>137</sup>Statement by Elizabeth Martin.

had been made by students or alumni.

### Education for School Librarians

As indicated by several of the faculty members who were interviewed, the Department of Library Science at UNI did evolve through the stages that paralleled the general growth of education for school librarians in the United States. The program began with a curriculum that used the practical or technical approach. As the program developed, the approach shifted to one with a theoretical or philosophical emphasis. In the middle to late 1960's, the department's thinking was on a master's degree program. That program developed shortly after the end of the period researched in this paper.

According to sources noted in the literature review, the programs of education for school librarians began in the practical or technical style in the early 1940's. Thus, about a decade after the general movement, the department did follow that pattern of moving from a technical focus to a philosophical focus to a master's degree in library science.

### Conclusions

This study has resulted in the compilation of a variety of information concerned with the history of the Department of Library Science at the University of Northern Iowa from 1948 through 1968. Major focus was placed on faculty, curriculum, and facilities.

The faculty was found to be small in number throughout the period. It had from two to four members during the

entire twenty years. Of those members, the department head did very little teaching, leaving the majority of instruction for from one to three people. The influence of these people on the department's growth can be indicated as being positive. Comments made by persons interviewed about their colleagues tended to be favorable. That the program has continued to develop is another indicator of the positive influence of the faculty. If faculty members had worked against the department, it surely would have failed to continue its program.

The curriculum through the years has been continually developing. The department started with the basic courses necessary for training school librarians. These were changed somewhat over the years and a few new courses emerged. However, there was not a steady growth in the number of courses. The changes were made in the content of the course rather than by creating a large number of new courses. The courses which were in the curriculum appeared to meet the needs of educating school librarians, and a wide variety of courses was not necessary.

As indicated in the preceding section of this paper, the department's course changes reflected a change from a technical to a philosophical approach. The development did follow the general pattern of development of education for school librarians.

From its beginnings in 1948, the Department of Library Science at UNI seemed to have moved continually forward. Though small in size, the department has continued to strive for

quality rather than quantity in tis program. By the end of the period researched for this project, a very good undergraduate curriculum was available on which to build the new graduate program.

APPENDIX

DEPARTMENT OF LIBRARY SCIENCE SUMMER FACULTY

<u>Faculty Member</u>	<u>Year</u>	<u>Source of Information</u>
Lauretta McCusker	1948	Personal interview, January 10, 1977.
	1949	<u>ISTC Bulletin</u> , L (April, 1949).
	1950	"Operating Budget of ISTC, 1949-50".
	1951	<u>Bulletin of ISTC</u> , LII (April, 1951).
Ada McLeod	1950	<u>Bulletin of ISTC</u> , LI (April, 1950).
	1951	<u>Bulletin of ISTC</u> , LII (April, 1951).
	1962	Letter from Howard Knutson, to Donald Rod, December 21, 1961.
	1964	Letter from Howard Knutson, to Donald Rod, December 18, 1963.
	1965	Letter from Howard Knutson, to Donald Rod, December 16, 1964.
	1966	Letter from Howard Knutson, to Donald Rod, December 17, 1965.
	1967	Letter from Howard Knutson, to Donald Rod, December 16, 1966.
	1968	Letter from Howard Knutson, to Donald Rod, December 27, 1967.
Marybelle McClelland	1950	<u>Bulletin of ISTC</u> , LI (April, 1950).
	1951	<u>Bulletin of ISTC</u> , LII (April, 1951).
Mary Cooper	1951	Ibid.
Arley Jonish	1962	Letter from Howard Knutson, to Donald Rod, December 21, 1961.
Clyde Greve	1962	Letter from J.W. Maucker, to Clyde Greve, February 26, 1962.
Helen Stub	1962	Letter from Donald Rod, to Clyde Greve, February 9, 1962.
	1964	Letter from Howard Knutson, to Donald Rod, December 18, 1963.
	1965	Letter from Howard Knutson, to Donald Rod, December 16, 1964.

<u>Faculty Member</u>	<u>Year</u>	<u>Source of Information</u>
Elsie Oetken	1964	Letter from Howard Knutson, to Donald Rod, December 18, 1963.
	1965	Letter from Howard Knutson, to Donald Rod, December 16, 1964.
Veda Fatka	1964	Written interview-questionnaire, March 4, 1977.
	1965	Ibid.
	1966	Letter from Howard Knutson, to Donald Rod, December 17, 1965.
Elizabeth Martin	1966	Letter from J.W. Maucker, to Donald Rod, April 6, 1966.
Elizabeth Brewer	1966	"Department of Library Science Summer Schedule, 1966."
Charles Adams	1967	Letter from Howard Knutson, to Donald Rod, December 16, 1966.
	1968	Letter from Howard Knutson, to Donald Rod, December 27, 1967.
Arlene Ruthenberg	1967	Letter from Howard Knutson, to Donald Rod, December 16, 1966.
	1968	Letter from Howard Knutson, to Donald Rod, December 27, 1967.
Robert Foley	1967	Letter from Howard Knutson, to Donald Rod, December 16, 1966.
Rex Shepherd	1968	Letter from Howard Knutson, to Donald Rod, December 27, 1967.

No information was available about the summer session faculty from 1952 through 1961 and for 1963.

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## ADDENDUM:

- McLeod, Ada. Personal interview. Grundy Center, Iowa, June 10, 1977.

## ABSTRACT

The purpose of this research was to compile a descriptive-chronological history of the Department of Library Science at UNI from 1948 through 1968. Faculty, curriculum, facilities, and influencing factors were particularly noted.

Information was obtained through personal interviews with faculty members from the period, interview-questionnaires, and a search of university Bulletins, budgets, correspondence, and Faculty Senate minutes. The facts gathered were then presented chronologically within the areas of curriculum, faculty, facilities, and other information. A separate section contained the comparison of the Department of Library Science at UNI with the general pattern of development of education for school librarians.

The faculty was found to be small in number throughout the period, and they had a positive influence on the department's growth. The number of courses offered increased little, but the content did change. Facilities grew with the department. Departmental requirements surpassed state certification requirements. The department's development did follow the pattern of development of school librarian education; it moved from a technical to a philosophical approach and then to the master's degree program.