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Library Science and Audiovisual Instruction

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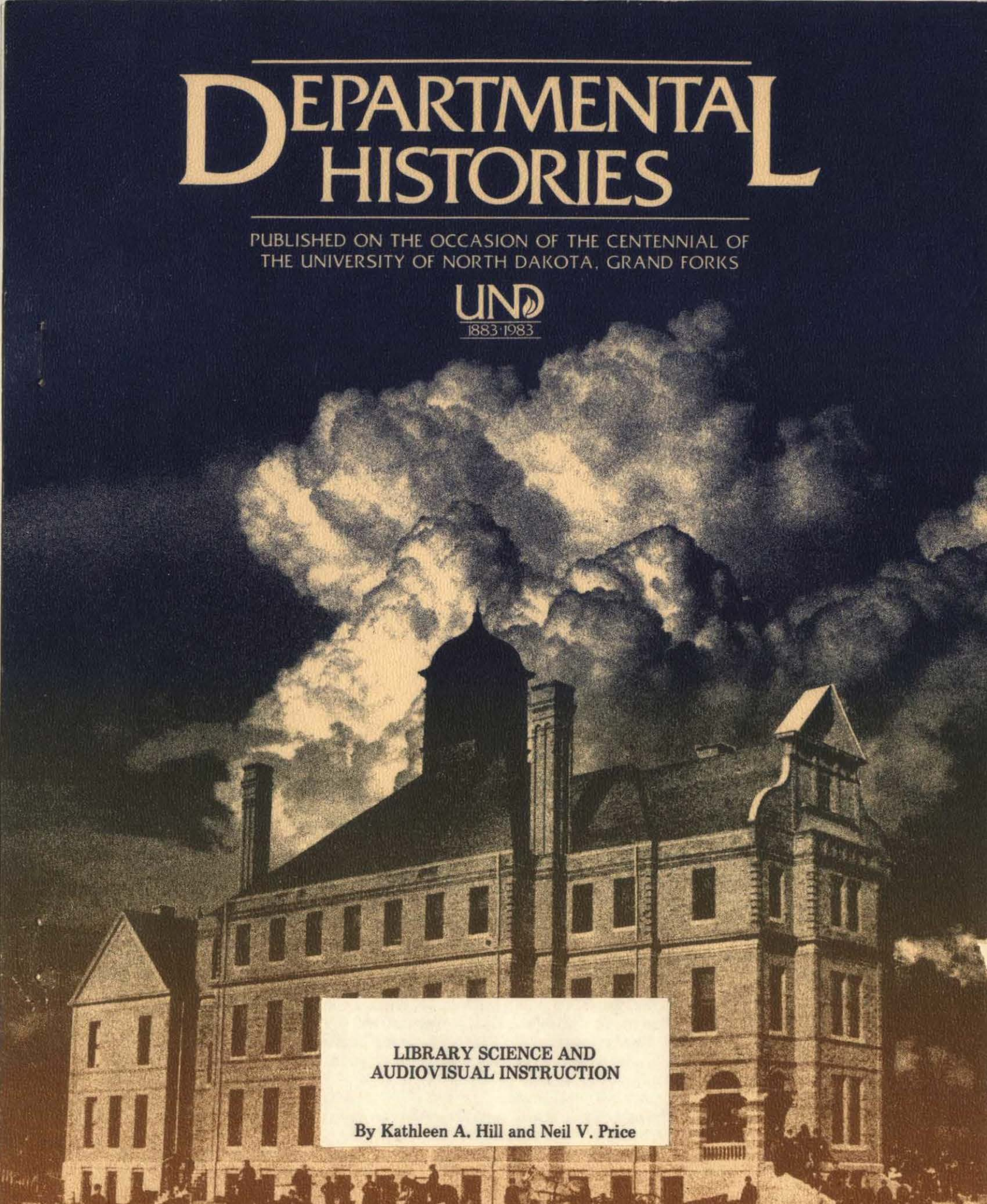
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DEPARTMENTAL HISTORIES

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LIBRARY SCIENCE AND
AUDIOVISUAL INSTRUCTION

By Kathleen A. Hill and Neil V. Price

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In recognition and appreciation of the dedication and creativity Mrs. Kathleen A. Hill, Director of the School Library Media Center at Red River High School in Grand Forks, North Dakota, devoted to the research and development of this current history of the Department of Library Science and Audiovisual Instruction at the University of North Dakota. Mrs. Hill volunteered to compile the history of the Department, in partial fulfillment of the requirements for the course, "Historical Foundations of Education," through the Center for Teaching and Learning at the University during the Fall Semester, 1981-82. This research endeavor has synthesized a large body of information from a variety of sources, into a meaningful summary of relevant historical facts highlighting progress in library science and audiovisual education here at the University of North Dakota.

It has been my pleasure to review her work and consider it a privilege to have cooperated in the preparation of the final document.

-- Neil V. Price

THE HISTORY OF THE DEPARTMENT OF
LIBRARY SCIENCE AND AUDIOVISUAL INSTRUCTION
by Kathleen A. Hill

LIBRARY SCIENCE--THE EARLY YEARS

The first reference to "library science" at the University of North Dakota was made in the 1903-1904 Bulletin. The librarian, George F. Strong, stated that, "lectures and informal talks on how to use the library are given from time to time."(1) This should be viewed in the light that Melvil Dewey did not start the first library school until 1887.(2) Therefore, the University of North Dakota (UND) was not far behind in this "new" field.

The first actual course for which credit was given at UND was offered in 1908. Mr. Charles Compton, the librarian, taught the class entitled, "Practical Library Work." It was required of all freshmen, but was an elective for upper-classmen. It was "intended to give such information as would enable students to use the library intelligently and includes the Dewey System, card catalog, periodical indexes and certain few books of reference as encyclopedias and dictionaries."(3) This was the only library course offered until 1912, when a new course, "Apprentice Work" for 3 credits was offered. The course description indicated that "the librarian will conduct an apprentice class during the second semester. Students who have taken the course in "Practical Library Work", and have shown some ability in their work will be eligible for admission."(4)

"Practical Library Work" evolved into a four lecture offering with no credit given, and was finally dropped in 1916, when the first truly professional course, "Library Instruction, A Teacher's Course in Library Methods" was started. It was taught by Miss S. Blanche Hedrick, Acting Librarian. It was a one-credit, elective course "and designed for teachers who wish to become sufficiently familiar with library methods to care for school libraries. The course includes the selection, buying and care of books, instruction in simple methods of classification and cataloging, and a study of reference books. Includes lectures and practice work."(5)

In the 1915 Bulletin, library science is first mentioned as being part of the College of Liberal Arts and School of Education.(6)

A course entitled, "Bibliography and Reference Work" was taught in 1917 by Mr. Sumner, Librarian. The course content appears to be the same as in the previously named, "Practical Library Work."(7)

The first professor of library science was Mr. Alfred Keator, who in 1918-1919 taught "Elementary Library Science", which consisted of book selection and reference. "Library Methods" was offered as a one-credit course the second semester and consisted of administration and cataloging. The emphasis on selection ended with the resignation of Mr. Keator on November 1, 1928.(8)

In 1930, the first numbered library science course, 201, "Library Methods" was taught by William H. Carlson, Associate Professor. It was an "introductory course on the use of books and libraries. Appraisal of books; training in the

use of bibliographical aids; preparation of bibliographies; critical study of dictionaries, encyclopedias, periodicals, government publications and other books used for reference."(9) This offering remained the same, with the exception of 1934, when it was not offered until 1936.

From 1936-1954, no library science courses were offered at the University of North Dakota.

THE MINOR PROGRAM

The fall of 1954 brought a renewed library science curriculum, and modern library science, under the College of Education, was begun at UND. Courses were described as preparation for teacher-librarians and administrators. The courses, Book Selection for Elementary Schools; Materials Selection for Secondary Schools; Library Materials for Children; Reference Books; Public Relations; Administration; Cataloging, and Supervised Library Experience were offered. The instructor was Irene P. Norell, Lecturer in Library Education, B.S., University of Minnesota.(10)

The 1958 course offerings included, Introduction to Librarianship; Selection of Library Materials; Reference; Cataloging; Administration; Children's Literature; Adolescent Literature; Supervised Library Experience; Individual Research in Library Work; and Seminar in Librarianship.(11) Many of these course titles remain today.

In 1960, the Library Science Program was first listed as a minor program with a total of 24 semester hours required. The faculty at that time consisted of Caroline G. Lybeck, Assistant Librarian and Assistant Professor of Library Science, M.A., University of Michigan; Donald J. Pearce, Librarian and Assistant Professor of Library Science, M.S.L.S., Catholic University of America; and Evelyn J. Swenson, Reference Librarian and Instructor in Library Science, B.S.L.S., University of Minnesota.(12) During this time the Library Science Department was located in the Chester Fritz Library. The collection and offices were on the fourth floor, with some classrooms on the third floor.(13)

1962 brought a number of changes to the area of library science. Requirements for a minor were lowered to 21 semester hours, course content was drastically changed, and most significantly, Ralph Perkins joined the library science faculty at UND.(14)

THE PERKINS YEARS

Ralph Perkins received his M.A. from the University of Denver with a major in library science. He also had an A.M. degree from Colorado State College with a major in social science and minor in education. His undergraduate degree was a B.S. from Fort Hays Kansas State College with majors in English, education and social science. He had also done graduate work at the University of Kansas, University of Utah, and Kansas State College. He came to UND with experience as an elementary teacher; secondary teacher; school administrator; and elementary, secondary, public and college librarian.(15)

Ralph Perkins' philosophy on librarianship can be summarized by the following "points of interest" that appeared repeatedly in promotional literature and newsletters issued by the department:

1. Library Science is a specialized field of knowledge and bears little relationship to English or any other special discipline.
2. Librarians must be able to work with people and to enjoy associating with people. The librarian of today must be an extrovert; the day of the scholarly introvert has long since passed.
3. The librarian must keep abreast of the happenings in the world of librarianship, and must also have a knowledge of other disciplines and be aware of the advances being made in all areas of knowledge. There is little opportunity for "free reading" in the life of the working librarian.
4. Librarianship certainly involves a love of books, but the profession offers little opportunity for bookish people. The effective librarian is devoted to providing service to others.(16)

Ralph Perkins began his term as head of the Library Science Department in 1966, when library science was taken out of the College of Education and "became a separate department with full autonomy...oriented for librarians and not teachers."(17)

During the 1960's, there was a shortage of qualified people in all fields of librarianship, but school librarians were on the "critically needed list."(18) The time was ripe for a blossoming of the department. Enrollment was growing rapidly from 34 students in 1963,(19) to 84 students in 1967.(20) In some 1967 promotional literature, the department boasts of being the largest undergraduate department in library science in the world.(21)

After what appears to have been a great deal of friction between Donald Pearce, the Head Librarian at Chester Fritz Library, and Ralph Perkins, over critical space in the Chester Fritz Library being taken up by library science classrooms and offices, the Library Science Department had to make a "forced move."(22) In the summer of 1968, it was relocated to the "Old Science" building, where it occupied part of the second floor until the summer of 1974. At that time, the department moved to Montgomery Hall, where it remains today.(23)

Even after the Library Science Department was no longer physically located in the Chester Fritz Library, Donald Pearce attempted to establish, in a letter to Ralph Perkins, "ground rules" to apply in the relationship of Chester Fritz Library and the Department of Library Science. They were as follows:

1. The books in the Library Science Department belong to the University and not to the Library Science Department.
2. They are under the ultimate jurisdiction of the Head Librarian, who will decide what may or may not be transferred between collections.

3. No book will be moved from one collection to another without passing completely through the proper transfer process.
4. No changes will be made in call numbers, markings, property stamping, or any other processing of books, except by Chester Fritz Library staff.
5. The Library Science collection will be available to all campus students and faculty and not restricted to those enrolled in Library Science.
6. Books will be available for inter-library loan when requested, unless they are in immediate and active class use.

In order to get things back on a proper footing before more confusion results, I am instructing the Cataloging Department to make a comparison of the official shelf-list with the holdings of the Library Science Department.

1. Those books not found on our shelf list will be returned to the Chester Fritz Library.
2. Any books found to have been changed in call number or original processing will be returned to the Chester Fritz Library to have their original markings restored.
3. So that we can be assured of consistency in operation, future cataloging of material for the Library Science Department will be done by the Chester Fritz Library.(24)

These points must have infuriated Ralph Perkins. For example, how could cataloging be taught when students cannot even catalog the books? Apparently, Perkins won the battle, because, in the following quoted letter, Pearce lists the policies decided upon at a meeting:

May I recapitulate the objective and course of action we decided upon on 8 November relative to the Library Science book collection and its relationship with the Chester Fritz Library.

1. The Library Science library will become a separate laboratory collection, designed to serve only the courses in that department and entirely under the jurisdiction and finances of the department.
2. The Chester Fritz Library will assist in providing manpower to make a complete and accurate inventory of those books belonging to the Chester Fritz Library now in the Library Science Department. This list will not include those formerly classified J, as these are self-evident laboratory materials.
3. The Chester Fritz Library will show the location of these books in its records as "Library Science Department", without call numbers, and relinquish jurisdiction over them.

4. From the listing of books transferred, the Head Librarian will make a selection of those he considers should also be in the Chester Fritz Library. These will be ordered for the Chester Fritz Library and the cost will be shared equally between the Library and the Library Science Department.
5. The Library Committee will not, in future, make any book fund allocation to the Library Science Department, but that department will make its own request to the Budget Committee for funds to maintain its laboratory collection.(25)

The Library Science Department had finally come unto its own. It was now an autonomous unit separate from the Chester Fritz Library.

The Annual Report of 1967 indicated the following course offerings: Library Orientation; Introduction to Librarianship; Selection of Library Materials; Introduction to Librarianship; Administration; Literature and Reading Guidance-Children; Literature and Reading Guidance-Adolescents; Supervised Library Experience; Research in Library Work; and Seminar in Librarianship. The staff consisted of Ralph Perkins, and Flossie Perkins (Ralph's wife), B.S., M.S., M.A.L.S. At that time, the greatest need was seen as additional staffing, and the offering of graduate courses.(26) The undergraduate major had been offered since September of 1966.(27)

In April of 1966, Robert Lee, Chairman of the Department of Librarianship, Kansas State Teachers College, visited the UND campus, at the request of Dean C. J. Hamre of the Graduate School, to serve as a consultant on the "problem of developing a Department of Library Science and advise us on participation in Title II of the Higher Education Act of 1965."(28)

In his report dated May 18, 1966, Mr. Lee recommends that in lieu of an undergraduate major in library science being offered, that "(1) a minor in library science be offered at the undergraduate level, and (2) for those persons who wish to take advanced course work in librarianship, three or four graduate level courses in library science, totaling between 9 and 12 hours, be offered as an area of emphasis as part of the Master of Science degree program in Education."(29)

It seems as though this evaluation and recommendation provided the impetus needed for Ralph Perkins to propose a graduate program for his department.

THE GRADUATE PROGRAM

A proposal for a graduate program in library science came in September of 1966, when Ralph Perkins submitted for consideration to the Dean of the Graduate School and to the Graduate Committee, his program for a Master of Science Degree through the Department of Library Science. He had examined the already existing programs at the following schools before preparing his proposal:

California, University of Berkeley
 Chicago, University of
 Columbia University
 Denver University
 Emory University

Florida State University
 Illinois, University
 Indiana, University of
 Kentucky, University of
 Michigan University (30)

These institutions were considered to have outstanding training programs in Library Science. All have the accreditation of the American Library Association (ALA).(31) This is an important consideration due to the fact that an individual who desires to be employed in academic libraries is informed that a master's degree from an ALA-accredited institution is required to obtain many of the position vacancies.

The following requirements were given for admission to approved status in the Graduate School for study in library science.(32)

1. Applicants must meet the following general requirements for admission to the UND Graduate School:
 - a) Must hold a baccalaureate degree.
 - b) Must be a graduate of an accredited college or university.
 - c) Must have an overall grade point average of 2.75 or a grade point average of 3.00 for the last two years of undergraduate work.
 - d) Must have at least 12 credits of undergraduate preparation in the field selected as the major field of graduate study.
2. Applicants must have completed the following undergraduate courses in library science:
 - Basic Cataloging
 - Selection of Library Materials
 - Introduction to Reference
 - Introduction to Librarianship
3. In addition to letters of recommendation or confidential reports, a personal interview may be requested.
4. Applicants must have a reading knowledge of one modern foreign language. In some cases the language requirement may be waived.
5. Applicants may be granted provisional admission to study in library science if they do not meet one or all of the above requirements 1a,1b,1c,1d,2 or 4.

The following was the Perkins plan for the development of the Master's Degree Program at UND.(33)

1. Students may select, with the approval of the Department of Library Science, Plan "A" or Plan "B", that is, the thesis or non-thesis plan, for the Master of Science Degree.
2. Under Plan "A" a minimum of 30 semester credits will be required, up to 5 semester credits for thesis included. An oral and/or written final examination for the degree will be required.
3. Under Plan "B" a minimum of 32 semester credits will be required, 2 credits for a research report or independent study included. A final written comprehensive examination will be required.

4. Under both Plan "A" and Plan "B", the degree Option II of one major and one minor in related fields will be required. A minimum of 20 semester credits will be required for the major field of library science.

Two additional full-time staff members were also called for in the proposal, who "would possess the Master's Degree in Librarianship...and would command a salary of approximately \$8,500 for the academic year."(34)

The program was approved, with some changes, and became effective on September 1, 1967.(35) The new graduate program started its first year with an enrollment of 36 graduate students, and approximately 90 undergraduate students.(36)

The growing department fought a continuous battle for space in the Old Science Building. "Old, established, and sometimes dormant departments have established claims to quarters, equipment, faculty, graduate assistants, etc."(37)

In 1969, the thesis plan "A" was eliminated and Mr. Paul Renick joined the Perkins' as a full-time faculty member with the title of Assistant Professor in Library Science.(38) An interview with Renick revealed that:

Ralph wanted me because of my audiovisual and computer background and because I had my degree from a school-oriented ALA approved school (George Peabody, Nashville, Tenn.). The graduate program was already in existence, and he wanted to develop a school-oriented Master's Program in Media. I taught every course except Adolescent Literature. Ralph's philosophy was one of non-specialization, probably because he felt that a media person could not specialize. Actually, the term "media specialist" is wrong, we really are media generalists.

I met and talked with Ralph every day from about 7:00 to 9:00 a.m., when Flossie (his wife) would come. During those morning meetings, I became very familiar with Ralph's attitudes about his program. He felt very strongly about three things: One, emphasis was placed on non-book resources, two, his program was based on the practical, and three, he did not like the 'New School for Behavioral Studies in Education' concept which existed on campus during the same period of time.

At that time, the faculty was made up of Ralph, Flossie, myself, and Don Olson, who taught half-time in Library Science and worked half-time at the Chester Fritz Library.

The year we were put into CTL (Center for Teaching and Learning), the trouble began (1972). We lost our status as a department, we had no budget, we ordered no books, no reference, we had trouble getting supplies. Around Christmas time, I saw the Perkins' letter of resignation. Then, the Graduate Program was terminated.

It was my understanding that Flossie's position would be eliminated, and that the Educational Administration Department at CTL would get the position.(39)

Dr. A. William Johnson, Dean of the Graduate School at UND, also remembered it in that way. He said that "a decision was made to put the resources into Educational Administration, to take Library Science out of CTL and put it into HRD (College for Human Resources Development) and to make it a department again."(40)

There were additional reasons for the termination of the graduate program as outlined by Dean Johnson: "In the spring of 1972, the North Dakota Legislature was in session, we (the University) were cut ten positions, the Perkins' resigned, the NCATE (National Council for Accreditation of Teacher Education) evaluation was in and we needed additional staffing in Educational Administration, and there was a drastic enrollment decrease in the graduate program in Library Science."(41)

<u>ENROLLMENT PERIOD</u>	<u>NUMBER OF GRADUATE STUDENTS</u>
Fall Semester, 1968	20
" 1969	14
" 1970	12
" 1971	13
" 1972	9
" 1973	3
Summer Session, 1970	31
" 1971	22
" 1972	24
" 1973	14

According to Dean Johnson, "We started to meet the need, and demand dropped. There is a low turnover in librarians. We have many specializations in North Dakota, we need specialists, but we don't have the population to support training those specialists."(42)

Graduate students already enrolled were allowed to finish. They were notified, in writing, of the termination of the program and of the time limit they had in which to finish their course requirements.(43)

Margaret (Peggy) Koppleman was one of the students that received a letter regarding the termination of the graduate program in Library Science. She indicated that:

"I got a letter around January of 1973, saying that the department was going to close at the end of the summer term. The only way it changed my plans was that I started to really 'hit it.' It was not really a hardship for me, since I was in town, but out-of-town people had to abandon their plans for a master's degree in Library Science from UND. Ralph and Flossie Perkins were very accommodating in helping us finish by letting us substitute some classes for others not being offered. Ralph wanted us to get through the program."(44)

REBUILDING THE DEPARTMENT

At any rate, the graduate program was gone, and in the fall of 1973, with an entirely new faculty (with the exception of Don Olson), the attempt to rebuild a

somewhat shattered program was begun. The name of the department was changed to "Media Education" which attempted to better describe the "marriage" between the library science courses and the instructional communications (audiovisual) course offerings.(45)

The new faculty consisted of:

Full-time

Mell Busbin, Chairman and Assistant Professor

Maurice Russell, Assistant Professor of Media Education and Assistant Director of Instructional Communications

James Kyle Vannoy, Instructor

Part-time

Ronald Johnson, Assistant Professor of Media Education and Director of Instructional Communications

Gerald Olson, Instructor and University Photographer (Instructional Communications)

Donald Olson, Assistant Professor of Media Education and Public Services Librarian, Chester Fritz Library

Mell Busbin resigned his position in July of 1974, (he had been promoted to the rank of Associate Professor that would have been effective in the fall of 1974.)(46) His frustrations were made very clear in his first, and only, annual report:

Fall enrollment was a disappointment. Even service courses offered by the department had scant enrollments. The new chairman had been forewarned about this during...his interview. The uncertainty of what would become of library science following the resignations of Ralph Perkins, Flossie Perkins, and Paul Renick was reason for students not to declare a major in media education, and for those who had done so, to consider changing the major to something else.

Morale is indeed low in the department. What began as a challenge is now little more than frustration. We are asking,...if it is possible, realistically, for us to offer a major in media education at this university.

Handicaps under which the department has to operate include:

1. Physical separation of the two teaching and laboratory areas, one being in Montgomery Hall, and the other in Sayre Hall.
2. Lack of faculty...

3. Lack of personnel...to maintain the Media Education Library.
4. Lack of funds...(47)

In the fall of 1974, Neil V. Price, M.L.S., Brigham Young University, was named Assistant Professor and Acting Chairman of the ailing department. Dr. Maurice Russell, Ed.D., University of North Dakota, was named Assistant Professor and Director of Instructional Communications.(48)

New part-time faculty during the year were:

- Jean G. Anderegg, Public Services Librarian, Chester Fritz Library
- Mary Margaret Frank, Retired Librarian, Grand Forks Public Library
- Paul R. Renick, Library/Media Specialist, Valley Junior High School, Grand Forks Public Schools and former Assistant Professor of Library Science, University of North Dakota.(49)

The department underwent another name change to the "Department of Library Science and Audiovisual Instruction", the name it retains today.

In "October of 1974, a departmental advisory council was formed for the purpose of developing and maintaining professional unity, and the necessary dissemination of information pertaining to the commonality of purpose"(50)

In January of 1975, the department initiated a two-year library technician program, leading to an Associate of Arts Degree through University College.(51)

The annual report of 1974-75, submitted by Neil Price, contains the following paragraph which remains in effect to date:

Inasmuch as the graduate program in Library Science was 'phased out due to reallocations of instructional resources,' the State of North Dakota does not have any program for librarians, audiovisual specialists and/or media specialists to maintain their certification and contracts, thus necessitating them to leave the State or go to other institutions in North Dakota which offer graduate coursework in related areas.(52)

It was under these conditions that Neil Price was named Assistant Professor and Chairperson of the Department of Library Science and Audiovisual Instruction. During an interview with him, he indicated that he came to UND because:

It was a job opportunity which came at a time in which I desired to make a transition. I was interested in the position due to the fact that the department combined both library science and audiovisual instruction. Many of the curricula of other colleges and universities separated these disciplines into two departments, and I viewed the combination of them as a positive element. The position appeared to be a challenge for strengthening a program which had graduate status at one time and the remaining undergraduate program needed some

stability, something which I felt I could offer it. (At the time, I was not really aware that the financial resources and faculty allocations to strengthen the program were not supported either politically or with appropriated funding). It was critical that additional faculty be justified for the purpose (according to the Dean of the College (HRD) and the Vice President for Academic Affairs) or re-introducing the graduate program in library science which had been 'temporarily' suspended. It was my understanding that the previous chairperson (Mell Busbin) had worked for a reinstatement of the graduate program, but left the institution before it had been realized, and I was asked to pick up where he left off to develop the necessary rationale for achieving reinstatement.(53)

Under Neil Price's guidance, the department saw a significant gain in enrollment. A 61.7% increase from 1974-75 to 1975-76,(54) was reported to the Dean.

Price's concern for the reinstatement of the graduate program is indicated by a statement in the 1975-76 Annual Report:

Research into the rationale for the loss of graduate coursework in library science reveals that the program was to be 'temporarily suspended' until such time as a 'new program, combining library science and educational media, will be activated in two or three years.' Inasmuch as this has been a reality, and due to the fact that outside pressure from individuals expressing an interest in an advanced degree in library science...it is of utmost importance that the University place this problem on its list of priorities.(55)

Dean Johnson, on the other hand, believes that "it was not meant to be a temporary termination. It was not done for awhile. However, there is always an option to reinstate a program if the demand is there. There have been groups who have asked this, but not large groups. It is not a cost-effective program."(56)

Since 1976, the department has continued to stabilize. Additional faculty were secured with the hiring of Darell Evanson as a full-time Assistant Professor; Yvonne Hanley (part-time) Assistant Professor; and for several semesters, Milton Kinzler (part-time) Assistant Professor.

In April of 1977, a \$75,503 library training grant proposal was developed in cooperation with the Center for Teaching and Learning (Teacher Corps) and submitted to the U.S. Office of Education. This grant was intended to strengthen librarianship in schools on or near the Standing Rock and Fort Totten Indian Reservations in North Dakota. (Verbal notification of award at A.L.A. Convention, Detroit, Michigan, June 20, 1977).(57) The grant provided the curriculum of the departmental Library Technician program to prepare media aides and support personnel during a three-year (1977-80) Library Training Institute. The Library Technician program was dropped in August of 1981 as a result of the federal funding being diverted into library training fellowships rather than library training institutes. Efforts were also made for cooperation with CTL in cross-referencing coursework in the undergraduate bulletins to increase enrollment in each department.

In 1977, an agreement between UND and St. Cloud State University was reached which enabled St. Cloud to offer some graduate courses in Library/Media on the UND Campus. A total of eight courses were offered over a time span of three years. This enabled many professionals in North Dakota schools to update their certification and advance their work toward a master's degree either through St. Cloud or other institutions.(58)

During the 1978-79 academic year, Neil Price was on leave to work on his Doctorate in Library Science at the University of Pittsburgh. Darell Evanson was appointed Acting Chairman for that period of time.

In his seven years as Department Chairperson, Neil Price has stabilized a floundering department in a discipline where great fluctuations, changes, advancements and conflicts were recognized. Using the philosophies which Neil Price outlines below, the department is attempting to meet the challenge of these changes:

Librarianship is at the foundation of all knowledge. Librarianship is primarily a service function. Library Science is concerned with the purposes, objectives, and functions of libraries and the principles, theories, methods, organization and techniques employed in performing library service. On the other hand, librarianship is the application of knowledge, in whatever form, toward the collection, organization, preservation and use of books and other materials in libraries and the continuous improvement and extension of library service.(59)

With that thought in mind, one contemplates the future of the profession. In a recent article in the Chronicle of Higher Education, the future of library science is outlined in the following way:

There is a revolution taking place on the campuses. It is a quiet revolution so quiet that many people are unaware of its far-reaching effects. It promises to touch nearly every aspect of campus intellectual life, including how faculty members teach, students are educated, and research is performed.

The focus of the revolution is the library. Libraries have long histories of campus neglect. This is not surprising, as many consider them to be little more than high-class study halls.

Library science, however, is moving resolutely into the twenty-first century. The reason is simple: Of all campus institutions, libraries are the chief recipients of the benefits of technology. Computerization, miniaturization, telecommunication, and the audiovisuals are sweeping fresh air through musty halls.

Information is being liberated from the card catalogues, indexes and miles of stacks. Even small facilities with tiny multimedia areas are beginning to circulate videotapes, videodiscs, records, and slides to name just some of the forms.

...the library can hook up to a computerized consumer-information network whose services include the daily newspaper, on-line programming, mainframe capability, scientific and business modeling, and

employment sections, as well as computer-to-computer interaction and electronic mail. Some people perceive this electronic razzle-dazzle as a threat, envisioning an age in which books no longer exist and technological sterility dominates.

Banning the book is not what the revolution is all about. It is about access to information. It's about a world with new options in addition to the old ones.

Librarians are coming out of the woodwork. The new electronic technologies are shrinking the backroom functions and adding to the services. Because the equipment is unfamiliar, users need librarians to train them in access methods. In many instances, it is also essential to understand the new methods of data-base access. Computer-data-base searching requires the user to know the proper commands and codes. In the new library, service is the key. But the ramifications of the new technologies go beyond such services. Information is now perceived as something that can be managed. ...a common complaint in business is that universities are graduating students unprepared to use common, everyday tools relating to information.

Yes, a revolution is taking place. It is a quiet revolution, but far-reaching nevertheless. Colleges and universities must comprehend its existence or be left behind. (60)

How is the Department of Library Science and Audiovisual Instruction at the University of North Dakota coping with meeting the needs of a highly technological and dynamic future?

The Department has participated, during the past year, in a rather extensive long-range planning effort with the following departments: Speech, Journalism, Academic Media Center, Outreach Programs, KFJM-Radio, UND-TV, Biomedical Communication, and University Relations. The purpose of this planning effort was to plan for, and justify the construction of a Communications building which would bring together all communication-related departments under one roof. This would provide for the elimination of duplication with respect to expensive media equipment and centralize the effort toward cooperation for all educational and broadcast media curricula at UND. It is hoped that the Speech and Journalism Department majors would be encouraged to complete library science and audiovisual coursework (which they have not enrolled in during the past several years) for the purpose of teaching them that all information is not generated through newspapers and television. Access to information must be systematic (utilization of appropriate source materials, i.e., bibliographies, indexes to professional journals such as Speech Index, New York Times Index, etc.) and can be facilitated through library related information data banks (New York Times Data Bank, ERIC documents, BRS--Bibliographic Retrieval Service, OCLC).

We have submitted a new course, 'Microcomputer Applications in School Library/Media Centers,' for approval of the University Curriculum Committee. It is anticipated that with the advent of computer

usage within the public schools throughout the United States, the library science student will be required to have a working knowledge of the microcomputer in order to be of assistance to the students with a background and interest in applying the computer to everyday problem-solving. It will be imperative that the prospective teacher/school librarian work cooperatively in disseminating the necessary information (available knowledge) within the public school system, and the Department feels it is important to address this need.

I feel that the role of the librarians of the future will reflect an increase in their dissemination of information function (developing points of access, i.e., appropriate search strategies, index and/or descriptor terminologies) rather than the organization of the information function (processing for the library shelf, classifying the book, cataloging books by size, pages, etc.). It is very evident that librarians will be necessary individuals to work with, and through, due to the fact that people do not condition themselves toward searching for information that reflects an interrelationship among subjects. (61)

It is clear that the Department of Library Science and Audiovisual Instruction is looking to the future and will not be "left behind" the tremendous new industry of information.

WRITER'S CLOSING NOTE

At the Fall, 1981, teacher orientation for the Grand Forks Public Schools, the keynote speaker, Harold Pluimer, in his presentation entitled, "Encounter With the Future," stated that throughout our history, we have had different economic bases. Agriculture reigned supreme for a time, then came the railroads, and until very recently, the automobile was our economic base. Right now, according to Pluimer, we are in the midst of another transition of power, and our newest economic base will be INFORMATION. There will be more jobs related to the information industry in the future, than with any other single industry. The industry of the accumulation, storage, retrieval and dissemination of information, in other words, library science, using the computer, is our future.

FOOTNOTES

- (1) University of North Dakota, Department of Library Science, "Library Leads," p. 10.
- (2) Ibid.
- (3) Ibid.
- (4) University of North Dakota, Bulletin, 1912, p. 28.
- (5) University of North Dakota, Bulletin, 1916, p. 123.
- (6) University of North Dakota, Bulletin, 1915, p. 384.
- (7) University of North Dakota, Bulletin, 1917, p. 169.
- (8) University of North Dakota, Bulletin, 1928, p. 160.
- (9) University of North Dakota, Bulletin, 1930, p. 156.
- (10) University of North Dakota, Bulletin, 1955, p. 94-95.
- (11) University of North Dakota, Department of Library Science, "Library Leads," p. 11.
- (12) University of North Dakota, Bulletin, 1960, p. 149.
- (13) Patricia Berntsen, interview, November 18, 1981.
- (14) University of North Dakota, Department of Library Science, "Library Leads," p. 11.
- (15) Ibid., p. 9.
- (16) University of North Dakota, "Department of Library Science," n.d., p. 1.
- (17) Ralph Perkins to Ruth M. Ersted, 22 March 1968, Department of Library Science and Audiovisual Instruction Files, University of North Dakota, Grand Forks.
- (18) University of North Dakota, Department of Library Science, "Library Leads," p. 12.
- (19) Annual Report of the Department of Library Science, University of North Dakota, 1963, p. 1.
- (20) Annual Report, 1967, p. 1.
- (21) University of North Dakota, Department of Library Science, "Library Leads," p. 11.

- (22) Annual Report, 1968, p. 2.
- (23) Neil Price, interview, 18 November 1981.
- (24) Donald Pearce to Ralph Perkins, 30 October 1968, Department of Library Science and Audiovisual Instruction Files, University of North Dakota, Grand Forks.
- (25) Donald Pearce to Ralph Perkins, 11 November 1968, Department of Library Science and Audiovisual Instruction Files, University of North Dakota, Grand Forks.
- (26) Annual Report, 1967, p. 1.
- (27) University of North Dakota, "Department of Library Science," n.d., p. 1.
- (28) C. J. Hamre, "Visit of Consultant on Library Program," University of North Dakota, 18 February 1966, p. 1.
- (29) Robert Lee to Dean C. J. Hamre, 18 May 1966, Department of Library Science and Audiovisual Instruction Files, University of North Dakota, Grand Forks.
- (30) Ralph Perkins, "Proposal to Dean of Graduate School and Graduate Committee Regarding the Establishment of a Master's Degree Program in Library Science," University of North Dakota, 19 September 1966, p. 2.
- (31) Ibid.
- (32) Ibid., p. 3.
- (33) Ibid., p. 4-5.
- (34) Ibid., p. 9.
- (35) University of North Dakota, "Department of Library Science," n.d., p. 1.
- (36) Annual Report, 1968, p. 3.
- (37) Ibid.
- (38) Paul Renick, interview, 17 November 1981.
- (39) Ibid.
- (40) Dean A. W. Johnson, interview, 19 November, 1981.
- (41) Ibid.
- (42) Ibid.
- (43) Ibid.

- (44) Margaret Koppleman, interview, 20 November, 1981.
- (45) Annual Report, 1973, p. 3.
- (46) Annual Report, 1974, p. 2.
- (47) Annual Report, 1973, p. 3-5.
- (48) Annual Report, 1974, p. 1.
- (49) Ibid.
- (50) Ibid., p. 2.
- (51) Ibid., p. 3.
- (52) Ibid., p. 7.
- (53) Neil Price, interview, 18 November 1981.
- (54) Annual Report, 1975, p. 7.
- (55) Annual Report, 1975, p. 7-8.
- (56) Dean A. W. Johnson, interview, 19 November 1981.
- (57) Annual Report, 1976, p. 3.
- (58) Milton Kinzler, interview, 20 November 1981.
- (59) Neil Price, interview, 18 November 1981.
- (60) Don and Elaine Cohen, "The Quiet Revolution on the Campuses," The Chronicle of Higher Education 23 (November 25, 1981):56.
- (61) Neil Price, interview, 18 November 1981.

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