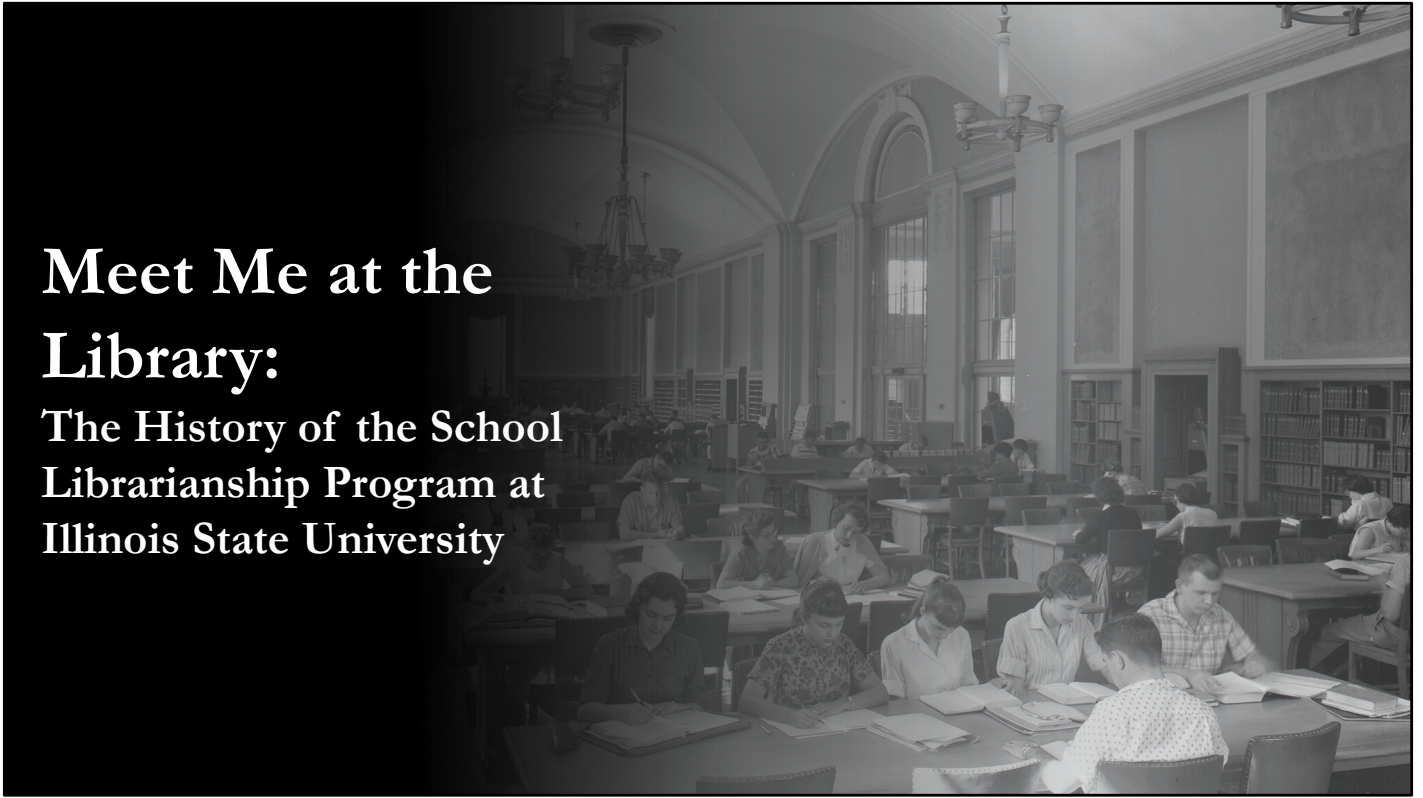


**Meet Me at the
Library:
The History of the School
Librarianship Program at
Illinois State University**



ISNU's First Library Classes

- Angeline Vernon Milner, 1890
- Created the University Library
- No formal classes
- John Feek
- Kenneth Pringle
- Grace Babbitt



- Ange Milner, hired in 1890
- Brought together several smaller libraries
- Beloved by students; Aunt Ange
- When she died Jan 13, 1928, the entire campus mourned; services were held in Capen, usually reserved for leaders of the campus.
- During Ange's career early training occurred
- No formal classes; just training by Milner and staff librarians

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- John Feek, AEF Head Librarian (here in WWI uniform)

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<u>ILLINOIS STATE NORMAL UNIVERSITY WAR ROSTER</u>	
<u>SUMMARY</u>	
Army, Navy, and Marines.....	705
University president automatically commissioned Colonel in Illinois National Guards.....	1
S.A.T.C. and S.N.T.C.	66
West Point.....	1
Welfare Workers	25
Medical Reserves	8
Grand Total	806

- Kenneth Pringle (son of Ralph, princ of Univ High) was an apprentice; helped create and organize WWI collection

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- Created the University Library
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- Kenneth Pringle
- Grace Babbitt

Death of Former Normalite

Miss Grace E. Babbitt, for fourteen years connected with the Public library at Washington City, died October 30. Dr. Bowerman gave a very high appraisal of Miss Babbitt's services to the Library, in the Washington Star.—Public Libraries, December, 1916.

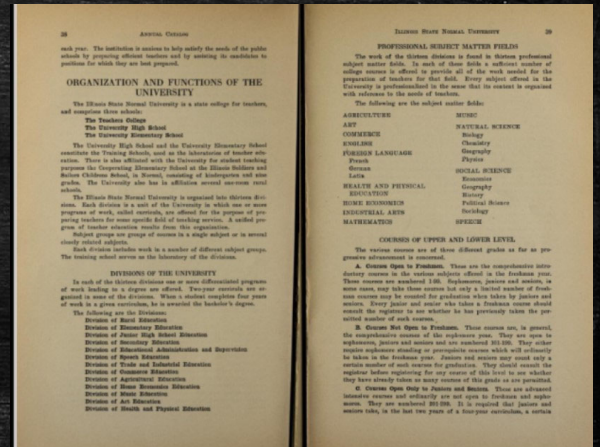
Miss Grace Babbitt will be remembered by those of the Normal University faculty who were here in 1897-98. At that time Miss Babbitt was studying library science in the library of the Illinois State Normal University and was assisting the faculty and students in the use of the library. After that she went with President Cook to the library at the DeKalb normal. Later she went to the public library of Washington, D. C., where she was at the head of the reference department for a number of years. While in that position she was one of the representatives of American libraries at the International Library Congress that met in Brussels in August, 1910.

She was a woman of gracious spirit and fine culture, and her death is a loss to her profession as well as to her friends. Her sister, Miss Ellen Babbitt, has been a student here, and is also remembered affectionately by the old friends.

- Grace Babbitt also trained; obit

University Changes

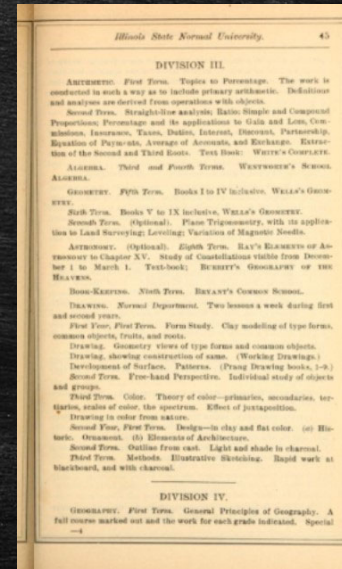
- Classes taught by subject/specialists in Divisions
- Degrees offered in 1907/1908
- Certificate for 2 years
- Degree in Education for 4 years
- Switched to Departments in mid 1930's
- Graduate work as early as 1937; first MA in 1945



- The organization of the university was also changing
- Div III, Felmley taught Math
- Degrees offered in 1907/1908
- Certificate for 2yrs; degree in Education for 4yrs
- Classes by subject specialists

University Changes

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- Degrees offered in 1907/1908
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- Switched to departments

First Library Courses

- Gertrude Andrews
- Research courses vs Library Science
- “Library Service in the Small School,” 1938
- Mildred Kerr, 1930’s
- “Library as an Information Center,” 1939
- Catalog cards

Miss Gertrude Andrews of Morris, Illinois, who served as library assistant nine years ago, has returned to take the position of Assistant Librarian. Miss Andrews will teach the classes in Library Science and have general charge of the reading room.

- Vidette reported Gertrude Andrews returns after 9 years to become assistant library and “teach Library Science courses”, 11/11/1922

First Library Courses

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- Research courses vs Library Science
- “Library Service in the Small School,” 1938
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TRAINING SCHOOLS FOR STUDENT TEACHING

The training schools at the Illinois State Normal University are maintained in order that students may have real teaching experience before they go out into the field. In the elementary curriculums, students are assigned for teaching for an entire half day for one semester. They teach under the supervision of competent supervisors, and before the work is completed they have entire charge of classes and the room. This work provides a great wealth of experience where theory and practice become unified.

Students in the secondary and special curriculums earn eight semester hours of credit during two semesters in student teaching. The actual teaching is done under the supervision of a competent teacher, and full responsibility for the class instruction is required before the work is finished. In addition to the actual teaching, the student is required to do a great deal of observation, assist with home rooms, study halls, checking of attendance, assist in the high school library, and to participate in many other activities required of teachers after they begin work in the field.

- First mention in 1935/36 catalog: “assist with home rooms, study halls, checking of attendance, assist in the high school library . . .”

First Library Courses

- Gertrude Andrews
- Research courses vs Library Science
- “Library Service in the Small School,” 1938
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- Catalog cards

262. Library Service in the Small School—(Summer only) (3)

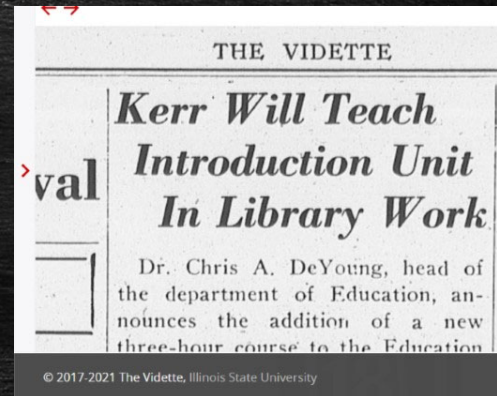
Stress on the place of the library in the small school, planning and equipping of the small school library, use, methods of care of school library materials.

Prerequisite: English 101, 102, 103, or 104 or Education 220.

- First course, 1938/39: “Library Service in the Small School”; 3 credit hours, course 262, summer only, under Education as an elective for ‘General Curriculum’

First Library Courses

- Gertrude Andrews
- Research courses vs Library Science
- “Library Service in the Small School,” 1938
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- Led by Mildred Kerr

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- “Library as an Information Center” in 1939
- Photo of a card catalog class

Librarianship and ISNU

- The School Library Service Program
- Courses part of education curriculum
- By 1950's, students could choose library type
- Division of Secondary Education – Field of Library (School Teaching Field)
- BA/BS and MA/MS, 1962
- Alpha Beta Alpha – Mu Chapter, 1956

LIBRARY

The School Library Service program is planned for (1) students who wish to prepare for positions as school librarians in Illinois elementary schools, secondary schools, or in community unit districts, (2) teachers who wish to be fully acquainted with books and materials for children and young people, and (3) school administrators who wish to explore the place of books and libraries in the school's instructional program.

- Library courses were taken as part of the education curriculum

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102. FOLK LITERATURE FOR CHILDREN—I (3)

Traditional fairy and folk tales, myths, legends, and fables with stress on editions suited to children. Stories analyzed as to their place in the modern curriculum. This course is also offered as English 102.

202. MODERN LITERATURE FOR CHILDREN—I (3) or II (3)

Prose literature for children with emphasis on children's recreational and educational reading interests. Attention to illustration of children's books of the nineteenth and twentieth centuries, to publishers and reviewing media. *Prerequisite:* Library 102 or English 102. This course is also offered as English 202.

212. THE LIBRARY AS AN INFORMATION CENTER—II (3)

Familiarity with reference tools and materials for the school; selection principles and aids for reference books; selection and evaluation of periodicals, free and inexpensive pamphlet material; methods of training students to use books and library materials.

213. EVALUATION OF BOOKS FOR YOUTH—I (3)

Evaluation of informational books for secondary schools stressing importance of authorship, publisher and physical make-up; principles of book selection; familiarity with selection tools; the use of the book in the curriculum.

214. READING GUIDANCE FOR ADOLESCENTS—II (3)

Interest, abilities and reading characteristics of the adolescent as determined by significant research studies in reading; acquaintance with and appreciation of recreational books on various reading levels; realization of the importance of recreational books in the enriched curriculum; the place of reading in the lives of young people, and the methods of stimulating and guiding their reading. Selection and evaluation of series and editions.

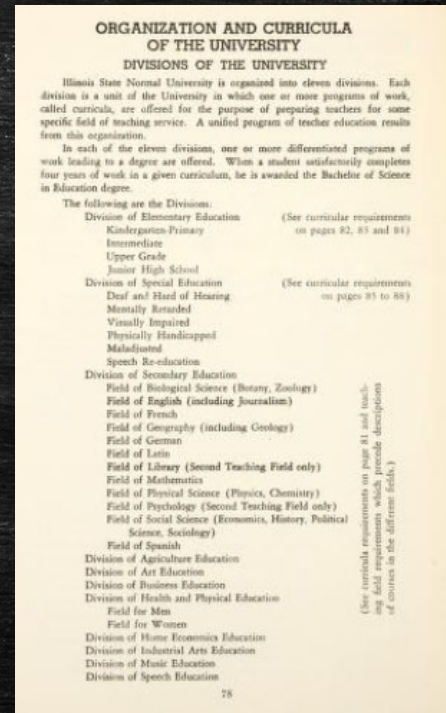
216. INFORMATIONAL BOOKS—I (3) or II (3)

Acquaintance with and appreciation of the best informational books at varied reading levels; a realization of the place of these books in the enriched curriculum; an ability to evaluate them and to stimulate pupils of the elementary school to read them.

- By the 1950's students could choose the type of library training they wanted – elementary, junior, or high school librarianship

Librarianship and ISNU

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- By 1950's, students could choose library type
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- BA/BS and MA/MS, 1962
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- Division of Secondary Education – Field of Library (School Teaching Field only); as an elective for teachers in elementary education
- By the 1951/52 school year, it was called "The School Library Service Program" (page from 1956/57 catalog)

Librarianship and ISNU

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- Courses part of education curriculum
- By 1950's, students could choose library type
- Division of Secondary Education – Field of Library (School Teaching Field)
- BA/BS and MA/MS, 1962
- Alpha Beta Alpha – Mu Chapter, 1956



- There was also an ISNU chapter of Alpha Beta Alpha, chartered in 1956
- Photo of student receiving the Hannah Wones scholarship

ISNU to ISU and Liberal Arts

- ISNU – ISU at Normal (1964) – ISU (1967)
- Became a liberal arts institution in 1965
- First colleges: CAS, CAST, Ed
- Major/minor in a subject
- Subject as a field for Education degree



- We changed our name – twice

ISNU to ISU and Liberal Arts

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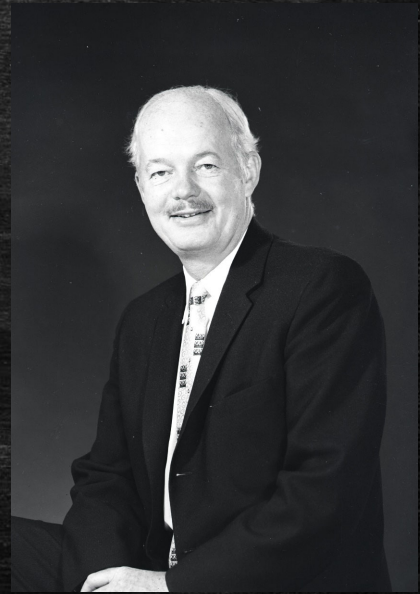
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- Leadership of Dr. Bone
- We became a liberal arts institution in 1965

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President	ROBERT G. BOSE
Executive Assistant to the President	JAMES L. FISHER
Evaluative Services, Coordinator of	ARTHUR H. LARSEN
Computer Center, Director of	EUGENE D. FITZPATRICK
Computer Center, Academic Assistant	
Director of	JOHN H. EARLE, JR.
Computer Center, Administrative Assistant	
Director of	THOMAS A. BRIGHAM
Test Service, Director of	HERMAN R. TIERREMAN
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Admissions and Records, Director of	HOWARD J. IVENS
Admissions Counselor	LARRY M. CRAWFORD
Assistant Director for Admissions	RICHARD M. SWANK
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Business Education	LEWIS R. TOLL
Chemistry	BERNARD L. RYDER
Economics	WARREN B. HARDEN
Education	LEO E. EASTMAN
Educational Administration	DONALD M. PRINCE

- With the change, we adopted colleges
- Students earned majors/minors in a subject or as fields in an Education degree
- Major offered in 1965 through CAS in the Communications Dept (briefly; was it's own dept for a time)
- With the move to CAS, an education major could take Lib Science as a concentration (teaching field) or a student could work towards a degree (BA or BS) in Lib Science

The Library Science Program

- Once in a college, program grew
- 20+ courses, 6+ faculty
- BA/BS/Minor: Library Science, Library Science Education
- Minor: Instructional Media
- Scholarships

Library Science

Head of the Department: Karl L. Chaffin, Office: M1-101 Library 210

The Library Science program is planned to combine with traditional library science programs of broad or specialized library schools. Such programs as the various levels and types of libraries.

The program is based on school library science and school libraries in Illinois administratively oriented, secondary schools, junior colleges, or in community and district, (2) teachers who wish a wide acquaintance with book and libraries for children and young people, and (3) individuals who wish to explore the field of books and libraries in the school's instruction of pupils.

The program is also based on public library service for (1) students who wish the program for general education in public libraries of Illinois or elsewhere, or young people's libraries and (2) for interested library personnel who seek formal education in library science.

For persons desiring to combine a strong subject interest with an interest in librarianship for service

LIBRARY SCIENCE

100 HISTORY-LIBRARY SCIENCE

101 FRENCH REVOLUTION AND NAPOLEONIC ERA, 1789-1815 3 sem. hrs. (Prerequisite: 227) Society, culture, and government under the monarchic despotism of the old order; hereditary, feudal, and aristocratic social structure; end and fall of the Ancien Régime; struggle for world power between France and Great Britain.

102 THE HELLENISTIC WORLD 3 sem. hrs. A comprehensive study of the world inaugurated by Alexander the Great from the death of 323 B.C. to the founding of the Roman Empire in 108 B.C. 3 sem. hrs.

103 TUDOR-STUART ENGLAND, 1485-1603 3 sem. hrs. General survey of English history from the beginning of the Tudor dynasty in the Reformation of England to the death of James I in 1625. Emphasis on the political and social developments of the period of revolutionary thought, the Church, and economic expansion.

104 EIGHTEENTH-CENTURY BRITAIN, 1688-1815 3 sem. hrs. Survey of Great Britain from 1688 through the early Industrial Revolution and Napoleonic Wars, with emphasis on political and social history and its relation to intellectual developments.

105 MODERN BRITAIN, 1815 TO THE PRESENT 3 sem. hrs. A general survey of British history in the nineteenth and twentieth centuries.

106 EARLY GERMANY 1800-1900 3 sem. hrs. The origins and nature of Nazi totalitarianism.

107 SOVIET RUSSIA, 1917 TO THE PRESENT 3 sem. hrs. An evaluation of the origins and rise of Bolshevism; an evaluation of the social, political, economic, and social developments that transformed the USSR into a great power.

108 MODERN LATIN AMERICA 3 sem. hrs. The history of the Latin American countries in the last 100 years with emphasis on the twentieth century. Major nations are the Mexican Revolution, Cuztomb, Agrarian, and Latin American art developments, concentrating on their social, economic, and social developments that transformed the USSR into a great power.

109 SOCIAL STUDIES TEACHING METHODOLOGY 3 sem. hrs. The course provides a basis of the historical and psychological foundation of contemporary curricular models and teaching methods and strategies in the social studies (i.e., history and the social sciences).

110 LIBRARY SCIENCE 3 sem. hrs. The history, development, and function of libraries in various cultures and societies. The course covers the history of libraries, the role of libraries in society, and the development of library science as a profession.

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- With the new colleges came new degree titles:
- BA and BS in Library Science and Library Science Education; Minor in each; Minor in Instructional Media

The Library Science Program

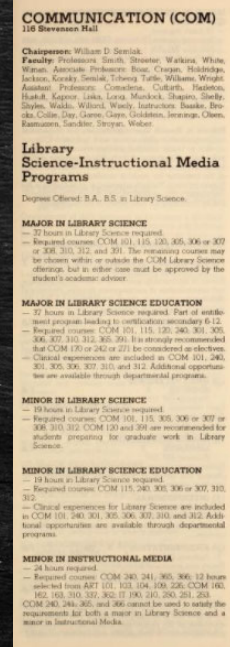
- Once in a college, program grew
- 20+ courses, 6+ faculty
- BA/BS/Minor: Library Science, Library Science Education
- Minor: Instructional Media
- Scholarships



- Scholarships: Eunice H. Speer Endowment Scholarship Fund (1974); launched by Mu chapter, the chapter she launched; also instrumental in starting the library science program
- Hannah Wones Library Science Scholarship; husband, Col. Edward M. Wones (alumni, '57) set it up in her honor after her death

Changes

- Education major fields dropped in the late 1970's
- Library Science moved to Communications in 1981
- Program review
- Outcry from alumni, public libraries, library schools
- Low enrollment and ALA
- Claims of being misled



- Ed major fields were dropped in the late 1970's
- Moved to Communications in 1981/82
- Beginning of the end
- The move to Communications served as a warning sign, for some
- The faculty, once 6 strong in the late 1960's dwindled to 3 with some part time
- After a university program review, the BA/BS was listed as a degree to consider for disestablishment

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Telephone 217-834-4736

TAYLORVILLE PUBLIC LIBRARY

222 West Market
Taylorville, Illinois 62568

November 23, 1983

President of Academic Senate
Illinois State University
Normal, IL 61761

Dear President:

I have been informed that Illinois State University is presently considering dropping the library science program from its curricula and would like to urge those at ISU to reconsider this proposal. I feel the program, though small, is an important part of ISU's educational opportunities, especially for non-education library science majors.

I graduated from ISU in 1980 with a Bachelor of Arts Degree in Library Science as a non-education major. Because of this program, I was immediately able to apply for a job as a public librarian in a small-town library in Illinois. It was largely due to my major in library science that I was successful in obtaining my present position at Taylorville. The library could not afford the salary of someone with a master's degree in library science, but needed a trained librarian to manage the library.

Since coming to Taylorville, my education has made possible many improvements in management practices, collection and program development, participation in professional associations, and the availability of grant monies to the library for general improvements and library automation. This would not have been possible without my training in the field of library science, as provided by ISU.

I feel it is important to initiate and maintain successful library science programs for those wishing to work in the public library sector of Illinois librarianship. Our state offers a highly effective degree of library and information service on all levels and it is important that its universities do all in their power to continue training people for all levels of librarianship.

Sincerely,

Owen Bilderback
Owen Bilderback
Librarian

cc Valerie Wilford
Dept. of Library Science
Illinois State University
Normal, IL 61761

- Outcry poured in from alumni, state public libraries, library schools, etc

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- Outcry from alumni, public libraries, library schools
- Low enrollment and ALA
- Claims of being misled



Dr. Lloyd Watkins
President
Illinois State University
Normal, IL 61761

Dear Dr. Watkins:

We recently learned that there has been a recommendation made to eliminate Library Science as an undergraduate major. Presumably this recommendation is based upon the fact that there are several excellent graduate programs in Library Science available in this state and in several neighboring states and that a masters degree has become the standard minimum qualification for librarians.

Before a final decision is reached, we ask you to consider several points. I.S.U. is the only institution in the state offering an undergraduate program in Library Science. This means that serious library science scholars have opportunity, much as individuals in the sciences, social science and humanities, to get fundamental grounding at an undergraduate level and to specialize their research at the graduate level. Further, many small public libraries in the state can not afford to pay graduate librarians. Individuals with undergraduate degrees are more affordable by these libraries and the individual graduates can gain substantial insights into the operations of institutions before continuing their studies. Also, future school librarians deserve the opportunity of learning their field in greater depth. Although a minor qualifies for school certification, it is really a minimal requirement.

Many of the students who have gone through the undergraduate program have gone on to make significant contributions to the field. Indeed, our library has hired several I.S.U. graduates over the years. The Bloomington Public Library has had several interns from the library science program. These students have been consistently receptive and productive. The products of the program should be evaluated to see if a contribution has been consistently made.

As the Board of the Bloomington Public Library, we ask that every consideration be given to the retention of Library Science as an undergraduate major. It benefits both the local community and the state's library community in its present form. With appropriate university support it will continue to be a valuable asset.

Yours truly,
Bettie Story, Board President

Changes

- Education major fields dropped in the late 1970's
- Library Science moved to Communications in 1981
- Program review
- Outcry from alumni, public libraries, library schools
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Illinois State University has a responsibility to the people of Illinois. The move to abolish undergraduate library education will not bring M.S.-bearing librarians to rural Illinois, but will herald a revival of the untrained housewife who happens to like to read opening up the library three afternoons per week when she has spare time. In the interest of the people of Illinois, I urge that the recommendation to abolish the undergraduate major in library science at Illinois State University be rejected.

Changes

- Education major fields dropped in the late 1970's
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Audience Comment: Someone say something, that's my education your talking about.

Audience Comment: Not just our education, our lives.

- The university largely cited low enrollment and the ALA's recommendation for prof librarians to earn an MLS
- We were the last in the state to offer BA/BS in library science
- Students and faculty claimed they were being misled by the process

Return to the Library

- Majors, 1984 – Minors, 1988
- “Information” courses, no library focus
- Some courses in 2000 for the Alternative Route to Secondary Teacher Certification (C&I)
- Milner Library and C&I, 2006
- State in need of school librarians
- Endorsement on an existing license
- https://education.illinoisstate.edu/cert_librarian/



- Program ultimately ended in 1984 and not included in the 1985/86 catalog
- Minors remained until 1988
- Argument again centered on enrollment versus what a ‘computer major’ needed
- Some argued that the university was unwilling to move the library into the computer age
- No grad degrees, no certificates, etc. (eighteen years)

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Post-Baccalaureate Graduate Certificate Program in School Librarianship

Vicky Morgan
Coordinator, Master's Program in Curriculum & Instruction
College of Education
Phone: 438-3769
Email: vmorgan@ilstu.edu

Dane Ward
Associate Dean for Public Services
Milner Library
Phone: 438-7215
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- No library offerings until the certificate/endorsement added in 2006
- Specifically for teachers looking for library positions in a school library; is an endorsement on an existing license

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Context for Proposal Concerning New Courses in School Librarianship

In Illinois, school librarians are in very short supply. According to the Illinois State Board of Education's 2005 annual report, *Educator Supply and Demand in Illinois*, library media specialists represent the fourth largest category of unfilled positions. Sixty percent of the public school districts reported a shortage of librarians. Within a four year period ending in 2009, Illinois public schools will need to hire 375 librarians.

At the same time, opportunities for formal training have been very limited. Relevant coursework has been offered by the University of Illinois and Dominican University, but the need has never been adequately satisfied. Milner Library receives constant inquiries from as far away as Michigan. Currently, about seventy-five central Illinois teachers receive email updates about developments in school librarianship at Illinois State University. To date, we have offered three courses which we hope to integrate into a formal program. The first course in this area was approved in the fall semester of 2005.

Beginning in July 2006, new endorsement requirements for school librarians took effect. Within the new framework, certified teachers need to complete 24 credit hours of content in library science and pass the content area exam. The exact nature of this content is no longer specified. Milner Library and Curriculum & Instruction would like to meet this educational need in Illinois by creating and offering courses designed around the new content area standards for Library Information Specialist; this project is a joint initiative between our two areas. This packet contains five of those course proposals.

A second step will involve incorporating these courses, as well as several other existing courses, into a Post-Baccalaureate Certificate Program in School Librarianship.

Contact Person:
Dane Ward
Associate Dean for Public Services
Milner Library
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438-7215

- No library offerings until the certificate/endorsement added in 2006
- Specifically for teachers looking for library positions in a school library; is an endorsement on an existing license

Full Circle

- Use vs manage
- Train school librarians
- Joe Kraus and the computer age
- Forrest Wisely, Valerie Wilford
- High standards
- Credit courses at Milner



- Library courses started as 'how to use'
- Leadership of library faculty, including Speer, classes began
- Meant to train school librarians
- But, as program grew, so did the students who went on to earn higher ed degrees and lead larger institutions

Full Circle

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- Kraus suggested that the university's desire to close the program was because the library was going into the computer age and the university didn't want to support that move
- We certainly had the faculty; Forrest Wisely was a well-known expert in library automation (computers and content management); Valerie Wilford submitted and won a grant to lead workshops in IL on implementing (Anglo-American Cataloging Rules) AACR2

References

- **Illinois State University Photographic Services Collection**, Dr. JoAnn Rayfield Archives, Illinois State University, Normal, Illinois
- **Records of the Library Science Program**, Dr. JoAnn Rayfield Archives, Illinois State University, Normal, Illinois
- **The Vidette Digital Archives**, videttearchive.ilstu.edu
- **Illinois State University Course Catalogs**, 1860-present, <https://library.illinoisstate.edu/collections/course-catalogs/>

Thank you!

April K. Anderson-Zorn
University Archivist

archives@ilstu.edu

