

A HISTORY OF THE DIVISION OF LIBRARY EDUCATION  
KANSAS STATE TEACHERS COLLEGE, EMPORIA,  
1930-1959

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A Thesis  
Presented to  
the Division of Library Education  
Kansas State Teachers College of Emporia

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

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by  
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## CHAPTER I

### INTRODUCTION

The role of the librarian has changed in modern times from that of a keeper of books to that of a scholarly administrator who uses scientific methods in organizing, making available, and distributing library materials. This change in function has demanded a new requirement in the training of the librarian from that envisioned by Melville Dewey in 1883, when he persuaded the President of Columbia College to establish the first school of librarianship.<sup>1</sup> When this landmark in the history of librarianship was reached, the baccalaureate degree in professional librarianship was unknown.

The organization of library schools continued with the establishment of Pratt in 1890, Drexel in 1892, and Illinois in 1893.<sup>2</sup> Nine years later, in 1902, the State Normal School, Emporia, introduced a course in Library Management.<sup>3</sup>

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<sup>1</sup>Ray Trautman, A History of the School of Library Service Columbia University (New York: Columbia University Press, 1954), p. 6.

<sup>2</sup>Keyes D. Metcalf, The Program of Instruction in Library Schools (Urbana: University of Illinois Press, 1943), p. 3.

<sup>3</sup>State Normal School, "Curriculum Number," Bulletin (Emporia, Kansas: State Normal School, 1902-1905), p. 24.

Prior to this time and for a number of years thereafter, librarians generally received their training in the libraries in which they worked. For fifteen years the New York Public Library conducted a library school in the library itself similar to schools held in the leading city libraries such as St. Louis, Los Angeles, and others.<sup>4</sup>

The program of education at the New York Public Library was intended to train the assistants, which it did very well. The courses were practical rather than theoretical. Little time was spent on administration or bibliography. Like the other early library schools, the New York Public Library emphasized the clerical routines--shelf listing, loan systems, library handwriting, classification numbers, the pasting of pockets, and the repairing of bindings.<sup>5</sup>

In 1923 Dr. C. C. Williamson, then librarian of Columbia University, issued a report strongly urging that the professional library school should focus its attention on the professional phases of training as differentiated from the clerical, and that such training should be located in a university or college with a high level of scholarship.<sup>6</sup>

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<sup>4</sup>New York Public Library Bulletin (New York: Public Library, January-December, 1927), p. 278.

<sup>5</sup>Metcalf, op. cit., p. 4.

<sup>6</sup>Ibid.

The Williamson report, a landmark in education for librarianship, led to a self re-examination of curricular values in existing library schools and also to the formation in 1924 of an accrediting body, the Board of Education for Librarianship, within the American Library Association, which set up the minimum standards under which a library school should operate in an institution of higher learning.<sup>7</sup>

Another change resulting from the Williamson report was the removal of library schools from public library administration:

The move to connect library schools with universities resulted in discontinuing the schools at St. Louis, 1932; Los Angeles, 1932; Women's College of North Carolina, 1933; Hampton Institute, 1939 . . . The New York State Library School at Albany and the Library School of the New York Public Library were merged to form the Columbia University School of Library Service in 1926.<sup>8</sup>

Today, library schools are confronted with the task of training not only the school and public librarian, but also the special librarian who is the more recent need of our highly developed industrial and technical society.

The Division of Library Education at Kansas State Teachers College was one of the early library schools. Along

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<sup>7</sup>American Library Association, Bulletin of the American Library Association, Vol. 19 (Chicago: American Library Association, July, 1925), pp. 235-49.

<sup>8</sup>Joseph L. Wheeler, Progress and Problems in Education for Librarianship (New York: Carnegie Corporation, 1946), p. 37.

with its sister library schools, Kansas State Teachers College finds that its functions entail responsibilities unknown at the turn of the century. Library schools of today have the great responsibility of helping professional librarianship discover and fulfill its role in our complex society.

## I. THE PROBLEM

Statement of the problem. The need exists for a thorough study of a specific library school, like the Division of Library Education at Kansas State Teachers College, Emporia, and the part this department plays in making its professional training as effective as possible to meet the library situation as it exists in Kansas. To begin with it seems necessary to present an outline to show that this study is (1) to present the history and development of the Division of Library Education, Kansas State Teachers College, Emporia; (2) to describe curriculum changes and expansion of the curriculum; (3) to examine the inauguration of the Master of Science program, in addition to the Bachelor of Science program.

Objectives of the study. The survey will attempt to point out what is being done in training for professional librarianship in Kansas. The study will describe the Division of Library Education objectives, as outlined in the college catalogs, in the following areas: (1) Training for

school librarianship; (2) Training for general librarianship; (3) Training for public librarianship.

A review will be made as to what has been accomplished by the Division of Library Education in the preparation of professional librarians.

## II. SCOPE OF THE STUDY

Scope of the study. The survey will be confined to a study of the Division of Library Education of Kansas State Teachers College, Emporia with emphasis on the last twenty-nine years. Suggestions and conclusions derived from the study will be made.

This study proposes to survey the following areas affecting the Division of Library Education: (1) Curriculum, and workshops; (2) Students, and scholarships; (3) Faculty; (4) Financing of the Department; (5) Department organizations and publications.

The above data is to be presented from information found available in college catalogs, reports, records, and interviews with faculty and administrative officials of the college.

## III. DEFINITIONS OF TERMS USED

Professional librarian. A term usually employed to distinguish a library staff member who has successfully

completed a prescribed course of study in an accredited library school from those members of the library staff who have not had this formal training in the theory and practice of librarianship.<sup>9</sup>

School librarian. A person, usually one trained in library work who has charge of the school's library.<sup>10</sup>

Teacher librarian. A person engaged part time in classroom teaching and part time as librarian, whose basic training and experience is in classroom teaching and who has also some training in library work.<sup>11</sup>

Library certificate. A document certifying that one has met the requirements of a course or school or passed a final examination.

Bachelor of Science in Education. The degree conferred at the completion of a four-year program of studies in a teacher-training institution. This degree has tended to come into prominence because of widespread adoption, since 1900, of the baccalaureate degree by normal schools as they developed into teacher's colleges.

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<sup>9</sup>Carter Good, Dictionary of Education (New York: McGraw-Hill, 2d ed., 1959), p. 318.

<sup>10</sup>Ibid.

<sup>11</sup>Ibid.

Bachelor of Science. The degree conferred by institutions of higher education for the completion of a four-year curriculum with emphasis on science or for the completion of a four-year curriculum in certain technical or professional fields.

Bachelor of Arts. The degree conferred by institutions of higher education for the completion of a four-year curriculum in liberal arts, originally with emphasis on the humanities but more recently without regard to the special field of emphasis.

Master of Science. The degree conferred by an institution of higher education for the completion of a fifth year level of graduate study following the awarding of the baccalaureate degree.

#### IV. PROCEDURES AND ORGANIZATION OF THE STUDY

Collection of data. In making the study, data was collected through personal interviews with the Chairman of the Department of Library Education, the chairman of the Endowment Association and former head of the English Department, the chairman of Student Services, the chairman of Foreign Languages, the Committee on Scholarships and present and former faculty members of the library school.

The following sources were used to obtain the information necessary for the study of the Division of Library Education:

(1) Background reading of books and periodical literature describing other library schools as listed in the bibliography. Particularly helpful was an eighteen page sketch included as part of a thesis by Harold H. Stephens of Kansas State Teachers College Emporia, library school which provided a history from 1902 to 1930.<sup>12</sup>

(2) Interviews with the College Scholarship Chairman, who provided a list of scholarship students, the College Personnel Records Office, which provided the list of graduates, and faculty members.

(3) Examination of college publications: catalogs, reports to the Regents regarding financial disbursements, enrollment and placement records, baccalaureate and master degrees granted as revealed in the degrees granted record book of the Personnel Office.

Organization of the study. The study is divided into eight chapters. The first chapter is an introduction and describes the collection of data for the study. The second

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<sup>12</sup>Harold H. Stephens, "A Study of the Growth and Development of Kellogg Library, Kansas State Teachers College, Emporia, 1865-1930" (unpublished Master's thesis, The Kansas State Teachers College, Emporia, 1935), pp. 57-75.

chapter is a survey of the objectives of the Division of Library Education as listed in the catalogs in the training of the professional librarian, whether school, public, or general. Chapter three analyzes the curriculum; comparison of past and present curriculum with detailed descriptions. Chapter four surveys the financial disbursements to the department based on information available in the Biennial Reports to the Board of Regents. Chapter five is an analysis of the students: student enrollment, student scholarships, and student graduates, past and present (1930-1959). Chapter six describes the composition of the faculty, past and present. Chapter seven covers department organizations, and publications. A final chapter will contain the summary, conclusions and recommendations for future research.

## CHAPTER II

### SURVEY OF OBJECTIVES IN THE PREPARATION OF LIBRARIANS

The present basic and primary purpose of the Division of Library Education, Kansas State Teachers College, Emporia is the training of the librarian in professional skills and attitudes in the fields of school, college, public, and special library service.<sup>13</sup> In the early years of training in librarianship the objectives of the department included the training of school teachers in the management of books in school libraries with some attempt being made to train the librarian of the small Kansas public library. This latter course was usually offered during the summer terms, with special courses. Credit was not granted to those librarians without the academic prerequisites necessary for taking regular library work. But also in those early days the regular library management courses offered during the regular academic year were designed toward an undergraduate degree for those students who were academically qualified.

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<sup>13</sup>Kansas State Teachers College, "Library Science Number," Bulletin of Information (Emporia: Kansas State Teachers College, May, 1958), p. 2.

## I. SCHOOL LIBRARIANS

Past objectives. The early Library Management course of ten weeks duration was described for teacher-librarians as follows:

The teacher's course consists of lectures on both general and technical library topics as applied to school libraries, with practical problems assigned after each lecture. The general lectures discuss such topics as the following: The school library, its use and purpose, school-library legislation, children's literature, the library movement, bookmaking, reference books, furniture and supplies. Technical lectures and problems will be taken up in the order necessary in actual work . . .<sup>14</sup>

Present objectives. The present recommended sequence of courses for school librarians varies with the type of degree offered, whether graduate or undergraduate, and also whether the librarian wishes to maintain an elementary or secondary school library.<sup>15</sup> A difficult situation arises in Kansas. Library school laws, apparently based on economy measures, do not require any course or hour qualifications for an elementary school librarian. In fact, few elementary schools have central libraries; usually teachers have a small collection of books in the classroom itself.

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<sup>14</sup>State Normal School, "Curriculum Number," Bulletin (Emporia: Kansas State Normal School, April 7, 1904), pp. 165-66.

<sup>15</sup>Kansas State Teachers College, "Library Science Number," Bulletin (Emporia: Kansas State Teachers College, May, 1958), p. 12.

The secondary school librarian requirements, as cited in the State of Kansas Certificate Handbook are as follows:<sup>16</sup>

Subject and field requirement...Librarian:  
 The high school librarian shall hold a certificate valid for teaching in high school and shall have minimum library training as follows (library science):

Secondary school enrollment, less than 200 . . . . .	8 semester hours
Secondary school enrollment, 200 to 499 . . . . .	15 semester hours
Secondary school enrollment, 500 or more . . . . .	24 semester hours

## II. PUBLIC LIBRARIANS

Past objectives. The early courses for public librarians were described in the college catalogs as follows:

Library School, Summer Session. The librarians course given in the summer term, is planned to aid those already in library work, but who feel need of instruction in modern library methods. The aim is to give as thorough a course of technical library training as can be given in so short a time. All topics are discussed with the public library in view. . . .<sup>17</sup>

Present objectives. Those students who wish training as public librarians may receive training on the undergraduate or graduate level at the present time. The Bachelor's degree qualifies the student for service in public libraries as an assistant. The fifth year curriculum,

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<sup>16</sup>State of Kansas, Certificate Handbook (Topeka, Kansas: State Board of Education, January 1, 1959), p. 48.

<sup>17</sup>State Normal School, "Curriculum Number," April 7, 1904, loc. cit.

graduate level, is planned to provide professional education for individuals preparing for service in all fields of librarianship.<sup>18</sup>

### III. GENERAL LIBRARIANS

Present objectives. The needs of the general librarian, college, university, special (engineering, law, medicine, business, etc.) have received attention in recent years as evidenced by announcements which have appeared in the college catalogs.

The education of librarians for small public libraries and branch library service is one of the major objectives of the Department. Emporia graduates are in demand for many other types of libraries, such as college, university and special libraries.<sup>19</sup>

The literature courses in the present curriculum, LS 548, Literature of the Sciences; LS 540, Literature of the Social Sciences; and LS 544, Literature of the Humanities are indicative of an attempt to fulfill the needs of the general librarian. In other courses, such as LS 530, Reader's Services to Adults, the individual student is encouraged to concentrate his written projects and papers in his main area of interest, whether it be science, medicine, business and

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<sup>18</sup>Kansas State Teachers College, "Library Science Number," May, 1958, op. cit., p. 8.

<sup>19</sup>Kansas State Teachers College, "Library Science Number," May, 1958, op. cit., p. 2.

technology, or other areas. LS 550, Cataloging II, might also be presumed to be preparation for general librarianship. In this second cataloging course the theory of cataloging, including Dewey and Library of Congress, and the building of the card catalog is stressed.

Chapter III which follows is a more detailed study of the curriculum.

## CHAPTER III

### A STUDY OF THE CURRICULUM

#### I. INTRODUCTION

Objectives. A study of recent college catalogs includes these objectives: (1) The study of the principles according to which libraries function, (2) The study of the techniques and skills used in libraries in light of these principles, (3) The study of professional understandings and standards of librarianship, (4) The study of the principles of general librarianship fundamental to all and various types of libraries.

The above describes in general the values to be obtained from the program of instruction for the Degree Master of Science with a major in library work which is offered to qualified graduate students at Kansas State Teachers College, Emporia. The fifth-year curriculum is planned to provide professional education for individuals preparing for service in the field of librarianship.<sup>20</sup>

In addition to the graduate program, an undergraduate program totaling not more than 18 semester hours, may be

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<sup>20</sup>Kansas State Teachers College, Bulletin of Information 1957-59 (Emporia: Kansas State Teachers College, n.d.), pp. 62-63.

applied toward meeting the requirements of the standard bachelor's degree.<sup>21</sup> This is in keeping with ALA proposed standards which state that:

The undergraduate programs shall total not fewer than 12 and not more than 18 semester hours and further provide that admission to the library program shall be based upon high standards of scholarship and personality, with due regard for qualifications appropriate for library service.<sup>22</sup>

Graduates who complete the undergraduate sequence of library courses for the bachelor's degree are qualified for service in public libraries as assistants and for service in elementary school or high school libraries. School librarians must also complete the requirements for a teaching certificate valid in the type of school and in the state in which they plan to work.<sup>23</sup>

Thus, the objectives of the curriculum include the training of the student for various lower level library positions as well as full training for top administrative and professional positions in whatever library the student feels inclined to work.

Procedure. A study of the curriculum was made noting the objectives and examining the content of the course of

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<sup>21</sup>Kansas State Teachers College, Emporia, "Graduate Catalog Number," Graduate Division Catalog '60-'61 (Emporia: Kansas State Teachers College, September, 1959). (Insert attached to catalog)

<sup>22</sup>David K. Berninghausen (ed.), Undergraduate Library Education: Standards, Accreditation, Articulation (Minneapolis, Minnesota: Minnesota Library Association, 1959), p. 15.

<sup>23</sup>Kansas State Teachers College, Bulletin of Information 1957-59, loc. cit.

study as described in the college catalogs. A chronological breakdown indicates a 1902 ten week course offered in Library Management; a thirty-three hour curriculum prior to World War I; no library courses during World War I; after the war library classes were resumed; accreditation in May, 1930 with a B.S. degree and Library Certificate; 1951 reorganization of curriculum for M.S. degree.

## II. CONTENT OF THE CURRICULUM

The curriculum study will not be confined to the 1930-1959 period. To obtain the proper over-all perspective it will be necessary to examine the course of study of prior years as well. Therefore, the study will examine the early years first.

Program of 1902. Miss Gertrude Shawan (B.S. Illinois Library School) was the first library school instructor and the organizer of the Library Management course which was designed for a ten weeks course in the fourth year of college and open to those who were members of the H class--a class designation for members of the general liberal arts pedagogical course.<sup>24</sup>

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<sup>24</sup>State Normal School, "Curriculum Number," Bulletin (Emporia, Kansas: State Normal School, 1902-1905), p. 24.

A 1902 State Normal School catalog described the first library course as follows:<sup>25</sup>

The course in library management offered regularly to the H class in the last ten weeks of the year will be open to any student of the Normal Department on the payment of two dollars, which is the usual fee for taking a ten weeks' subject irregularly.

The following is an outline of the course to be given in that ten weeks:

- I. Lectures once a week upon general library topics.
- II. Lectures dealing with the technical side of library work, especially in connection with school libraries.
- III. Practical problems, assigned after each lecture, prepared and handed in, corrected, returned, and discussed in class. The general lectures will cover the following topics: The school library, its use and purpose; the books for a school library; school-library legislation; children's literature; the library movement; some well-known librarians; bookmaking, a brief historical sketch; library literature. Technical lectures and practical problems will be taken up in the order found necessary in actual work. One lesson will be given on each of the following topics: The principles which should guide in selecting books for a school library; how to order books; accessioning. Two lectures and four problems will be given to the subject of classification and twenty-two lectures and recitations, with daily problems in cataloging. The last five days of the term will be given to the examination, which will be a practical test of the student's ability to accession, classify, assign book numbers, and catalogue selected books. The instruction in cataloging will deal with only those topics likely to occur in the school library. These will be studied in the following order: author card, title card, reference cards, the treatment of compound and prefix names, anonymous books, added editions, joint authors, books

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<sup>25</sup>State Normal School, "Handbook Number," Bulletin (Emporia: Kansas State Normal School, November 3, 1902), pp. 17-18.

published under pseudonyms or initials, series, and periodicals. The question of subject headings will be studied as a general topic and illustrated by problems dealing with particular subjects, such as history, biography, literature, etc. One lecture will be given on the arrangement of the catalog, one on charging systems, one on repair work, one on furniture.

See Table I and Table II, pages 20 through 21, for a concise listing of courses.

The textbooks used for school librarians were: Simple Cataloging Rules for a School Library and Handbook of Library Organization. Editors and publishers were not listed. The catalog stated that together with desk supplies the cost of materials would not exceed \$2.00.

Summer program 1904. The course for public librarians was offered only during the summer term. The lectures covered order work and accessioning; principles and aids in book selection; mechanical preparation of books for the shelves; care of serials; the accession book; shelf-arrangement, book numbers, labels, shelf list, inventory; loan-charging systems, rules, statistics; binding, essentials of preparing books for the bindery, repair work; bibliography, trade bibliography for the small library, lectures by teachers in other departments on the bibliography for their subjects; classification, a study of the decimal classification with practical work; cataloging, lectures and practical work in dictionary cataloging; reference work, the use of various reference books

**TABLE I**  
**LIBRARY MANAGEMENT COURSE 1902<sup>26</sup>**

Name of course	Open to senior year students only	Credit hours given	Length of time
Library Management:	Regular academic year	Yes, number, not listed	Last 10 weeks of the senior year
<ul style="list-style-type: none"> <li>a. School library</li> <li>b. School library legislation</li> <li>c. Children's literature</li> <li>d. The library movement</li> <li>e. Bookmaking (now called History of Books and Printing)</li> <li>f. Reference books</li> <li>g. Furniture and supplies</li> <li>h. Classification and cataloging</li> <li>i. Library literature</li> </ul>			

<sup>26</sup>State Normal School, "Handbook Number," Bulletin (Emporia: State Normal School, November 3, 1902), pp. 17-18.

TABLE II

LIBRARY MANAGEMENT COURSE  
SUMMER SESSION 1904<sup>27</sup>

Name of course	For Public Librarians in need of training	Credit Given	Length of time
Library Management:		No	Unknown
a. Order and accession principles			
b. Aids in book selection			
c. Mechanical preparation of books for shelves			
d. Care of serials			
e. Shelf arrangement			
f. Book numbers			
g. Shelf list			
h. Loan charging systems			
i. Trade bibliography			
j. Decimal classification			
k. Dictionary cataloging			
l. Use of reference books			
m. Children's reading			
n. Relation of public library to the school			

<sup>27</sup>State Normal School, "Curriculum Number," Bulletin (Emporia: Kansas State Normal School, April 7, 1904), p. 166.

and methods of work; work with children, children's rooms; and relation of the public library to the school.

"This course will require two hours in the classroom, two hours of practical work in the library and from four to six hours in preparation. All preparation work must be done in the library."<sup>28</sup>

The total cost of supplies for the library course amounted to \$6.

The books used in 1904 were listed as follows:<sup>29</sup>

American Library Association List of Subject Headings for use in dictionary catalogs. Library Bureau. \$2.

Cutter. Rules for a Dictionary Catalogue. United States Bureau of Education. No charge.

Dewey. Abridged Decimal Classification. Library Bureau, \$1.50.

Dewey. Simplified Library-school Rules. Library Bureau, \$1.25

Cutter. Alphabetic Order Table. Library Bureau, \$1.25.

The 1903 State Normal Catalog also listed for the teachers course a Minnesota State Library Commission Handbook of Library Organization, five cents.

Prior to 1906 the library course was called Library Management. In 1906 the words "Library Science" were used for the first time in the normal school catalog.<sup>30</sup> The

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<sup>28</sup>Ibid., p. 166.

<sup>29</sup>Ibid.

<sup>30</sup>State Normal School, Curriculum Number (Emporia: Kansas State Normal School, February, 1906), p. 245.

normal school catalog stated that Library Science was one of the major studies for the degree of A.B. in Education. The course was so arranged that the library work could be carried on in connection with minor studies over a period of four years, with no part of it offered in the summer session. Only the public librarians course was offered in the summer as that was the best time which those employed in public libraries found most convenient.

1904-1917. The curriculum continued to expand under the direction of Miss Gertrude Amelia Buck (B.S. Illinois Library School).<sup>31</sup> The library course developed into a full thirty credit hour course. See Table III, page 24, which when compared with Table IV, pages 35 and 36 reveals that the curriculum of 1911 contained almost as many hours of credit as that required for the Library Certificate of 1930.<sup>32</sup>

The curriculum was ambitious undertaking considering the limited full time faculty. It may be in order to describe the content of some of the above mentioned courses:

LS 4. Reference. Two hours credit had been added to the curriculum and was described as promoting familiarity

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<sup>31</sup>State Normal School, Bulletin (Emporia, Kansas: State Normal School, 1903-1904), p. 8.

<sup>32</sup>Kansas State Teachers College, Emporia, Bulletin of Information, General Catalog 1930 (Emporia: Kansas State Teachers College, October, 1929), p. 53.

TABLE III

CURRICULUM AS ORGANIZED BY GERTRUDE AMELIA BUCK, 1911<sup>33</sup>

Courses*		Credit hours	Length of time
LS 1	Elementary reference	not listed	
LS 2	Library methods	1/4 unit	
LS 3	Library economy (order, accession, shelf-listing)	3 hours	
LS 4	Reference	2 hours	
LS 5	Children's literature	3 hours	
LS 6	Story telling	3 hours	
LS 7	Classification of books (decimal classification)	3 hours	Based on one academic year of work
LS 8	Library history	2 hours	
LS 9-10	Cataloging (dictionary cataloging)	5 hours	
LS 11	Bookmaking (history of famous manuscripts)	1 hour	
LS 12	Public documents (Government)	2 hours	
LS 13	Bibliography	3 hours	
LS 14	Organization and administration	3 hours	
		<u>30</u> hours credit total	

\*Courses were offered in alternating semesters

<sup>33</sup> State Normal School, "Forty-seventh" Annual Catalogue (Emporia: Kansas State Normal School, 1911), pp. 93-94.

with well-known reference works, with the use of indexes, periodicals, and general literature, with general and special encyclopedias, dictionaries, annuals and ready reference manuals. Lists of questions to be answered by use of the works studied were given and methods of finding answers were discussed.

LS 7. Classification of books, 3 hours credit was described as the decimal classification system where books were assigned to students for classification. The work was revised and discussed in class. The expansive and other systems were also described in class. For book numbers, the use of the Cutter alphabetic order table was taught, with special schemes for certain authors.

LS 8. Library history, 2 hours credit was described as a study of the foundation and development of leading ancient, medieval and modern libraries, with special attention to the library movement in the United States; library associations and commissions; traveling libraries; cooperative work; relation of public libraries and public schools; some study of library architecture.<sup>34</sup> This course sounds similar to present day History of books and printing.

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<sup>34</sup>State Normal School, Forty-seventh Annual Catalogue (Emporia: Kansas State Normal School, 1911), pp. 93-94.

LS 9 and 10. Cataloging. Five hours. Instruction was confined to dictionary cataloging, with special emphasis being laid upon underlying principles. Simplified Library School rules, Cutter's Rules for a Dictionary Catalogue, A.L.A. rules and A.L.A. list of subject headings were used as a basis for instruction. Simple cataloging for public documents was included. Instruction was supplemented by independent cataloging under supervision.<sup>35</sup>

Public documents as organized by Miss Buck carried two hours credit and was intended to familiarize the student with publications of various government departments. Methods employed in printing, binding, indexing and distributing; history of government publication; attention was given to selection of material for school and small public libraries.<sup>36</sup>

In 1912 the library school was further strengthened by the addition of Willis Kerr (A.B., A.M., Bellevue College, Nebraska; Columbia University; Edinburgh University, Scotland) as head of the Library Science Department.<sup>37</sup>

The 1915-1916 general catalog stated that library courses were open to accredited high school graduates. A

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<sup>35</sup>Ibid.

<sup>36</sup>Ibid.

<sup>37</sup>State Normal School, General Catalogue (Emporia, Kansas: State Normal School, 1912-1913), p. 2, p. 77.

maximum of 25 hours constituted a major in the library school, while a minor of 15 hours could be taken from the English, Foreign language, history, General Pedagogy or Economics and sociology departments. The method of instruction was largely in the form of lectures and assigned readings as library schools had not as yet built up a large body of library literature and texts were few. Practice work was done under supervision and both theory and practice were fully discussed.<sup>38</sup>

The above information may be briefly summarized.

Prior to World War I the department continued to expand and a total of 30 hours credit was offered. The courses included:

- |                          |  |
|--------------------------|--|
| 1. Library Methods       | 1 hour credit  |
| 2. Reference             | 3 hours credit   |
| 3. Bibliography          | 3 hours credit   |
| 4. Public Documents      | 2 hours credit   |
| 5. Children's Literature | 3 hours credit   |
| 6. Story Telling         | 3 hours credit   |
| 7. Bookmaking            | 2 hours credit (similar to present day History of Books and Printing)              |
| 8. Library History       | 2 hours credit   |
| 9. Library Economy       | 2 hours credit (regular library routine jobs-- selecting and ordering books, etc.) |

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<sup>38</sup>State Normal School, General Catalog 1915-1916 (Emporia: Kansas State Normal School, n.d.), pp. 82-84.

- |                                     |  |
|-------------------------------------|--|
| 10. Classification of Books         | 3 hours credit   |
| 11. Cataloging                      | 4 hours credit   |
| 12. Organization and Administration | 2 hours credit<br>(Principles applicable to school libraries.) |

Effect of World War I. During World War I the department closed for lack of professorial leadership. Mr. Kerr, the head of the department, went to France as a librarian working for the A. E. F. Miss Buck also left the department. After the war Mr. Kerr returned to the department and literally started the school over again. Miss Buck did not return.

The department reopened with an offering of sixteen hours in library courses. The curriculum was then much shorter than that offered in 1912 when Mr. Kerr arrived in Emporia and Miss Buck was the full time administrator and professor of Library Management, as the course was then called.

In the early twenties, with the arrival of Elsie Howard Pine (B.A. University of Wisconsin Library School, M.A. Radcliffe College, 1936)<sup>39</sup> the curriculum was further expanded. In 1923 Mrs. Pine, Librarian of Roosevelt High

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<sup>39</sup>Kansas State Teachers College, Emporia, "Bulletin of Information," General Announcements Number for 1936 (Emporia: Kansas State Teachers College, February, 1936), p. 14.

School and Field Advisor of High School Libraries was elected to serve as instructor in School Library Administration.<sup>40</sup>

At this time a part time faculty helped carry the instructional load and was composed of the Normal School librarians of the college library who were called on to instruct in the library school in whatever line their specialty lay.<sup>41</sup>

Harriet Elcock, head of shelf department, served as instructor in Library Economy.

Anita Hostetler, research secretary, was the instructor in Classification and Book Selection.

Fay Huffman, head of the School and Children's Department, served as Children's Literature instructor.

Jessie W. Luther, the Reference Librarian, was instructor in Library Methods and Reference Work.

Maude E. Shore, head of Circulation Department, was instructor in Library Administration.

Frieda K. Williams, Cataloguer, was the Cataloging instructor.

It is seen that practicing librarians were thus instructors in their specialties.<sup>42</sup>

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<sup>40</sup>Kansas State Teachers College, Emporia, "Part I. General Information," General Catalog 1922 (Emporia: Kansas State Teachers College, May 1, 1922), pp. 10-15.

<sup>41</sup>Ibid., pp. 55-88.

<sup>42</sup>Ibid.

Library Management was described at this time as preparation for high school librarians, or for those desiring better knowledge of the use and administration of libraries.<sup>43</sup>

1924-1929. During this time LS 54, Literature of High School Subjects 3 hrs. was added to the curriculum. Mrs. Pine was selected to teach the High School Subjects course. This course was a survey of book material suitable for reading and study by junior and senior high school students.<sup>44</sup> In 1926 Mrs. Pine served as acting librarian when Mr. Kerr accepted a call from the Claremont, California College Library.<sup>45</sup>

In 1929 under Carroll F. Baber's (M.A. University of Illinois, Library School 1927)<sup>46</sup> direction the library course was reorganized. A major now consisted of 33 hours, 30 of which were required to be done in the senior year. This program was consistent with requirements of the American Library Association for a class III library school.

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<sup>43</sup>Ibid.

<sup>44</sup>Kansas State Teachers College, Emporia, "Part 2 Announcement of Courses 1924-1925," General Catalog (Emporia: Kansas State Teachers College, July 15, 1924), p. 22.

<sup>45</sup>Kansas State Teachers College, Emporia, General Catalog (Emporia: Kansas State Teachers College, 1926), p. 11.

<sup>46</sup>Kansas State Teachers College, Emporia, "Bulletin of Information," General Announcements Number for 1936 (Emporia: Kansas State Teachers College, February, 1936), p. 9.

At this time new courses were added to the curriculum:<sup>47</sup>

- |      |  |            |
|------|--|------------|
| 77a. | Supervised practice and field work I.  | 2 hrs. cr. |
| 77b. | Supervised practice and field work II. | 2 hrs. cr. |
| 79   | Library Administration I.              | 3 hrs. cr. |
| 80   | Library Administration II.             | 3 hrs. cr. |
| 85a. | Reference I.                           | 3 hrs. cr. |
| 86   | Reference II.                          | 3 hrs. cr. |

The two latter courses were expanded from Course I to Course II in each case.

Supervised practice and field work covered field work accomplished in libraries of the student's choice. The libraries were those located in the midwest as Kansas City, Topeka, Wichita, St. Louis, and Chicago. Also included were the libraries of the large state universities and occasionally a large high school library.

An indication of how library students felt about their curriculum in 1929 is exemplified in a student editorial which appeared in the *Kel-Log-Gian*.<sup>48</sup>

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<sup>47</sup>Kansas State Teachers College, Emporia, "Part 1 General Information," *General Catalog* (Emporia: Kansas State Teachers College, January, 1929), p. 84.

<sup>48</sup>Kansas State Teachers College, Emporia, Library School, *The Kel-Log-Gian* (Mimeographed) (Emporia: Kansas State Teachers College, March 28, 1929), p. 3.

A nice thing about our library courses is that we don't have to tie ourselves down to a dry, old textbook with assignments from page so-and-so to page so-and-so every day without variation. We are always having some practical class project to motivate our work. One thing we do is make up the "Bait Shelf." This is a shelf of 25 new books displayed in a conspicuous place in the reading room. The books are changed every two weeks. We also write book reviews for the Bulletin. Another thing we did was to make floor plans for a high school library. These were quite gorgeous affairs. . . .

A real test of our ability came when we taught Freshmen classes in the "Use of the Library." Facing a class of 65 college people and being able to talk to them intelligently was really a task.

Last month we turned bibliographic and prepared a list of books to serve as a basic collection in the High School library for the April number of Teaching.

Every Monday morning we report on a new book which we have read, book reviews, or anything pertaining to the literary world. . . .

There were also other forms of library work which included a High School library survey conducted by the class in Library Administration. The survey examined high school library conditions in Kansas. The results of the survey were tabulated and recommendations to the School Code Commission were drawn up. The libraries in Kansas were compared to the standards of library organization and equipment for secondary schools adopted by the North Central Association and the National Education Association. The 250 surveys returned indicated that the high school libraries were lacking not so much in books or librarians as in trained librarians who can make the best use of materials at hand and who have sufficient time to devote to this work. "The schools apparently employ

a study hall teacher and add to that duty the care of the library. This fact is much to be lamented."<sup>49</sup>

The general catalog for 1929 indicated that library certificates were issued by Kansas State Teachers College of Emporia with the following minimum requirements: 75 per cent of a student's total hours must have received a mark of C or better.<sup>50</sup>

The course requirements for a library certificate were described as follows:<sup>51</sup>

The required curriculum for a library certificate is organized in accordance with the standards set up by the American Library Association Board of Education for Librarianship for library schools in the class "Senior Undergraduate Library Schools."

This curriculum comprises 33 semester hours which may be taken as the major requirement for the degree, Bachelor of Science in Education. These courses, with the exception of course 29, Children's Literature, are open only to students who have earned credit to the amount of 90 semester hours. Children's Literature is open to any student regardless of his classification.

1931-1949. Under Mr. Baber's leadership the content of the library curriculum was broadened to prepare people to

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<sup>49</sup>Ibid., p. 4.

<sup>50</sup>Kansas State Teachers College, "Bulletin of Information," General Catalogue 1929 (Emporia: Kansas State Teachers College, January, 1929), p. 46.

<sup>51</sup>Kansas State Teachers College, "Bulletin of Information," General Catalogue 1930 (Emporia: Kansas State Teachers College, October, 1929), p. 53.

become librarians of elementary schools, high schools, junior colleges, and teachers' colleges.<sup>52</sup> See Table IV pages 35 and 36 for curriculum.

Courses above number 29 (Children's Literature) were open only to students majoring in library work and no credit was allowed for these courses unless the student completed his major in the library school. LS 1 or 2, Library Methods or Use of the Library was required of all students and LS 29, Children's Literature could be taken for credit by any student.<sup>53</sup>

The summer school program was based on strict regulations. LS 4, 6, 8 and 10 listed below were designed for the benefit of librarians already employed in small public libraries who wished to secure what professional guidance the summer session would afford them and for the benefit of those persons who either were, or intended to become, "teacher-librarians."

Courses offered in the summer program included:<sup>54</sup>

LS 4, Library economy

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<sup>52</sup>Kansas State Teachers College, "Bulletin of Information," General Catalog 1931 (Emporia: Kansas State Teachers College, October, 1930), p. 25.

<sup>53</sup>Kansas State Teachers College, "Bulletin of Information," General Catalog 1931 (Emporia: Kansas State Teachers College, October, 1930), p. 25.

<sup>54</sup>Ibid., p. 88.

TABLE IV  
CURRICULUM 1931, (BABER AND PINE)<sup>55</sup>

Courses	When offered	Credit hours	Length of time
1. Library methods	Summer and each semester	0	9 weeks
2. Use of the library (*no credit allowed on Library Certificate)	Summer and each semester	1 hour*	Unknown
4. Library economy and classification	Summer Second semester	0	4 hours a week, per term
6. Elementary reference	Summer	0	4 hours a week
7. Elementary cataloging	Summer	0	4 hours a week
8. Elementary book selection	Summer	0	4 hours a week
9. Children's literature	Summer and second semester	3 hours	1 semester
76 a. Library administration and extension I	Not listed	3 hours	1 semester
76 b. Library administration and extension II	Second semester	3 hours	1 semester
77 a. Supervised practice and field work I	First semester	2 hours	1 semester

<sup>55</sup>Kansas State Teachers College, "General Catalog 1931," Bulletin of Information, op. cit., pp. 88-89.

TABLE IV (continued)

Courses	When offered	Credit hours	Length of time
77 b.	Supervised practice and field work II	2 hours	1 semester
78	Book selection	3 hours	1 semester
81	Classification and subject headings	3 hours	1 semester
83	Cataloging	3 hours	1 semester
85 a.	Reference I	3 hours	1 semester
85 b.	Reference II	3 hours	1 semester
87	Library work with children	2 hours	1 semester
90	Literature of high school subjects	3 hours	1 semester
		<u>33 hours</u>	
		total	
		(all of which could be allowed on the library certificate)	

LS 6, Elementary reference.

LS 8, Elementary cataloging.

LS 10, Elementary book selection.

Furthermore, during the summer session a student could elect LS 1, Library methods; LS 2, Use of the library, or LS 29, Children's literature, without obligating himself to carry further library work. If he enrolled in any of the other library courses offered, he would be expected to carry a full summer school program of 8 hours.

Much of the regular academic year program was slanted toward the needs of the school and small public library.<sup>56</sup> As an example LS 4, Library economy and classification, 4 hours a week, no credit, summer, was described in the college catalog as instruction in the Dewey decimal system of classification as adapted to small public and school libraries. LS 85a, Reference I, 3 hours, 1 semester, was described as reference books and materials which should be accessible in high school, normal school and junior college libraries, and which should be used with skill by teachers and students. LS 81, Classification and subject headings, 3 hours, 1 semester, was described as principles of classification, with practice in the use of the Dewey decimal system. Students were required to compile a checklist of subject headings best

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<sup>56</sup>Ibid.

adapted to school library practice, based upon Reader's Guide, Library of Congress, A. L. A. Subject Headings, and other standard authorities.

The 1933 college catalog shows a revision in course numbers and also a revision of contents of some of the courses, as an example LS 81, Classification and subject headings, 3 hours, and LS 83, Cataloging, 3 hours, was reorganized into LS 91, Cataloging and Classification I, 3 hours, and Cataloging and Classification II, 3 hours. The former course still stressed the Dewey system but the latter course also included the Library of Congress scheme of classification, together with the ordering and adapting of Library of Congress cards and the actual laboratory practice of cataloging books.<sup>57</sup> This issue of the college catalog for the first time brought up the fact that Emporia Library training was operated to prepare persons to become librarians in other types of library positions, in addition to the standard school librarian positions. It was brought out that a one-year library school fully accredited by the American Library Association was operating in Kansas, and that the school was qualified to issue the American Library Association Library Certificate.<sup>58</sup>

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<sup>57</sup>Kansas State Teachers College, "Bulletin of Information," 1933 Catalog (Emporia: Kansas State Teachers College, November, 1932), p. 92.

<sup>58</sup>Ibid., p. 23.

A 1933 summer school announcement explained the offering of non-credit courses in Library economy and classification, Elementary reference, and Elementary book selection by stating that many persons then engaged in library work in Kansas would welcome an opportunity to secure a summer's professional training in library courses.<sup>59</sup>

In the fall of 1933 eight library courses were taught. Mrs. Pine taught the following:

LS 78, Book Selection, 3 hours, which was described as principles of book selection as applied to school libraries. The reading and reviewing of books in various fields and comparing them with other books in the same field. Practice in the use of book selection tools and in the preparation of book lists; evaluation of publishers, editions, and translations.

LS 79, Library Administration I, 3 hours, which described librarianship as a profession, training, professional ethics, history of libraries, legislation, certification, standardization, organization, buildings and quarters, equipment, methods of instruction in the use of books and libraries; staff, relation to teachers, relation to public library, publicity methods, library associations, and

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<sup>59</sup>Kansas State Teachers College "Bulletin of Information" 1933 Summer School Announcement (Emporia: Kansas State Teachers College, February, 1933), p. 9.

current library literature. The content of this course sounds much like the two present day courses--Theory and Practice in Librarianship, and Library Administration.

LS 87, Library Work with Children, 2 hours, problems of library organization and administration as applied to work with children, plans for children's book week, book contests and story hours. This course is now divided and expanded into two courses, Library services to children and young people, and School librarianship.

In 1933 Beatrice Holt (B.S. University of Illinois Library School, 1927)<sup>60</sup> taught LS 1, Library Methods one hour a week for 9 weeks, no credit, primarily for the instruction of freshmen in the use of the Kansas State Teachers College of Emporia library.

Miss Holt and Mrs. Pine both taught several sections of LS 2, Use of the library, 1 hour, which could be submitted for any degree or certificate excepting the Library Certificate.

Miss Holt also taught LS 85a, Reference I, 3 hours, which consisted of reference books and materials which should be accessible in high school, normal school, and junior college libraries, and which should be used with skill by teachers and students.

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<sup>60</sup>Kansas State Teachers College, Emporia, "Bulletin of Information," General Announcements Number for 1936 (Emporia: Kansas State Teachers College, February, 1936), p. 12.

LS 91, Cataloging and Classification I, 3 hours, a study of theories and principles governing classification and cataloging of books, together with the analyzing of the physical book. The actual classifying of books by the Dewey decimal system and the assigning of subject headings was also included.<sup>61</sup>

In 1936 LS 88, Supervised Practice I, 2 hours credit, was still in the curriculum and was described as planned to supply as much firsthand observation and library practice as possible in the library of Kansas State Teachers College, Emporia and in other libraries. LS 89, Supervised Practice II, 2 hours credit, prerequisite LS 88. LS 89 was described as a continuation of LS 88, and included a field project of from one to three weeks.

The general catalogue for 1939 recommended some proficiency in a foreign language. Each student should have acquired some knowledge of one or more foreign languages before the close of his junior year. Thus, the curriculum was being strengthened in that direction,<sup>62</sup> although it was not actually a requirement.

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<sup>61</sup>Kansas State Teachers College, "Bulletin of Information," First Semester Schedule September 11, 1933 to January 19, 1934 (Emporia: Kansas State Teachers College, June, 1933).

<sup>62</sup>Kansas State Teachers College, "Bulletin of Information," General Catalogue Number for 1939 (Emporia: Kansas State Teachers College, January, 1939), p. 94.

Further information on the "Library Certificate, as granted in 1939, stated that upon completion of the library major, and after having met all the requirements for the degree of Bachelor of Science in Education, the student was awarded that degree and at the same time received the library certificate.<sup>63</sup>

The summer school program of 1941 included: LS 4, Library Economy and Classification, 4 hours a week, no credit; LS 6, Elementary reference, 4 hours a week, no credit; LS 8, Elementary cataloging, 4 hours a week, no credit; and LS 10, Elementary book selection, 4 hours a week, no credit, had formerly been specifically offered to small public librarians. This course, also was being offered to teachers who, in addition to their teaching, had been assigned the part-time duty of administering the school library.<sup>64</sup>

In the same year 1941, the Kansas State Department of Education set up a requirement that teacher-librarians in Class A high schools must have eight hours of college work in library science. Therefore, the Department offered LS 75, High school library book collections, 3 hours credit;

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<sup>63</sup>Kansas State Teachers College, "Bulletin of Information" General Catalogue Number for 1940 (Emporia: Kansas State Teachers College, December, 1939), p. 92.

<sup>64</sup>Kansas State Teachers College, "Bulletin of Information" Catalog Number for 1941 (Emporia: Kansas State Teachers College, December, 1940), p. 91.

LS 76, High school library classification and cataloging, 3 hours credit; and LS 77, High school library management, 2 hours. Credit for these courses could be applied toward the degree of bachelor of science, but not toward a major in the library school. The prerequisite consisted of 90 hours of college work.<sup>65</sup>

After 1941 the curriculum remained unchanged for several years but in July 1944 the following addition was made, LS 71, Independent study 2 to 4 hours credit. At that time no library minor was offered, and the curriculum was, as mentioned previously, designed to give standard training for full-time library positions in schools and public libraries. The major was 32 hours, 30 of which had to be taken during the senior year.<sup>66</sup>

The department did not offer a minor until 1949, when the department decided to offer library courses to meet the North Central Association standards for librarians in medium sized high schools. Sixteen hours of library courses were required for the minor, and included LS 78, Book selection, 3 hours; LS 79, Library Administration I, 3 hours; LS 81,

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<sup>65</sup>Kansas State Teachers College, "Bulletin of Information," Catalog Number for 1942 (Emporia, Kansas: Kansas State Teachers College, December, 1941), p. 90.

<sup>66</sup>Kansas State Teachers College, "Bulletin of Information," Catalog Number for 1944 (Emporia, Kansas: Kansas State Teachers College, July, 1944), p. 57.

Classification and subject headings, 3 hours credit; LS 85, Reference I, 3 hours credit; LS 90, Literature of high school subjects, 3 hours credit; LS 91, Cataloging and classification I, 3 hours credit.<sup>67</sup>

### III. GRADUATE PROGRAM (1951)

Greater depth and expansion was given the curriculum under Orville L. Eaton (B.L.S. University of Chicago Library School, 1948; Ph.D. University of Kansas, 1946). In May 1951 the Kansas State Teachers College President's Free Press announced that a combined master's degree program in the Department of Library Education was approved by the Graduate Council. The graduate program was developed by Mr. Eaton, head of the department since 1950, and his co-workers Elsie Howard Pine, Inez King Cox (B.S. Columbia University School of Library Science, M.A. Texas State College for Women, Denton; Western Reserve University, School of Library Science), and Irene Hansen (A.B. University of Denver, School of Librarianship, M.A. Colorado State College of Education, Greeley; University of Michigan Library School). It was announced that the master's degree program in the library school would be of particular value to individuals preparing

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<sup>67</sup>Kansas State Teachers College, "Bulletin of Information," Catalog Number for 1949-1950 (Emporia, Kansas: Kansas State Teachers College, January, 1949), p. 2.

for work as school librarians, as well as for students preparing for work in college and public libraries. This program was to become effective at the beginning of the 1951 Summer Session.<sup>68</sup>

This change of program necessitated a revision of certain portions of the curriculum upon the graduate level. Prerequisites for graduate work included 8 hours of library courses on the undergraduate level, plus a bachelor's degree.

Special program 1951. In addition a special summer program was offered in 1951 to take care of the needs of teacher-librarians in Class A and B high schools in Kansas. The Kansas State Department of Public Instruction required teacher librarians in these schools to have eight semester hours of college credit in library courses. The North Central Association required librarians in high schools to earn up to twenty-four hours of library credit, depending upon the size of the high school.<sup>69</sup>

The eight semester hours included LS 79, Library Administration I, 3 hours credit; LS 90, Literature of High

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<sup>68</sup>Kansas State Teachers College, President's Free Press (Emporia, Kansas: Kansas State Teachers College, May 14, 1951), p. 2.

<sup>69</sup>Kansas State Teachers College, "Bulletin of Information," Catalog Number for 1951-1952 (Emporia, Kansas: Kansas State Teachers College, n.d.), p. 123.

School Subjects, 3 hours credit; and LS 91, Cataloging and Classification I, 2 hours credit.

The admission prerequisite continued to require 90 hours of college credit.

For the first time since 1936 the content of the curriculum was changed. This time the change was based on a graduate level program. The main changes were as follows. LS 78, Book Selection was changed to LS 101. The content was described as the principles and techniques applied to the building, maintaining and using of a book collection adequate for the basic demand of a library. These principles were to be developed by means of reading and reviewing of books in the various fields, practice in the use of book selection tools, compiling of book lists, the writing of reader's notes and annotations, and the evaluation of publisher's editions, and translations.

LS 2, Use of the Library; LS 27, Children's Literature; LS 79, Library Administration I; LS 80-102, Library Administration II; and LS 81-103 Books and Society. Content of these courses remained mainly unchanged from previous offerings.

A new course was added, LS 82, Special Library Materials, 2 hours credit. This course was described as the selection, organization and use of non-book materials. Included in the materials were pamphlets, vocational brochures,

maps, clippings, government documents, pictures, films, filmstrips and recordings.<sup>70</sup> This course continues to be offered in alternate semesters as the needs of students require. In addition, Special Library Materials is now a graduate course, LS 505, and emphasis is placed on the use of special materials in school, public and college libraries.<sup>71</sup>

The curriculum descriptions for 1951-1952 reveal a shift in emphasis from the training only for school librarianship to the definite inclusion and enlargement of training for college and public librarians.

LS 86 (changed to 104), Reference II, 3 hours, now stressed the study of more specialized reference materials in subject fields, including a consideration of Government documents and their reference use. Attention was given to reference techniques and procedures, and the reference needs of school, college, and public libraries were studied. Lists of subject bibliographies were compiled.

LS 88, Supervised practice I, 2 hours. Course content continued to remain the same as that described in the 1936 catalog.

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<sup>70</sup> Ibid., p. 124.

<sup>71</sup> Kansas State Teachers College, "Bulletin of Information," Library Science Number (Emporia, Kansas: Kansas State Teachers College, May, 1958), p. 16.

LS 89, Supervised practice II, changed the length of time for the field project to a standard length of time of 10 days' duration. In 1936 the length of time for Supervised practice II had been listed as from one to three weeks duration.

LS 90, Literature of High School Subjects, continued to be the same as the course listed in the 1936 catalog, except the following sentence had been added, "attention is given to the use of library materials as a source of fact finding and reference, for the enrichment of subject matter in the classroom, and as a means of recreation and pleasure."<sup>72</sup>

LS 91, Cataloging and Classification I, 2 hours, was described as the introduction to the principles of cataloging and classification. It equipped the student with the knowledge and techniques required to construct a simple card catalog in a small library, and establish a foundation for later, more advanced study. The Dewey Decimal scheme of classification continued to be used. Attention was given to basic catalog card forms, name and subject entries, filing, shelf-listing and mechanical preparation of books. The making of a sample catalog was required.

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<sup>72</sup>Kansas State Teachers College, "Bulletin of Information," Catalog Number for 1951-1952 (Emporia, Kansas: Kansas State Teachers College, n.d.), p. 125.

Thus, LS 91, Cataloging and Classification, contained the same content as it had in 1936.

LS 92, Cataloging and Classification II, 4 hours. Prerequisite, LS 91, Cataloging and Classification I. The 1951 catalog description of this course makes no mention of the inclusion of the Library of Congress scheme of classification with the ordering and adapting of Library of Congress cards and the actual laboratory practice of cataloging books. However, the 1936 catalog<sup>73</sup> stressed the idea of the introduction of the Library of Congress system of classification. The 1951 catalog did stress the fact that in LS 92, a more detailed study of catalog procedures were made in all classes of the Dewey Decimal Classification. These procedures included more difficult problems of cataloging as analytics, corporate entries and serials, as well as consideration of the then prevalent status and literature of cataloging. Construction of a card catalog was included. There was also a laboratory period in which books were classified.

LS 93-105, Problems of Communication, 2 hours, was offered for the first time in 1951.<sup>74</sup> This course consisted

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<sup>73</sup>Kansas State Teachers College, "Bulletin of Information," General Announcement Number for 1936 (Emporia, Kansas: Kansas State Teachers College, February, 1936), p. 92.

<sup>74</sup>Kansas State Teachers College, "Bulletin of Information," Catalog Number for 1951-1952, loc. cit.

of a study of the relationships of culture, and reading in the United States; consideration was given to the influences of broadcasting and films upon society, and the relationships of the library to problems of communication.

LS 141, Thesis, 5 hours, was offered for the first time to library science students in 1951. A written thesis was required for the combined master's degree.<sup>75</sup> See Table V pages 51 through 53.

#### IV. GRADUATE AND UNDERGRADUATE PROGRAMS (1952-1959)

The graduate division described the graduate requirements leading to the degree Master of Science as follows, in part, in the college catalog for 1952-53.<sup>76</sup>

Permission to enroll in graduate courses does not carry permission to enter candidacy for a graduate degree.

A student becomes eligible to make application for degree candidacy as he completes a summer session, or nine weeks of a semester, in which he is regularly enrolled as a graduate student in the college.

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Marks. Candidates for graduate degrees must earn an average mark of B in all courses applied toward meeting degree requirements. No course in which a student receives a grade lower than C is counted for credit.

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<sup>75</sup>Ibid.

<sup>76</sup>Kansas State Teachers College, "Bulletin of Information," Catalog Number for 1952-53 (Emporia, Kansas: Kansas State Teachers College, n.d.), pp. 81-83.

**TABLE V**  
**CURRICULUM WHEN MASTER'S PROGRAM BEGAN 1951<sup>77</sup>**

Courses	When offered	Credit hours	Degree of change
LS 2.	Summer and each semester	1 hour	
LS 27.	Summer and each semester	2 hours	
LS 78-101.	Book selection		Course content same, not much change from that of 1936.
LS 79.	Library Administration I		
LS 80-102.	Library Administration II		
LS 81-103.	Books and society		
LS 82.	Special library materials	2 hours	Course added
LS 83.	Adolescent reading interests	3 hours	
LS 85.	Reference I	3 hours	Course content changed from that of 1936. Course number is not changed.

<sup>77</sup>Kansas State Teachers College, "Bulletin of Information," Catalog Number for 1951-52 (Emporia: Kansas State Teachers College, n.d.), pp. 124-25.

TABLE V (continued)

Courses	When offered	Credit hours	Degree of change
LS 86-104. Reference II			Emphasis no longer as it was under number 86, but under number 104 includes college and public libraries as well.
LS 88.	Supervised practice I	First semester	2 hours
LS 89.	Supervised practice II		Course content same as that listed in 1936 catalog.
			Changes length of time for field project to 10 days--in 1936 had been listed from 1 to 3 weeks duration.
LS 90.	Literature of high school subjects	Second semester	3 hours
LS 91.	Cataloging and classification I	Summer and first semester	2 hours

TABLE V (continued)

Courses	When offered	Credit hours	Degree of change
LS 92.	Cataloging and classification II	4 hours	
LS. 93-105.	Problems of communication	2 hours	Offered for the first time.
LS 141.	Thesis	5 hours	Required for the combined Master's degree.

No mark other than A or B in a course numbered under 100 is acceptable for graduate credit.

The numbering of the courses for graduate level credit in the library school as well as graduate courses for the rest of the college were revised with most of the graduate courses numbering in the 100's.

For example the 1952-53 college catalog announced that:

LS 78-101, Book Selection had been changed to LS 101, Book Selection.

LS 80-102, Library Administration II had been changed to LS 102, Library Administration II.

LS 81-103, Books and Society had been changed to LS 103, Books and Society.

LS 86-104, Reference II, had been changed to LS 104, Reference II.

LS 93-105, Problems of Communication had been changed to LS 105, Problems of Communication.

LS 92, Cataloging and Classification II, had been changed to LS 106, Cataloging and Classification II.

LS 82, Special Library Materials had been changed to LS 107, Special Library Materials.

LS 83, Adolescent Reading Interests had been changed to LS 108, Adolescent Reading Interests.

Courses numbered 101 to 108 were at the graduate level and required additional work and preparation.<sup>78</sup> The subjects were:

LS 101, Book Selection, 3 hours credit.

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<sup>78</sup>Kansas State Teachers College, "Bulletin of Information," Catalog Number for 1952-53 (Emporia, Kansas: Kansas State Teachers College, n.d.), pp. 150-51.

- LS 104, Reference II, 3 hours credit. Ability  
 LS 105, Problems of Communication.  
 LS 107, Special Library Materials. by arrangement  
 LS 108, Adolescent Reading Interests. was listed

Pages 59, 60, and 61 indicate how the course of study enlarged. The undergraduate program was modified and retained, but basically the curriculum was now at the graduate level.<sup>79</sup>

The library school conducted programs of instruction as follows:

A major of 32 hours for those preparing for positions in public and institutional libraries, a teaching major with library courses as prescribed by the Kansas State Board of Education and the North Central Association and a combined master's degree program. . . .

Major: The major of 32 hours includes Library Science 27, 78, 79, 80, 81, 85, 86, 88, 91 and 92. The major curriculum is accredited by the Board of Education for Librarianship of the A. L. A. and provides the basic core of preparation necessarily included in any standard undergraduate program of training of librarians. Upon completion of the major in Library Science and having met all requirements for the degree Bachelor of Science in Education or the degree Bachelor of Arts, the student is awarded the degree and at the same time receives the Library Certificate. . . .

The admission prerequisite to courses in the Department of Library Science with the exception of Library Science 2 and 27, normally is 90 semester hours. . . . Students with a bachelor's degree may take the major program to qualify for the Library Certificate without qualifying for a second bachelor's degree. It is recommended that students preparing to major in Library Science secure

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<sup>79</sup>Ibid., pp. 147-149.

training in 2 modern foreign languages. Ability to use a typewriter is highly desirable for Library Science majors.

LS 71, Independent Study, 2 hours, by arrangement, was again added to the course of study.<sup>80</sup> It had been listed in the earlier 1943-1944 catalog.

LS 141, Thesis, 5 hours, continued to be included.

Further changes in the curriculum developed under the leadership of Mr. Eaton in the years 1953-1955.<sup>81</sup> The master's program was described as a program of instruction for the degree Master of Science with a major in librarianship as offered for qualified graduate students. The fifth year curriculum was planned to provide professional education for individuals preparing for service in the field of librarianship. The full facilities of the college, as well as those of the department provided for a degree of specialization for students preparing for service in school libraries and children's or young people's work in public libraries.

Graduate. The degree Master of Science is conferred upon those who complete the academic requirements for the degree as outlined by the Graduate Division and the Division of Library Education. These requirements are as follows:<sup>82</sup>

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<sup>80</sup>Ibid., pp. 150-151.

<sup>81</sup>Kansas State Teachers College, "Bulletin of Information," Catalog Number for 1953-55 (Emporia, Kansas: Kansas State Teachers College, July, 1953), pp. 157-159.

<sup>82</sup>Ibid., p. 159.

1. One academic year in residence, except as provided for in the case of transferred credit.
2. 30 semester hours of satisfactory credit, including the thesis, or if a thesis is not written, 32 semester hours of such credit plus the submission of a regular course paper that has been designated as the master's project.
3. At least 20 hours of courses numbered 100 or above. No courses numbered below 50 are acceptable for graduate credit.
4. A major of at least 20 hours. Majors in the library school must complete a minimum of 30 semester hours in library courses of which not more than 10 semester hours may be upon the undergraduate level. Students who have completed up to 10 semester hours of acceptable undergraduate credit in library courses may take as much as 10 semester hours in related fields in their program of graduate study.
5. A satisfactory thesis, or independent research or creative activity accepted in lieu of a thesis.
6. An examination as required by the Graduate Division.

The Catalog Number for 1953-55 no longer listed LS 88, Supervised Practice I, or LS 89, Supervised Practice II. Instead the following was listed--Field Work.

Students in the department may be required to take one field trip each semester at the student's expense. Arrangements may be made for a student to do supervised work in a library in Emporia or elsewhere, if his professional training would be strengthened by such practice. Expenses for supervised work must be paid by the student.<sup>83</sup>

At that time LS 80, Library Administration II, was superseded by LS 80, Theory and Practice of Librarianship,

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<sup>83</sup> Ibid.

2 hours, summer and first semester, the historical development of the libraries; the role of libraries in a democratic society; librarianship as a profession--education, ethics, professional attitudes; responsibilities and opportunities, and professional organization; types of libraries and library services; organization and operation with libraries; cooperation and planning for library service.<sup>84</sup>

Several new courses were added at that time,<sup>85</sup> LS 84, Technical Services, 3 hours, summer and first semester. This consisted of theory and practice of cataloging and classification, considered in terms of relationships to all divisions of the library and library service. Included were simplified descriptive cataloging, the unit card, study of the Dewey Decimal Classification and practice in the selection of name and subject entries. Laboratory problems.

LS 88, Introduction to Bibliography (superseded LS 88, Supervised Practice I). The former was offered the first semester. Basic principles and practices of selection, critical evaluation and uses of general materials for reading and reference were stressed. Emphasis on basic information and reference sources. Education 101E, Methods of Research, 2 hours, summer and each semester, (carried credit as LS 101).

For graduate level courses offered, see Table VI, p. 59.

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<sup>84</sup>Ibid., p. 161.

<sup>85</sup>Ibid.

TABLE VI

GRADUATE CURRICULUM AS ORGANIZED BY MR. EATON,  
MRS. COX AND MISS HANSEN<sup>86</sup>

Courses	When offered	Credit hours	Length of time
LS 102 Use of the library	Summer and each semester	1 hour	1 semester
LS 327 Children's literature	Summer and each semester	2 hours	1 semester
LS 430 Cataloging and Classification I	Summer and first semester	3 hours	1 semester
LS 432 Book selection for school libraries	Summer and first semester	3 hours	1 semester
LS 434 School librarianship	Summer and second semester	2 hours	1 semester
LS 440 Selection and evaluation of library materials	Summer and first semester	3 hours	1 semester
LS 460 Theory and practice of librarianship	Summer and first semester	2 hours	1 semester
LS 471 Independent study		1-4 hours	
LS 502 Introduction to bibliography	Summer and first semester	3 hours	1 semester
LS 505 Special library materials	Summer and second semester	2 hours	1 semester

<sup>86</sup> Kansas State Teachers College, "Announcement of Courses for 1957-59," Bulletin of Information (Emporia: Kansas State Teachers College, August, 1957), pp. 62-64.

TABLE VI (continued)

Courses	When offered	Credit hours	Length of time
LS 510 Reading materials for children and young people	Summer and second semester	3 hours	1 semester
LS 520 Library services to children and young people	Summer and second semester		
LS 540 Literature of the social sciences	Summer and first semester	3 hours	1 semester
LS 544 Literature of the humanities	Summer and second semester	3 hours	1 semester
LS 548 Literature of the sciences	Summer and second semester	3 hours	1 semester
LS 550 Catalog and Classification II	Summer and second semester	3 hours	1 semester
LS 560 Library Administration	Summer and second semester	3 hours	1 semester
LS 565 Administration of school libraries <sup>87</sup> (At present LS 565 is Library Administration, 3 hours)			
LS 570 History of books and printing	Summer and first semester	2 hours	1 semester

<sup>87</sup> Kansas State Teachers College, "Library Science Number," Bulletin of Information (Emporia: Kansas State Teachers College, May, 1958, vol. 38, no. 7), p. 13.

TABLE VI (continued)

Courses	When offered	Credit hours	Length of time
LS 580 Workshop for Librarians	By arrangement	2-4 hours	1 semester
LS 600 Seminar in problems of librarianship	Summer and each semester	2-4 hours	1 semester
LS 651 Methods of Research	Summer and each semester	2 hours	1 semester
Field Work--may be required <sup>88</sup>			
LS 655 Thesis <sup>89</sup>	By arrangement	3 hours	

<sup>88</sup>Kansas State Teachers College, op. cit., p. 63.

<sup>89</sup>Kansas State Teachers College, "Class Schedule for 1958-59, Fall," Bulletin of Information (Emporia: Kansas State Teachers College, April, 1958), p. 14.

## V. WORK SHOPS AND FIELD TRIPS

In addition to the regular curriculum, work shops and field trips have been added. The work shops were to be conducted by leading librarians. The field trips are made to large libraries of Kansas and Missouri.

Findings. A description of some of these additions to the curriculum are listed in Table VII, page 63. By no means all of the workshops, field trips or extra activities are included. Only a sampling of the extra curricular activities are listed.

Supervised practice and field work is no longer included in the curriculum at Emporia<sup>90</sup> though some of the library schools of the country continue to require supervised field work. Western Reserve University is an example of one of such schools.<sup>91</sup>

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<sup>90</sup>Personal interview, Irene Hansen, Associate professor of Library Education and Service, Kansas State Teachers College, Emporia, May, 1959.

<sup>91</sup>Western Reserve University, School of Library Science, Bulletin (Cleveland, Ohio: Western Reserve University, April, 29, 1960), p. 21.

TABLE VII

## WORK SHOPS AND FIELD TRIPS AS ADDITIONS TO THE CURRICULUM

Year	Type of project
1930	Field trip to Allen, Kansas. To catalog, shelf list, letter and shellac 350 books of rural library. <sup>92</sup>
1933	Class organized and cataloged rural school library in Lyon County. <sup>93</sup>  Special lectures on books for the blind . . . publishing houses and libraries stressed book privileges for the sightless. <sup>94</sup>
1936	The class in Book Selection made up a list of books recommended for a revolving collection which was to be built for circulation among 25 Kansas counties. It was a graded list suitable for use in rural schools. The project was under WPA auspices and directed by Fred W. Thompson, Topeka. <sup>95</sup>  The class in School Library Administration had an opportunity to consider actual problems in library planning in connection with a proposed plan for the library quarters in the Chanute High School and Junior College. Mr. Baber was the consultant upon the enterprise and presented the problem to the class, and gave them the opportunity to consider the possibilities and to draw tentative floor plans. <sup>96</sup>

<sup>92</sup>Kansas State Teachers College, Emporia Library School, The Kel-Log-Gian (Emporia: Kansas State Teachers College, May, 1930), p. 16.

<sup>93</sup>Kansas State Teachers College, Emporia Library School, The Kel-Log-Gian (Emporia: Kansas State Teachers College, May, 1933), [p. 7].

<sup>94</sup>Ibid.

<sup>95</sup>Kansas State Teachers College, Emporia Library School, The Kel-Log-Gian (Emporia: Kansas State Teachers College, May, 1936), [p. 5].

<sup>96</sup>Ibid., [p. 6]

TABLE VII (continued)

Date	Type of project
1940	<p>Field practice.  Assignments to such places as St. Louis Public Library; Texas University Library, Austin, Texas; Fort Worth, Texas, Public Library; Des Moines, Iowa Public Library, as well as Kansas libraries previously mentioned.<sup>97</sup></p>
1941	<p>Field practice.  Assignments in 1941 included the following libraries: University of Colorado; Northwestern University, Evanston, Illinois; Cleveland Public; Hild Regional Library, Chicago. The Hild Library acts as an intermediary between the main Chicago Public Library and the branch libraries throughout the city.<sup>98</sup></p>
1948	<p>Although the library class spent most of its time in Kellogg library, there were several diversions in the form of lectures, discussions and informal talks. . . . Fred Denbeaux, professor of Bible history at Wellesley College was the religious advisor during religious emphasis week.<sup>99</sup></p>
1949	<p>Inez King Cox and Mrs. Leopold Liegl, assisted as discussion leaders for a panel on school libraries at the workshop for elementary school principles which was held on the campus in March. Members of the library class also attended the discussions.<sup>100</sup></p>

<sup>97</sup>Kansas State Teachers College, Emporia, Library School, The Kel-Log-Gian (Emporia; Kansas State Teachers College, May, 1940).

<sup>98</sup>Kansas State Teachers College, Emporia, Library School, The Kel-Log-Gian (Emporia: Kansas State Teachers College, May, 1941), pp. 5-8.

<sup>99</sup>Kansas State Teachers College, Emporia, Library School, The Newsletter (Emporia: Kansas State Teachers College, December, 1948), p. 14.

<sup>100</sup>Kansas State Teachers College, Emporia, Library School, The Newsletter (Emporia: Kansas State Teachers College, May, 1949), p. 7.

TABLE VII (continued)

Year	Type of project
1949	On March 31, Miss Clara Louise Meckel, medical librarian at Menninger Foundation, Topeka talked to members of the library science class. Miss Meckel was working on a state recruitment program for medical librarians. <sup>101</sup>
1951	Library Science Workshop will be sponsored jointly by the Kansas Association of School Librarians and the Kansas State Teachers College of Emporia from June 11 to June 15 in the Student Union Building. The purpose of the workshop is to study library problems applicable to individual needs for the betterment of Kansas libraries.
	While the workshop proper is to meet for one week only, students enrolling for credit will remain for an additional week following the workshop and will be enrolled for 2 semester hours of library courses. Students enrolled for credit should have 8 semester hours of library courses as a prerequisite. Out-of-state specialists will be called in for the workshop. <sup>102</sup>
December 1952	Luther H. Evans, Librarian of Congress, and Genevieve Foster, author and illustrator of young people's books, were the key speakers of the 49th annual meeting of the Kansas Library Association held at Emporia, October 9, 10, and 11.
	'The National and World Citizen' was the topic of Mr. Evans' speech presented at the Friday evening banquet, in which he emphasized the part which UNESCO played in world education. At the college and University Librarians luncheon, earlier in the day he discussed

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<sup>101</sup> Ibid.

<sup>102</sup> Kansas State Teachers College, Emporia, President's Free Press (Emporia: Kansas State Teachers College, March 26, 1951), p. 3.

TABLE VII (continued)

Year	Type of project
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'The Monstrous LC'. During the morning he spoke to a convocation of students at Emporia State Teachers College, at which students had an opportunity to question him about his activities and the Library of Congress.<sup>103</sup>

December 1952

Representative Charles Stough of Lawrence spoke at a general session (Kansas Library Association October 9, 10 and 11) concerning changes needed in library laws to encourage and promote the development of libraries in Kansas.<sup>104</sup>

April 1953

The Kansas Library Association sponsored a Library Conference for public librarians of the North Central District of the state on the campus April 8, 9, and 10. Zelia French, President of Kansas Library Association directed the Workshop held in the library school quarters of the William Allen White Library.<sup>105</sup>

January 1955

Leaders at the district workshop of the Kansas Association of School Librarians at Salina, September 25, included Irene Hansen and Mrs. Cox. Mr. Eaton gave the final speech, summarizing the discussions. Most important feature of the day was the organizing of a

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<sup>103</sup> Kansas State Teachers College, Emporia, Library School, The Newsletter (Emporia: Kansas State Teachers College December, 1952), p. 8.

<sup>104</sup> Ibid.

<sup>105</sup> Kansas State Teachers College, Emporia, President's Free Press (Emporia: Kansas State Teachers College, March 30, 1953), p. 3.

TABLE VII (continued)

Year	Type of project
Student Assistants group, the first in Kansas under the leadership of Miss Dorothy Comin, Librarian at Abilene High School and Winona Beach, Librarian at Washington High School. . . . <sup>106</sup>	
June 1957	Joseph Shipman of the Linda Hall Library, Kansas City, Missouri held an exhibit of his rare scientific books in the White Library June 11. That evening Mr. Shipman gave one of the Bluestem Lectures in the Beach Hall Auditorium. <sup>107</sup>
December 1957	Workshops and institutes--the following served as consultants, Mrs. Florence Craig, Director of Adult Education Cuyahoga County Public Library, Cleveland, Ohio. Miss Ruth Warneke, Director, ALA Library--Communities Project; Miss Phyllis Maggerole, Administration Assistant ALA Library Community Project. <sup>108</sup>
January 1959	A series of lectures were presented by Lester Asheim, Dean of the Graduate Library School of the University of Chicago. <sup>109</sup>

<sup>106</sup>Kansas State Teachers College, Emporia, Library School Review (Emporia: Kansas State Teachers College, January 1, 1955), p. 1.

<sup>107</sup>Kansas State Teachers College, Emporia, Library School Review (Emporia: Kansas State Teachers College, December, 1957), p. 8.

<sup>108</sup>Ibid.

<sup>109</sup>Kansas State Teachers College, Emporia, Library School Review (Emporia: Kansas State Teachers College, January, 1959), p. 1.

We have seen how the curriculum has evolved at the library school of Kansas State Teachers College, Emporia. The chapter which follows examines the disbursements made to the school for the past twelve years.

Year	Disbursements
1913-14	91.29
1914-15	63.82
1915-16	82.28
1916-17	127.87
1917-18	
1918-19	
1919-20	
1920-21	
1921-22	
1922-23	
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2099-00	
2100-01	

CHAPTER IV

FINANCIAL DISBURSEMENTS

Prior to 1948 the biennial reports to the regents did not separate disbursements made to the library school from those made to the library. Since 1948 some of the financial statistics of the department are as follows:<sup>110</sup>

	Regular Salaries	Consumable Supplies	Travel
1946-1947	7,213.84	83.29	...
1947-1948	8,511.54	65.82	...
1948-1949	10,118.52	82.28	...
1949-1950	10,527.28	147.99	63.63
1950-1951	11,746.13	137.93	76.61
1951-1952	11,014.81	149.68	117.30
	Unclassified Salaries	Printing and Advertising	
1952-1953	12,612.83	205.77	62.54
1953-1954	14,368.80	577.72	221.76

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<sup>110</sup>Kansas State Teachers College, Emporia, 12th, 13th, 14th, 15th, 16th, and 17th, Biennial Report of the Board of Regents (Emporia: Kansas State Teachers College, June 30, 1948, 1950, 1952, 1954, 1956, 1958), pp. 8-9, 11-12; 12-13, 15-16; 11-12, 14-16; 9-11, 13-15; 7, 10; 7, 9.

	Salaries and Wages	Contractural Services	Travel
1954-1955	16,721.19	635.36	...
1955-1956	25,404.09	1,239.73	...
1956-1957	29,931.70	1,134.53	...
1957-1958	21,481.91	1,666.55	...

The above schedule does not state specifically how much of the salary picture represents department faculty salaries. Also the writer has made no attempt to compare financial disbursements allotted to other library schools. Such a survey should reveal some interesting figures for comparison.

The findings on financial disbursements are brief and cover only a few years in comparison with information readily available on various other aspects of the library school. The chapter concerning students which follows is more detailed.

## CHAPTER V

### ANALYSIS OF THE STUDENTS

As mentioned previously, a study of the college catalogs reveals that both school and public librarianship have been stressed. Students have enrolled in both programs, and have accepted positions as librarians in many types of libraries in Kansas and elsewhere.

#### I. STUDENT ENROLLMENT

Enrollment. Typical of student enrollment during the regular academic year is that of the class of 1955.<sup>111</sup> In the fall of 1954, there were thirteen graduate students. Among the group several were from Kansas, others were from Minnesota, Iowa, South Dakota, Missouri, and California. In addition to the graduate students, eleven junior and senior students were taking some library courses with a view toward preparation for school library work.<sup>112</sup>

The nature of enrollments with the summer classes exceeding the regular academic year by a large percentage is shown in Table VIII, page 72.

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<sup>111</sup>Kansas State Teachers College, Emporia, Library School Review (Emporia: Kansas State Teachers College, January 1, 1955), p. 2.

<sup>112</sup>Ibid.

TABLE VIII  
 SAMPLES OF LIBRARY SCHOOL ENROLLMENTS 113

Academic year	Male	Female	State	Foreign
Class 1932-33	0	7	Kansas	0
Summer 1933	0	5	Kansas	0
Class 1936-37	0	14	Kansas--12 Missouri--1 Michigan--1	0
Summer 1937	0	4	Kansas	0
Class 1940-41	0	15	Kansas--14 Iowa--1	0
Summer 1941	2	10	Kansas--11 Oklahoma--1	0
Class 1946-47	1	11	Kansas--7 Missouri--2 Nebraska--1 California--1 Wisconsin--1	0
Summer 1947	0	8	Kansas--5 Missouri--2 Idaho--1	0

113 Kansas State Teachers College, Emporia, Enrollment records available in Division of Library Education.

TABLE VIII (continued)

Academic year	Male	Female	State	Foreign
Class 1951-52	3	7	Kansas--9 Missouri--1	0
Summer 1951	5	43	Kansas--45 Arizona--1 Missouri--1 Colorado--1	0
Class 1953-54	Unknown			Unknown
Summer 1954	7	45	Kansas--44 Oklahoma--2 California--1 South Dakota--1 Missouri--3 Arizona--1	
Class 1958-59*	14	33	States represented in addition to Kansas: Iowa, North Carolina, Missouri, Massachusetts, Idaho.	4
Summer 1959* First session	15	49	Unknown	**

\*Includes graduates in library courses and undergraduates only (so., jr., sr.)

\*\*Aggarwal, included in 1958-59 winter session.

Women have outnumbered the men in every year's class. Prior to 1941 there were no men in the library classes, see Table VIII, page 72. In the summer term of 1941 the department's first male students enrolled.<sup>114</sup> There were two of them. These apparently were the first men in the Kansas State Teachers College library school because they caused quite a stir among the student body. Even Mrs. Pine commented upon the male enrollment in one of the newsletters. Students from many states and a number of foreign countries have attended the library classes.<sup>115</sup> The trend has been toward increasing enrollments.

In recent years there have been a number of foreign students enrolled as mentioned previously. In the first semester 1957 Mahmoud Shalabi, Egypt and Simone Giraud, France enrolled in the department.<sup>116</sup> In 1958-59 Lily (C. S.) Li, Hong Kong, China; Herbert Wong, Formosa; Narindar Kumar Aggarwal, Punjab, India were all working on their Masters

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<sup>114</sup>Kansas State Teachers College, Emporia, Division of Library Education (Enrollment Records).

<sup>115</sup>Kansas State Teachers College, President's Free Press (Emporia: Kansas State Teachers College, October 16, 1957), p. 2.

<sup>116</sup>Kansas State Teachers College, President's Free Press, loc. cit.

degrees in librarianship.<sup>117</sup> In 1958 Lorraine Tanimoto, Hawaii was also a foreign student in the department.<sup>118</sup>

## II. STUDENT SCHOLARSHIPS AND WORK OPPORTUNITIES

In recent years the department has had a sum of money available to use for working scholarships. A number of students are enabled to continue their studies, and at the same time to assist in the work of the school through these scholarships. Work opportunities, primarily in the college library, either on an hourly basis, or under a work-study plan enable a limited number of students to earn part, or all of their expenses while attending the school.

The scholarships are granted on both the graduate and undergraduate levels. In 1952 the President of the college, with approval of the Board of Regents, established a number of fellowships for graduate students. The fellowships are awarded annually by the Graduate Council for the purpose of fostering advanced study and research in the college. Students to whom these fellowships are awarded are required to do about forty hours of work a month in some field closely

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<sup>117</sup>Ibid.

<sup>118</sup>Kansas State Teachers College, Emporia, Library School Review (Emporia: Kansas State Teachers College, May, 1958), p. 5.

allied to their major interests. The fellowships are conferred upon a competitive basis.<sup>119</sup>

Ten Regents' fellowships of \$500 each are available through the Graduate Division. One or two of these may be assigned to library students. In addition to the fellowships, four or five assistantships are usually available, as mentioned previously. In addition to the undergraduate scholarships, several scholarships administered by independent agencies may be available.<sup>120</sup>

The listing below does not claim to be complete, but it does give a few of the names of those who held scholarships of various kinds.

Graduate fellowships. In recent years a representative list of students who received fellowships are as follows:

Leland Corey	1953-54	B. S. Graduate of Oklahoma Baptist University, Shawnee. <sup>121</sup>
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<sup>119</sup>Kansas State Teachers College, Emporia, "Bulletin of Information," Catalog Number for 1952-53 (Emporia: Kansas State Teachers College, n.d.), p. 83.

<sup>120</sup>Kansas State Teachers College, Emporia, "Library Science Number," Bulletin of Information (Emporia: Kansas State Teachers College, May, 1958), p. 6.

<sup>121</sup>Kansas State Teachers College, President's Free Press (Emporia: Kansas State Teachers College, September 25, 1953), p. 3.

Mary Lou Heydecker	1955-56	B. S. Graduate of Kansas State Teachers College, Emporia. <sup>122</sup>
Virginia Dillon	1956-57	B. A. Kansas State Teachers College, Emporia. <sup>123</sup>
Maxine McFerrin Haggerty	1958-59	A. B. College of Emporia. <sup>124</sup>

Graduate assistantships. The following is a representative list of graduate students who were awarded assistantships:<sup>125</sup>

Shirley Long	1955-56	Cataloging department.
H. Hull Sisson	1955-56	Curriculum library, education department.
Nancy Fate Flott	1955-56	Reference department.
Edna Mae Eastwood	1955-56	Reference department.

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<sup>122</sup>Kansas State Teachers College, Emporia, Library School Review (Emporia: Kansas State Teachers College, April 1, 1956), p. 6.

<sup>123</sup>Kansas State Teachers College, President's Free Press (Emporia: Kansas State Teachers College, November 10, 1956), p. 9.

<sup>124</sup>Kansas State Teachers College, Emporia, Library School Review (Emporia: Kansas State Teachers College, January, 1959), p. 8.

<sup>125</sup>Kansas State Teachers College, Emporia, Library School Review (Emporia: Kansas State Teachers College, April 1, 1956), p. 6.

Dorothy Heidebrecht	1956-57	Reference department.	126
Ronald Verne Glens	1956-57	Audio-visual services.	127
Louis P. Anderson	1956-57	Audio-visual services.	
Robert Huffman	1956-57	Assistant in curriculum Library Roosevelt High School, Kansas State Teachers College.	128
Edward E. Settgast	1956-57	Position unknown.	129
Carl Deal	1958-59)		
Narindar Aggarwal	1958-59)	Reference department	
Ruth Irely	1958-59)		
Lily Li	1958-59	School libraries.	
Alan Peterson		Acquisitions.	130

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<sup>126</sup>Kansas State Teachers College, Emporia, Library School Review (Emporia: Kansas State Teachers College, November, 1956), p. 4.

<sup>127</sup>Ibid.

<sup>128</sup>Ibid.

<sup>129</sup>Ibid., p. 9.

<sup>130</sup>Kansas State Teachers College, Emporia, Library School Review (Emporia: Kansas State Teachers College, January, 1959), pp. 7-8.

Undergraduate scholarships. Undergraduate library majors who were awarded scholarships in recent years. This is a partial listing from records available to the writer and includes the following:

Geraldine Morris	1955-56	Kansas Library Association scholarship. Amount \$500. <sup>131</sup>
Nancy Root (Tush)	1955-56	First Kansas Association of School Librarians' scholarship. Amount \$100. <sup>132</sup>
Lea Ann Baker	1955-56	Kansas Congress of Parents and Teachers Scholarships. <sup>133</sup>
Shirley Bobek	1955-56	
Nancy Root	1956-57	Kansas Association of School Librarians' Scholarship (second Year). <sup>134</sup>
Geraldine Morris	1956-57	PTA scholarship.
Janice Winterstein	1956-57	Curli-Q scholarship.
Lenis Ann Plattner	1956-57	Curli-Q scholarship. <sup>135</sup>

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<sup>131</sup>Emporia Library School Review, April 1, 1956,  
loc. cit.

<sup>132</sup>Ibid.

<sup>133</sup>Ibid.

<sup>134</sup>Emporia Library School Review, November, 1956,  
loc. cit.

<sup>135</sup>Ibid.

An announcement of President King's listed the following scholarships:<sup>136</sup>

Barbara Giffin	1957-58	Orville L. Eaton library scholarship. \$100
Simone Giraud (France)	1957-58	Orville L. Eaton library scholarship. \$100; and Foreign student fund scholarship.
Nancy Edmundson	1957-58	Emporia Scholarship Foundation.
Mahmoud Shalabi (Egypt)	1957-58	Foreign student fund scholarship.

The Library Review contained the comment that about twenty-five students preparing to become librarians were working as student assistants in the William Allen White library. Those assignments were made upon the basis of interest in librarianship and the professional promise of the student. Work grants are available each year.<sup>137</sup>

Other undergraduate scholarships:<sup>138</sup>

Patricia Ringer	1958-59	Gertrude Buck award. \$100
Nancy Coulter	1958-59	Curli-Q scholarship.

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<sup>136</sup>Kansas State Teachers College, President's Free Press (Emporia: Kansas State Teachers College, November 12, 1957), u. n.

<sup>137</sup>Ibid., p. 5.

<sup>138</sup>Kansas State Teachers College, President's Free Press (Emporia: Kansas State Teachers College, November 20, 1958), pp. 1-2.

Barbara Giffin	1958-59	Kansas Association of School Librarians
Patricia (Reynolds) Wallace	1958-59	Kansas Association of School Librarians
Nancy Coulter	1958-59	United Automobile, Aircraft and Agricultural Implement workers of America, Kansas City award.

### III. STUDENT GRADUATES, M.S.

(1954-1959)<sup>139</sup>

In the period 1954-1959 eighty-one students in the library school received Master of Science degrees. The table below lists M.S. graduates by year.

TABLE IX  
MASTER OF SCIENCE GRADUATES

Year	Number
1954	6*
1955	8
1956	22
1957	20
1958	12
1959	13
Total	81

\*Two of these were Library Certificates

<sup>139</sup>Kansas State Teachers College, Emporia, Personnel Records Office, degrees granted record book (Emporia: Kansas State Teachers College, 1907-1959), passim.

## IV. STUDENT GRADUATES, B.S.

(1930-1958)<sup>140</sup>

From 1930 to 1958 two hundred forty-five students received a Bachelor of Science degree with a major in library school courses. Library science minors are not included. Of this number one hundred sixty-four were library school majors. Eighty-one graduates received library certificates. These students already had a B.S. or B.A. degree in a subject field, and in addition had completed a fifth year of study.

<u>Year</u>	<u>Library Major</u> B.S.	<u>Library Certif-</u> <u>icate Only</u>
1930	3	0
1931	6	0
1932	7	0
1933	7	0
1934	5	6
1935	4	3
1936	4	3
1937	10	2
1938	12	3
1939	11	6
1940	25	7
1941	11	4
1942	9	3
1943	12	1
1944	3	2
1945	5	2
1946	2	3
1947	3	2
1948	1	2
1949	6	6

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<sup>140</sup> Ibid.

<u>Year</u>	<u>Library Major</u> <u>B.S.</u>	<u>Library Certif-</u> <u>icate Only</u>
1950 .....	3 .....	4
1951 .....	1 .....	6
1952 .....	1 .....	10
1953 .....	0 .....	0
1954 .....	11 .....	0
1955 .....	0 .....	0
1956 .....	3 .....	0
1957 .....	2 .....	0
1958 .....	0 .....	0
	Total	Total
	164	81

The school continues to attract more and more students toward librarianship. As revealed in Table IX, page 81, an increasing number of students receive a fifth year level of training. In addition to a student body, a qualified faculty is important to a library school. The next chapter is a description of the faculty who have served on the staff since 1930.

CHAPTER VI

FACULTY

I. FACULTY 1930-1959

Former faculty members. The Department from 1930 to 1958 had two department chairmen,<sup>141</sup> Carroll P. Baber 1927-1950, and Orville L. Eaton 1950-1958.

Other former full time faculty members:

Elsie Howard Pine 1922-1949, assistant professor, library science, graduate of the Wisconsin Library School 1922, B. A. University of Wisconsin 1930; M. A. Radcliffe College, Harvard University 1936.<sup>142</sup>

Evelyn Elliott 1934-1947, assistant professor of library education, B. S. in Library Science, University of Illinois.

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<sup>141</sup>Kansas State Teachers College, Emporia, Campus Reporter Vol. 3, no. 2 (Emporia: Kansas State Teachers College, April, 1952), p. 4.

<sup>142</sup>Kansas State Teachers College, Emporia, Faculty Recognition Dinner (pamphlet) (Emporia: Kansas State Teachers College, April 22, 1958), u. n.

Beatrice Howard Holt 1928-1935, assistant professor of library education, B. S. in Library Science, University of Illinois 1927.<sup>143</sup>

Ralph A. Fritz, 1956-1959, assistant professor of library education, awarded degrees by Kansas State College, Pittsburgh; University of Iowa, and the library degree from George Peabody Teachers College Library School.<sup>144</sup>

Present faculty members. Benjamin B. Richards, Chairman of the Division, began his duties December 1, 1958. Mr. Richards formerly was librarian of Knox College, Galesburg, Illinois. Awarded A. B. Iowa State Teachers College, B. S. in Library Science Western Reserve University, M. A. Claremont Graduate School (California).<sup>145</sup>

Rolland Alterman 1956-1960, director of audio-visual services, awarded degrees by Kansas State College, Pittsburgh and a doctorate by the University of Pennsylvania.<sup>146</sup>

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<sup>143</sup>Kansas State Teachers College, Emporia, "General Announcements Number for 1936," Bulletin of Information (Emporia: Kansas State Teachers College, February, 1936), p. 9, 12.

<sup>144</sup>Kansas State Teachers College, Emporia, Library School Review (Emporia: Kansas State Teachers College, April 1, 1956), p. 1.

<sup>145</sup>Kansas State Teachers College, Emporia, President's Free Press (Emporia: Kansas State Teachers College, November 1, 1958), p. 2.

<sup>146</sup>Kansas State Teachers College, Emporia, Library School Review, April 1, 1956, loc. cit.

Inez King Cox, 1947- B. S. Columbia University  
 School of Library Science, M. A. Texas State College for  
 Women, Denton; Western Reserve University, School of Library  
 Science.

Irene Marie Hansen, 1947- A. B. School of Librarian-  
 ship, University of Denver; M. A. Colorado State College of  
 Education, Greeley; University of Michigan Library School.

The above mentioned faculty members have been  
 instrumental in promoting departmental organizations and  
 publications. These extra curricular activities were  
 organized to foster enthusiasm and a unified spirit among  
 students, staff, and alumni. A fuller treatment of the above  
 will be covered in the chapter which follows.

## CHAPTER VII

### DEPARTMENT ORGANIZATIONS, AND PUBLICATIONS

#### I. LIBRARY CLUB

Departmental organization. The Library Club was organized in the Fall of 1931. The club was named in honor of Mrs. Elsie Howard Pine, long time library instructor, in 1950 after her retirement. The newly organized club, right from the start, had a membership of twenty-four students from the library school and nine members of the staff of the Kellogg Library.<sup>147</sup>

The library club attempts to promote and stimulate professional growth through study and fellowship. Membership is open to graduates, faculty, staff, and students of the library school.<sup>148</sup> The club holds monthly meetings given to the promotion of professional and social objectives. Each year the club sends ten dollars' worth of books to a needy area throughout the world. In 1958 children's books were

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<sup>147</sup>Kansas State Teachers College, Emporia, Library School, Kel-Log-Gian (Emporia: Kansas State Teachers College, October, 1931), p. 13.

<sup>148</sup>Kansas State Teachers College, Emporia, Library School Newsletter (Emporia: Kansas State Teachers College, December, 1950), p. 11.

sent to Libya. In 1959 the club sent ten dollars to the International Youth Library of Munich, Germany, for books for youth.<sup>149</sup> In 1951 a CARE package of children's picture books was sent to a children's resort home near Frankfort, Germany.<sup>150</sup>

## II. PUBLICATIONS

Departmental publication. A newsletter, The Kel-Log-Gian, published by the library school and the Kellogg Library, was first issued on October 5, 1928.<sup>151</sup> The intention was to spread information concerning Kansas libraries and librarians. The publication was also to foster esprit' de corps among the library school students. In its early years the Library Administration class edited it. Harold Stephens suggested the name Kel-Log-Gian.

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<sup>149</sup>Statement by Mrs. Inez King Cox, Associate Professor, Division of Education (Emporia: Kansas State Teachers College, June, 1959), personal interview.

<sup>150</sup>Kansas State Teachers College, Emporia, Library School, Newsletter (Emporia: Kansas State Teachers College, December, 1951), p. 4.

<sup>151</sup>Kansas State Teachers College, Emporia, Library School, The Kel-Log-Gian (mimeographed) (Emporia: Kansas State Teachers College, November 27, 1929), p. 2.

The purpose of the publication was described as follows:<sup>152</sup>

The Kel-Log-Gian sets out on its second year of publication with a new editor and staff, but committed to the same old policies and purposes. Briefly summarized they are as follows: to give the students in library science practice in the publication of library news; to stimulate interest in the reading of current professional literature; to disseminate Library School news; and to generate school and professional spirit.

The newsletter was usually published two or three times a year. At times it was a printed pamphlet and at other times because of a curtailment of funds it was mimeographed. Mrs. Pine was given credit by the library students for instigating and inspiring the students in putting out the little paper.<sup>153</sup>

The newsletter has passed through several name changes, from The Kel-Log-Gian, to The Kel-Log-Gian Newsletter, The Newsletter, and finally in 1954 to the Library School Review. The latter title is still retained. Since 1954 the method of preparing and producing the newsletter has changed from that of a student production to one of library school faculty sponsorship.<sup>154</sup>

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<sup>152</sup>Kansas State Teachers College, Emporia, Library School, The Kel-Log-Gian (Emporia: Kansas State Teachers College, November 27, 1929), p. 2.

<sup>153</sup>Kansas State Teachers College, Emporia, Library School, The Kel-Log-Gian (Emporia: Kansas State Teachers College, May 23, 1929), p. 2.

<sup>154</sup>Kansas State Teachers College, Emporia, Library School Review (Emporia: Kansas State Teachers College, January 1, 1954), p. 1.

Chapter VIII which follows is the final chapter. A number of conclusions will be made along with a recommendation.

SUMMARY OF FINDINGS

The survey was derived from the following: (1) ground reading of materials on professional schools; (2) interviews with the chairmen of the faculty members; (3) examination of catalogs and materials previously submitted.

The preceding survey had the need for professional training in library management in Kansas. In 1922 a two week course in Library Management was instituted. Miss [Name] was instructor. Miss [Name] 1904. Miss [Name] School.

## CHAPTER VIII

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This final chapter summarizes the findings of the survey of the Division of Library Education, 1930-1959. Conclusions and recommendations for the future are presented based on these findings.

#### I. SUMMARY OF FINDINGS

Findings of the survey were derived from the following sources; (1) background reading of materials on professional training in library schools; (2) interviews with the Chairman of the division, faculty members, scholarship chairman, endowment association chairman and chairman of the foreign languages department; (3) examination of various college records, college catalogs and college brochures; (4) content analysis of the materials published by the department and by the College; (5) examination of student personnel records.

Summary. The preceding chapters described the need for professional training in librarianship in Kansas. As early as 1902 a ten week course in Library Management was introduced with Miss Gertrude Shawan as instructor. Miss Shawan was succeeded by Gertrude Buck in 1904. Miss Buck remained a professor of the Kansas State Normal School Library

Management Course until 1916. By 1911 Miss Buck was running a thirty-three hour program of one year's duration.

In 1912 Willis H. Kerr became the Professor of the library school, and chairman of the department.

During the period of World War I, 1917-18, Library Management courses were not listed in the State Normal School Catalog. Because of the war, the faculty dispersed, with Mr. Kerr departing as a librarian for the armed forces stationed at Camp Funston, Kansas. He was later transferred overseas to Paris.

In 1922 courses in Library Management were again listed in the State Normal School Catalog. Eight courses were listed: 1. Library Methods; 26. Library Economy and Administration I; 27. Library Economy and Administration II; 29. Children's Literature; 51. Advanced Library Methods; 52. Book Selection and Classification; 53. Reference Books and Reference Work; 76. Cataloging. A total of sixteen hours of credit could be earned, which was less than the amount available for credit before the war.

With the arrival of Mrs. Pine in 1923 an additional course in School Library Administration was added to the curriculum. At that time nine courses were offered in the library school for a total of nineteen hours of credit.

The Division of Library Education continued to grow. The college administration, recognizing the need for a new

library building engaged Carroll P. Baber to help plan the new library building. Mr. Baber spent twenty-three years, July 1927 to July 1950, serving as librarian and head of the library school.

In May 1930 the department was provisionally accredited by the American Library Association as a senior undergraduate library school specializing in school library work, a so-called Type III library school. At that time, the department offered a full one year curriculum of thirty-three hours in library courses.

With the opening of the fall term, 1950, Mr. Baber, who had guided the department through the difficult years of a prolonged depression and later a devastating war, retired, just as 'his' new library building showed signs of becoming a reality.<sup>155</sup> Upon Mr. Baber's retirement the department obtained the services of Orville L. Eaton.

At the request of Mr. Eaton, on April 24, 1951, a combined master's degree program in the Division of Library Education was approved by the Graduate Council. This marked a turning point in the department and in professional librarianship for Kansas and surrounding areas.

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<sup>155</sup>Kansas State Teachers College, Emporia, Library School, The Newsletter (Emporia: Kansas State Teachers College, December, 1950), p. 6.

The important points of each chapter may be briefly summarized:

Chapter one serves as an introduction and describes the collection of data for the study. A statement is made as to the objectives of the school in the training of librarians. The scope of the study is noted, and terms used are defined.

Chapter two is a survey of the department as revealed by the college catalogs. Objectives in the training of school, public and general librarians are described.

Chapter three analyzes the curriculum both past and present. Since 1952 the major emphasis of the department has shifted to that of a graduate library school. However, to meet the demand for school librarians in Kansas, the department continues to offer a number of undergraduate credit hours for students. This curriculum prepares teacher-librarians for the secondary schools under State and North Central Association requirements for school librarians. These minimum requirements are based upon school enrollments as stated on page 12. The department averages around 30 to 40 students for B.S. and M.S. degrees during regular academic year enrollments. Summer school enrollments run upwards of 60 to 100 students.

Chapter four contains a financial breakdown of disbursements made to the department since 1948. Prior to 1948 disbursements for the department were lumped together with library funds.

Chapter five is an analysis of the students: student enrollment, past and present (1930-1959); scholarships; and numbers of B. S. and M. S. graduates.

Chapter six describes the composition of the faculty from 1930 to 1959.

Chapter seven examines departmental organizations and publications. The library club and the newsletter are described.

## II. CONCLUSIONS AND RECOMMENDATIONS

1. It may be noted that a large difference exists between regular yearly academic enrollments in the department and the number who enroll for the summer terms. Also the number of students who graduate corresponds closely to winter enrollments, but not summer enrollments.

2. For a quarter of a century the department has been the only full scale library school in Kansas. A few library courses have been taught at Hays, Wichita, and Pittsburgh, and in the independent colleges, chiefly during summer sessions.

3. The Division of Library Education continues to show an increase in enrollments in both the regular academic term and in the summer term.

4. The department has stressed the professional aspects of librarianship and has promoted educational

facilities of all kinds for both in-service and pre-service librarians within the state.

5. Recommend that a study be made to compare the financial disbursements allotted to library schools in other areas similarly situated. It may be recommended that greater strength, educational excellence, larger enrollments, and increased budgets would all increase the effectiveness of the Division of Library Education. Its goals are clear. Future studies comparing the school with other institutions, further research analyzing students, faculty, curriculum and administration would be useful.

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