

INTRODUCTION

This project has involved the writing of a history of the School of Library and Information Studies, University of Alberta, as part of the celebration of the School's 25th anniversary during the academic year 1993/94. No complete history of the School exists at present, though a few short articles have been written.

This history seeks to preserve information on the development of the School which would otherwise be lost, or would be extremely difficult to locate. It is hoped that this information will be of use to future scholars in the history of the development of library education in Canada, and to those, particularly alumni, who simply have an interest in the School and its history.

The material for this history has been gathered primarily from documents in the files of the School and in the University Archives, and from interviews and correspondence which the author conducted with various alumni, faculty members, and administrators of the School over the years of its existence. As in some cases various documents were undated or incomplete, and as the human memory of past events is not always completely accurate, errors will no doubt have crept into the work, and for these the author apologizes. He would welcome being advised of any corrections which should be noted.

The reader might wonder, since the first class of the School was that of 1968/69, why the 25th anniversary was celebrated during the year 1993/94? Simple mathematics would indicate that 1993/94 was the *26th* year of operation! The answer lies in the fact of a change to a two-year program beginning with the entering class of fall 1976. There was thus no graduating class of 1977, meaning that the convocating class in 1994 is the School's 25th--and a suitable reason to celebrate a Silver Anniversary!

Few definitive histories of North American library schools have been published. There is a need for more documentation of the history of these professional schools, particularly in Canada. The author hopes that the publication of this history will help to fill that need.

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THE FOUNDING OF THE SCHOOL, 1964-1970

Library Education and the Prairie Provinces

The year was 1964. Funding for institutions of higher education in the Prairie Provinces of Canada had never been better, particularly in Alberta, where revenues from oil and gas production appeared to be without limit. University libraries were undergoing rapid expansion, and with this expansion, there was an increasing need for professional librarians to build and manage collections and serve the information needs of ever greater numbers of students. Public library systems were also rapidly growing to meet the needs of an expanding population.

However the picture was not a completely rosy one. The numbers of new librarians graduating from the three then-accredited English-language schools--McGill, Toronto, and British Columbia--were proving to be insufficient to meet the demands of the times. And, unfortunately, the gap between supply and demand was widening yearly.¹

This situation was compounded by the fact that the existing schools had by that time reached their maximum enrolments--at least until they were able to enlarge their physical quarters. Thus, though there were not enough professional librarians being graduated to fill the numbers of positions available across Canada, the existing library schools each year were turning away, because of lack of space, as many as one-third of all acceptable applicants.²

All three of the above-named library schools had always accepted applicants for admission from the Prairies. However, in the situation prevailing in the mid-sixties, it appeared questionable that they would be able to continue to do so while at the same time turning away large numbers of applicants from their own regions.

Because of distance from the existing library schools, library managers on the Prairies had always experienced difficulty in attracting new graduates, particularly when there were so many job opportunities near the schools themselves. Library administrators often made lengthy recruiting trips searching out candidates for unfilled positions.

Bruce Peel, then Chief Librarian at the University of Alberta, was making annual trips in the 1960's to Toronto and even to England in an attempt to fill vacancies in Edmonton. Mr. Peel did not bother visiting Vancouver because then, as now, it was almost impossible to persuade denizens of "Lotusland" to exchange their happy lot for the ice and snow of a Prairie winter!³

The Coburn Committee and Its Brief

It was with this situation as a backdrop that a group of representatives of the library associations of Alberta, Saskatchewan, and Manitoba met in Calgary in May 1964 to discuss the problem of recruiting sufficient professional personnel to staff Prairie libraries. A majority of those assembled agreed that there appeared to be no alternative but to establish a library school in one of the Prairie Provinces, if the staff shortage problem ever were to be resolved.⁴

Four of the librarians present at the Calgary meeting were chosen as a committee to research the situation and draw up a brief to be presented to the presidents of the four western provincial universities, who were to meet in Banff in November of that year. The brief was to outline the rationale for establishing a Prairie library school, to list the basic requirements for such a school, and to present a rationale for locating the school in each of the three Prairie provinces.

The four chosen to be on this committee were David Appelt, University Librarian at the University of Saskatchewan; Morton Coburn, Chief Librarian of the Edmonton Public Library; David Foley, Chief Librarian, University of Manitoba; and Bruce Peel, Chief Librarian, University of Alberta. As Morton Coburn was selected to chair the committee, it became known as the Coburn Committee.

The Coburn Committee rapidly set about its work, as the aim, as mentioned, was to have a brief prepared prior to the Banff meeting of the western university presidents, which was to take place on 21 November 1964. Over the summer of 1964, a survey was made of the numbers of potential additional professional positions which were likely to become available in the Prairies over a five-year period, 1965/66 to 1969/70.

The chief librarians surveyed indicated an annual need for 57 new librarians on the Prairies over this period of time. The breakdown by province was as follows: Alberta, 23; Saskatchewan, 18; and Manitoba, 16.⁵

The survey also indicated that in recent years Prairie public libraries had made scarcely any gains in the numbers of professional staff employed, at a time when public library systems in the large urban centres had been expanding rapidly. Public library systems were "... severely hampered by lack of professional personnel."⁶ University librarians also predicted problems if an increasing supply of professionals were not made available. The need for professionals was felt to be greatest in the area of technical services; to illustrate this need, the surveyors pointed to great increases in book budgets at Prairie universities.⁷

The Coburn Committee also saw fit to include in its brief to the presidents a list of requirements for the new school. It was to be planned so as to qualify for American Library Association accreditation as soon as possible, and its annual budget needs were estimated to be around \$75,000. The staff, including the Director, should consist of five full-time teachers.⁸

Suitable quarters would consist of "... several offices, classrooms seating sixty, a large room for a laboratory, a reading room, and a typing room. Close proximity to the university library is desirable." It was recommended that the program offered should be of one academic year in duration, and lead to the degree of Bachelor of Library Science.⁹

The Committee requested that the western university presidents reach a decision on the establishment of the school at their November meeting, and also decide on its location. To aid them, the Committee appended to the brief the principle arguments in favour of locating the library school in each of the three Prairie provinces, each list compiled by the university librarian of that province.

The major argument in favour of an Alberta location was that it had the greatest population of the three provinces, with a larger percentage concentrated in large urban centres. A strong argument was that space planned to house a library school already existed at the University of Alberta, Edmonton.¹⁰

Some major arguments for a location in Saskatchewan were that the library at the University of Saskatchewan in Saskatoon was well-established, with a good librarianship

collection, and that the city had "... a number of professionally-staffed libraries available for visits, observation, practice work, and special lectures by librarians." A.D. Booth, "... a world authority on computers", was also available on campus for consultation.¹¹

"The [library] resources of a large metropolitan area" were put forward as the principle argument for locating the new school at the University of Manitoba in Winnipeg. Also significant, in the mind of the Chief Librarian, was the fact that Manitoba was the oldest of the Prairie universities, and its library contained a "... solid core of older, standard bibliographical works which are essential to a good library school."¹²

As the members of the Coburn Committee, and their library supporters, felt that it was urgent to begin the library school as soon as possible, they stated in the brief that, "If the decision is in the affirmative, the university chosen is requested to make provision in the 1965-66 budget request for at least the salary of the Director, so that planning may begin at the earliest possible date. In our opinion, it is imperative that a school be opened no later than 1966."¹³ However, as we shall see, the new school was not to be opened until August 1968.

The School is Approved

On 16 November 1964 the brief prepared by the Coburn Committee, with appendices and charts to support the rationale for founding a Prairie library school, was presented by the Committee Chair, Morton Coburn, to President Walter Johns of the University of Alberta to take to Banff for discussion. As one of the Coburn Committee members relates, President Johns seemed very favourable to the idea, and promised to support it when he met with his colleagues five days hence.¹⁴

The document was duly studied by the university presidents at their Banff meeting. The presidents recognized the need for more professional librarians on the Prairies, but felt that possibly the school at the University of British Columbia could be expanded to meet Prairie needs. President John B. Macdonald was asked to investigate the possibility of expanding the UBC school.¹⁵ When President Macdonald later reported on the plans for the UBC school's expansion, the Coburn Committee, after studying his response, felt that the numbers of persons graduating each year would not be sufficient to supply the needs of both British Columbia and the Prairies. Thus, the Committee took over where the western university presidents had left off, and representation was made to both President Johns and the Board of Governors of the University of Alberta that a library school be established in Alberta.¹⁶

In May, 1965, the Board of Governors approved the establishment of a school at the University, the location, Calgary or Edmonton, to be decided later. However, the wheels of academic administration sometimes grind slowly, and it was not until 14 January 1966 that the Coordinating Council for the Calgary and Edmonton campuses decided in favour of Edmonton.¹⁷

Factors which probably played a part in deciding on an Edmonton location for the school were the size of the University of Alberta Library, at 375,000 volumes the largest on the Prairies, and the fact that suitable space for the school, on the third floor of the Rutherford Library, was already available,¹⁸ though it was being occupied temporarily by the Faculty of Law.

Thus it was that on 31 January 1966, the General Faculties Council of the University of Alberta approved the establishment of the School of Library Science. A budget for the School was approved, and University administrators began a search for a Director.

The Search for a Director

University Chief Librarian Bruce Peel set about working with President Johns to find a suitable Director. Several prominent Canadian librarians were contacted regarding their interest in the position, with no success. Mr. Peel then sought the assistance of the American Library Association to locate possible American candidates.¹⁹

The ALA directed Mr. Peel to one Sarah Rebecca Reed as a person who had a good knowledge of the American library community and who could possibly offer assistance in finding suitable candidates for the position. Ms. Reed was at the time Library Education Specialist with the United States Office of Education in Washington, D.C., and had previously served as Executive Secretary of the Library Education Division of the ALA.

Sarah Reed proved extremely helpful, providing Mr. Peel and Dr. Johns with the names of several potential candidates. One promising candidate was even brought to Edmonton for an interview, but before a decision could be made by the University, decided he wished, for family reasons, to remain in his current position.²⁰

It then occurred to Mr. Peel that Sarah Reed herself might be interested. She had shown herself to be very knowledgeable of the library scene, and energetic in acting as a consultant for the University of Alberta. With the concurrence of Dr. Johns, Ms. Reed was approached, proved to be very interested, and was brought to Edmonton to be interviewed.²¹

The interview proved a great success. Ms. Reed looked forward to the challenge of starting a new library school "from scratch", so to speak. When Dr. Johns contacted the ALA for a reference, he was informed that "... the very best person you could get is Sarah Rebecca Reed"²², and so the appointment was made. The year was 1967.

Laying the Foundations

Sarah Rebecca Reed set about her work with what proved to be characteristic strong will and great energy. She was given two offices on the second floor of the Rutherford Library in which to work. These offices had formerly been occupied by the University Library administration, but with the opening of the new Cameron Library in 1964, the administrative offices had been moved to the latter location.

Ms. Reed proved extremely able at convincing university administrators of the need for appropriate resources to support the School. She set about ordering equipment, building a collection of library materials, and employing faculty.

For the first three months Ms. Reed worked alone. After that time she was given permission to employ an assistant, and Mildred Hrubizna, who was already working on campus, was hired as Departmental Secretary.

Ms. Hrubizna initially had been dubious about having a woman as her supervisor, but her interview with Sarah Reed dispelled all doubts she might have had in this regard. Ms.

Reed impressed her as "a warm and caring individual", and the two enjoyed a highly successful and cordial working relationship.²³

Sarah Reed, realizing she knew little about the library scene in Canada, set about to make herself familiar in this regard. She took the time, during this founding year, to travel widely across Canada, visiting libraries, meeting librarians, gaining ideas, and advertising the new School. She rapidly became a familiar figure at library meetings and conferences.

On a visit to the University of Toronto she had access to the library school library acquisition list, and it, together with other library school acquisition lists, became some of the tools used to build a collection for Alberta. Books and periodicals were ordered in great numbers, as Ms. Reed recognized the need for a good collection, not only to support the curriculum, but to ensure prompt accreditation.

The First Faculty Members

Sarah Reed's visits across Canada were helpful in terms of her efforts to attract and employ faculty. In Regina, Saskatchewan, she was introduced to John Wright, Supervisor of School Libraries in the Saskatchewan Department of Education. She persuaded him to join her in Alberta²⁴, where he rapidly became the School's specialist in school libraries and work with young people. Professor Wright took main responsibility for the courses School Libraries, Materials for Young People, and Teaching Literature in Elementary Schools, the last-named taught in the Faculty of Education.

At the Faculty of Library Science, University of Toronto, Brian Land, the Director, introduced her to a young cataloguing instructor in the library school, Gurdial Pannu, whom she also persuaded to join her in Edmonton. Professor Pannu had begun work on a doctorate, which he later finished at the University of Illinois, and brought to the School a valuable background in library education. His initial major teaching responsibilities were for the courses Cataloguing and Classification and Research Methods.

David Foley, who had been Chief Librarian at the University of Manitoba and on the Coburn Committee which recommended the establishment of a Prairie library school, was also employed. He was to teach the courses Academic Libraries and Reference Sources, as his major responsibilities.

Frederick G.B. Hutchings, a retired public librarian from England, and more recently on the faculty of the library school at Loughborough and known to Professor Reed in this regard, came on a special appointment as a Visiting Professor for two years. His main teaching responsibilities were for the courses Public Libraries and Collections in the Social Sciences.

Gertrude (Trude) Pomahac was employed as the School's Professional Officer. She had been a staff member at both the Edmonton Public and the University of Alberta Libraries, and then had gone to Seattle to obtain her MLS at the University of Washington.

Ms. Pomahac had planned to return to the University Library to be a reference librarian, but Bruce Peel and Sarah Reed changed her mind. She was placed in charge of the Orientation program as well as the weekly Colloquia. She also assumed responsibility for the School library, doing all of the book ordering and cataloguing, and devising a circulation system.²⁵

The above constituted the faculty when the School opened in the fall of 1968. Two persons were added to the staff at mid-year, that is, in January 1969.

Helen M. Focke, a Professor Emeritus of Library Science at Case-Western Reserve University, Cleveland, Ohio, came as a Visiting Professor to teach the courses Special Libraries and Automation and Libraries. With a background in geology, she had been teaching as a Visiting Professor at the University of Washington in Seattle, and was persuaded by Professor Reed to come to Alberta. She taught only the one term, however.

Shirley Ellison, who had been Children's Librarian and Deputy Chief Librarian at the Westminster, British Columbia, Public Library, was also invited to exchange the rain of a West Coast winter for the snow, ice, and blizzards of the Prairies. She accepted, and came as a Visiting Professor to teach the courses: Work with Children and Young People in Public Libraries, Storytelling, and Materials for Children, among others.²⁶

Other Tasks

In addition to the work of building collections and hiring staff, there were countless other tasks to be accomplished. Mildred Hrubizna, after some rapid instruction in library procedures by Ms. Reed, began setting up all the filing systems which were needed for keeping budget accounts, ordering books and supplies, and for keeping student records once students were admitted.²⁷

A location for classes had to be obtained. As mentioned, the third floor of Rutherford Library had been designed to accommodate a library school by the then Chief Librarian, Marjorie Sherlock, when the building was first planned in the 1940's. Ms. Sherlock had felt that a library school was needed on the Prairies, and that some day it would be located at the University of Alberta.

However in 1967/68, when Sarah Reed was looking for space, this area was, as mentioned, being occupied temporarily by the Faculty of Law, and so was not available. Eventually, space was found on the second floor of the Herbert T. Coumts (Education) Library, and was remodeled to accommodate the School for the time being.

Preparing for Classes

Well before the start of classes, admissions policies and procedures needed to be formulated, so that the initial class could be selected. As Ms. Reed had had considerable experience in library education, she had well-developed ideas with regard to admission of students, and she, with the help of Ms. Hrubizna, proceeded to work out the details. As faculty were employed, they too helped with the process.

The personal interview was an important aspect of the admissions process. It was conducted by the Admissions Committee, which consisted of the Director as chair, a member of the faculty, a member of the School of Library Science Council (an advisory body), and the Librarian to the University.²⁸

In addition to being interviewed, applicants to the School had to fulfill the following requirements:²⁹

1. Hold a baccalaureate degree from an accredited institution, with a grade point average of at least 6.0 for the final two years of undergraduate work.
2. Have taken a variety of courses in this undergraduate program, including courses in the social sciences, humanities, and sciences, with a major in one subject.
3. Have a reading knowledge of a modern foreign language other than English.
4. Give evidence of professional promise, as reflected in:
 - a. responses on the application form;
 - b. three letters of reference;
 - c. the personal interview;
 - d. satisfactory performance during the four-week Orientation program.
5. Have library experience and typing skills.

Foreign applicants were also required to pass the Graduate Record Examination Aptitude Test, and an English proficiency examination.³⁰

A program and curriculum were constructed in the months before the start of the program in August 1968. With respect to goals for the BLS program, the student would be expected:

- " 1. To achieve an understanding of the fundamentals of librarianship.
2. To develop a scholarly, critical, and scientific attitude toward librarianship and library problems.
3. To acquaint himself with library literature, appropriate research methodologies, and the state of the library art.
4. To gain a sense of participation in the dynamic, creative world of librarianship."³¹

The Curriculum

The program, as mentioned, was designed as one post-graduate year, with a four-week Orientation preceding classes, and two terms of approximately four months each. No undergraduate nor summer courses were offered.³² Upon successful completion of the program, the student received the degree of Bachelor of Library Science.

The four-week Orientation period, which was to begin in August each year, was designed to provide "... an orientation in the world of librarianship to afford students a common background", and to encourage a consideration of the characteristics of

various types of libraries and of some major problems and trends having to do with each type.³³

It included numerous tours and visits to a variety of libraries and related information

agencies, not only in the Edmonton area, but throughout Alberta and, later, even Saskatchewan and Manitoba. There were lectures and group discussions, and an examination at the end of the period.³⁴

Adding the Orientation period to the program accomplished another purpose as well. As the Canadian university year was, and still is, shorter than the corresponding American one, adding the Orientation period made the Alberta BLS year equivalent to the American library school year, and thus qualified it for consideration for ALA accreditation.

The Orientation was called Phase One of the program. Phase Two consisted of a series of half-term, introductory courses which included the fundamentals of the selection, organization, and use of materials, and of library administration, taught on a comparative basis. Phase Three permitted students to concentrate on a type of library specialization.³⁵

Required were the four-week Orientation in August, plus one hour of Colloquium per week during the remainder of the academic year. Required courses were Library in Society, Cataloguing and Classification, Building Library Collections, Reference Sources, Library Administration and Management, and Research Methods. Also required was one management course, to be chosen from Academic Libraries, Public Libraries, School Libraries, Work with Children and Young People in Public Libraries, and Special Libraries. The student made up the rest of his/her program with elective courses. These were Automation and Libraries, History of Books and Libraries, Materials for Children, Storytelling, and Materials for Young People. Other elective courses were Materials for Adults, Library Collections in the Humanities, Library Collections in the Social Sciences, Library Collections in the Sciences and Technology, and History and Theory of Classification and Cataloguing.

With the approval of the faculty, students might substitute a program of Directed Study for one of the elective courses of the second term. The courses varied in credit weight from 1 to 3.³⁶ A student was expected to complete a total of 30 credit hours to obtain the BLS degree. The normal load was to be 15 hours per term.

The program as outlined above was a solid and traditional one for its times, representing what was considered to be basic preparation for librarianship across North America. Where it differed from what was rapidly becoming the North American pattern was in the awarding of the degree of Bachelor of Library Science which, by 1968, was rare in the United States, and becoming rare in Canada.

In the United States, a one-calendar-year master's degree was then typical, while Canadian schools were moving toward adoption of a two-academic-year master's degree. However on the Canadian Prairies, there was in the 1960's still strong support for the one-year program. Library managers could obtain badly needed librarians

more rapidly, and the one-year program was also attractive to applicants, who often could obtain one-year leaves of absence from their current employment to obtain their degrees.

The First Orientation

Faculty of the School on opening day were, as previously mentioned, Sarah Reed, Director and Professor; Associate Professors David W. Foley, Gurdial S. Pannu, and John

G. Wright; and Visiting Professor Frederick G.B. Hutchings. Trude Pomahac joined the staff on 1 September as Professional Officer. A class of 44 aspiring librarians had been carefully selected. All was in readiness to go!

The academic year began with the start of Orientation on the 19th of August, 1968. After registration and a buffet lunch, the students were taken on a tour of the University of Alberta Library. The tours began in earnest on 20 August, when each student toured the main library and at least four out of eight branches of the Edmonton Public Library System.

On the remaining three days of the first week of Orientation, 15 more Edmonton libraries were visited, including school, public, special, and academic libraries. To cap this somewhat exhausting week, students were treated to a picnic on Saturday, 24 August, in Kinsmen Park!³⁷

The second week of Orientation began at 9:00 a.m. on Monday, 26 August, with presentations covering all of the different library associations, federally, provincially, locally, and by type of library. This consumed the morning sessions, and the afternoon was taken up with film showings.³⁸

Tuesday saw the students introduced to "The Book World of Today" by Mr. Mel Hurtig of Booksellers, Ltd., and a panel of recent library school graduates presented "Impressions of School and Job." Members of the faculty, aided by some university librarians, talked on issues and problems dealing with different types of libraries. The day was ended with a presentation on "Librarianship as a Profession" by Professor Reed.³⁹

Wednesday saw the start of a six-day tour to Lacombe, Red Deer, Calgary, and Banff, and visits to eight libraries en route, with many lectures and discussion sessions thrown in. Time was allowed for some relaxation, however, as Saturday and Sunday afternoons were left free for touring the Jasper area from accommodations at Lake Edith Lodge.⁴⁰

The group returned to Edmonton on Monday, 2 September, and the next day began a series of School-based sessions lasting through Thursday, 12 September. These introduced students to various types of bibliographic tools, the basics of cataloguing and classification, tools for materials selection, types and evaluation of reference sources, and tools for information retrieval.

Also covered were an introduction to the history of communication, "services offered by libraries and information centres to bring people and materials together," and several film showings. On Saturday, 14 September, however, after a comprehensive examination on the whole of the Orientation period, students were treated to a wiener roast and food supplied the faculty⁴¹--possibly as a peace offering!

In addition to the examination at the end of the Orientation program, students also completed a rather detailed report on each of the some 28 libraries visited, and an evaluation of each film viewed. It was truly an experience not soon to be forgotten--by either participating students, or by faculty!

However, the Orientation did introduce students in a very comprehensive way to the field of librarianship prior to the start of classes. It was also very effective in creating an "esprit de corps" amongst students and faculty which was to have a positive effect throughout the ensuing academic year.

Quite similar Orientation sessions were continued in the School every August through 1975. In 1976, the School began its two-year Master's degree program, and the Orientation was dropped, not because it was felt to be ineffective or without merit, but because it was neither logical nor necessary to add time to an already lengthy program.

The Class of 1969

The students who made up this first class were drawn from across the Prairies, with a few from other localities and a predominance from Alberta, much the same as currently. Some had been working in the University Library as paraprofessionals, and had been encouraged to apply when it was learned that the School was being established.⁴²

In the spring of 1968, the School had sent announcements of its impending opening across the Prairies, and some applicants learned of the new program in that fashion. Also, in her travels across Canada Sarah Reed had advertised the new school widely, so it was common knowledge in the library community that courses would be available in the fall of 1968.

Students were of varying backgrounds and ages, again much as is the case today. Some were in their forties, but the majority were younger. Almost a quarter of this first class was made up of men--a higher percentage than is usual today.

Alumni from the first class of 1968/69 now have clear and often fond memories of their time spent in the School of Library Science. They remember the "great camaraderie" which existed among the students,⁴³ and the laughter and merriment as they tried to answer the reference questions posed by Ms. Reed on her assignment sheets, or "run-arounds". In the process "we all became friends", as one put it.⁴⁴

The faculty are remembered as open and caring--caring about the students as well as about the subjects they were teaching.⁴⁵ Though most of them had not had teaching experience, they had all been practitioners, and they brought a practical emphasis to their courses which was appreciated. They conveyed to the students the sense of adventure they felt as they engaged in the task of developing a new school and a new program.⁴⁶

As in most library schools, all was not work, and the times of pleasure are likewise remembered. Students were often invited to the homes of the faculty for parties and refreshments; Gurdial Pannu is particularly remembered for the spicy East Indian delicacies he and his wife served,⁴⁷ as well as are tea parties at Sarah Reed's home on 116 Street just to the west of the campus.

Amusing incidents are also recalled, as they tended to add levity to what might have seemed the drudgery of classwork. Alumni recall the time, on the Orientation tour, when Professor Wright was locked out of his hotel room and was discovered to be wearing striped pyjamas, or when Professor Foley absent-mindedly placed his briefcase in someone else's car in the University Hospital parking lot, and on his return found that the car was no longer there. As it contained important class papers and records, he was obliged to advertise in the *Edmonton Journal* for its return!⁴⁸

Alumni now appreciate the basic training they received, particularly in core areas such as cataloguing and reference.⁴⁹ As with most programs of the era, there was little attention given to management theory or practice and then, as now, students missed the opportunity for field experience; there is also some feeling that more Canadian content might have been supplied.⁵⁰ On the whole though, alumni feel that the program gave them a solid base on which to build their future careers. "I felt very prepared for my job", as one put it.⁵¹

In the spring of 1969, 42 persons graduated with the degree of Bachelor of Library Science. They encountered no difficulty finding suitable employment, as the profession on the Prairies had been eagerly awaiting their arrival to fill the many vacancies which existed.

The University of Alberta Library alone employed 26 librarians in 1969 (not all from the School), raising the number of professionals on staff by fifty percent.⁵²

The Second Year, 1969/70

In the second year of classes, 40 students were accepted for admission. The admission requirements, including the personal interview, remained the same as they had for Year One. Although only 40 students were admitted, the School had at that time projected that by 1978 it would be admitting 200 students per year, with the proviso that "... the number of admissions will be reconsidered each year in relation to regional and national library personnel needs."⁵³

Flora Macleod, a retired librarian from the Calgary Public Library, came in the first term as a Visiting Professor. She took over the courses formerly taught by Professor Foley, who had resigned the previous June, finding that teaching was not his major interest. Shirley Ellison, who had been a Visiting Professor in the previous term, joined the regular full-time staff as an Associate Professor.

Professor Macleod became ill and had to resign in December 1969. Her place, and courses, were taken on rather short notice by Mary E. P. (Betty) Henderson, who

came as a Visiting Professor from a position as Assistant Librarian for Technical Services at Prince of Wales College, Prince Edward Island.

A native of Saskatchewan, Professor Henderson had taught in British Columbia and Scotland, and had worked in libraries in Wales, British Columbia, and Saskatchewan, prior to going to Prince Edward Island. Her expertise was in history of books and libraries, academic libraries, bibliography and literature of the humanities, comparative librarianship, and communications.

Professor Henderson took main responsibility for the courses Academic Libraries and Library Collections in the Humanities, among others. Professor Reed had met Betty Henderson previously in Washington, D.C., when she had been scouting for faculty for the new school, remembered her, and called on her when an emergency replacement was needed.⁵⁴

Another who joined the faculty at mid-year, January 1970, was Sheila Bertram. As an Associate Professor, she assumed major responsibility for the courses Automation and Libraries, Special Libraries, and Library Collections in the Sciences and Technology.

Dr. Bertram had her undergraduate degree in chemistry from McMaster University. She had worked in the University of Alberta Library following receipt of her BLS degree from the University of Toronto, and thus knew that a library school was planned at the University.

However at the time of the start of the School she was pursuing a doctorate at the University of Illinois, and was not able to respond to Bruce Peel's invitation to apply for a teaching position. She came as soon as her doctorate was complete.⁵⁵

Administration and Non-Instructional Staff

In the administrative office, Mildred Hrubizna continued in her role as Departmental Secretary, managing the office and keeping all of the financial accounts. By the end of the second academic year of operation of the School, she had as assistants two full-time Clerk/Stenographers, whose principle role was to provide clerical and secretarial assistance to Director Reed and to the members of faculty. Four students were also employed part-time as markers.⁵⁶

By mid-1970 Sarah Reed was well-established in her role as Director of the School. Very energetic and determined to succeed, she had managed to get the School off to a good start in a very short space of time. While very caring in her relationships with her faculty and with the students, "she was always 'the boss', and expected, if not agreement with her, at least that any assignment would be carried out according to her ideas."⁵⁷

Her wide experience tended to reinforce her views, and, buttressed by her strong personality, made her a formidable person with whom to deal. This proved to be a great asset as the School was being developed, as she was able to convince the

University administration to provide ample budgets for the employment of staff and the purchasing of books and supplies.

In personality, she was very outgoing and positive in her dealings with others, and had good relations with the students, particularly with those who were doing well in the program. She was approachable and had a good sense of humour, and was extremely generous, though very reluctant to accept anything from others. "It was an achievement even to buy her a cup of coffee", as one colleague put it.⁵⁸

In short, she was the right person at the right time, insofar as directing the new School was concerned. By the end of the second year of classes, she had definitely put her stamp on the program.

The Curriculum

The curriculum during the second year of classes remained much the same as during the first year. The Orientation program was continued, as were the weekly Colloquia. The "open door" policy maintained by faculty members remained in force; in essence, students could meet with faculty almost any time classes were not in session.

The above policy, when added to the time spent in Colloquia, in supervising directed studies, in committee work, and in the numerous school activities and social functions which were always taking place kept faculty very busy indeed. The visiting American Library Association accreditation team noted, in April 1970, that "... a faculty member might be hard put to find uninterrupted periods of time which he might use for preparation of lectures, for writing or research, or for simply keeping abreast of materials in his field."⁵⁹

In March, just prior to the visit of the ALA accreditation team (about which more later), the School sponsored its first workshop, in cooperation with the Library Association of Alberta and the Alberta School Library Council. It was on the topic "Education for Librarianship", and papers were presented by Dr. Samuel Rothstein of the School of

Librarianship at the University of British Columbia; Professor Hutchings; Mr. Brian Land, of the School of Library Science, University of Toronto; and Mr. Harry Newsom, Provincial Librarian of Saskatchewan.

Sarah Reed contributed an introduction, and the papers were then edited by Trude Pomahac and published by the School. Attended by 159 persons, plus the 40 members of the 1969/70 class,⁶⁰ the workshop was deemed a great success.

Budget of the School

During the first year of classes, 1968/69, the total budget for the School was \$184,653. In 1969/70, it had risen to \$197,925, of which \$95,351 was being spent on the salaries of teaching faculty. Book funds allocated to the School for purchase of library science materials totaled \$39,090.⁶¹

Though these figures seem small in comparison with the School's budget today, which approaches \$800,000 in total operating expenses, it was quite generous for the times, when particularly salaries, as well as other operating costs, were much lower. In 1969/70 Professor Reed, as Director, had a salary of \$20,030, while the most highly-paid member of her faculty was paid a salary of \$17,640. However the mean salary for the associate professors on staff exceeded that of University faculty of comparable rank by \$524.⁶²

Facilities

During these first two years of classes, the School, as mentioned, was housed in temporary quarters located on the second floor of the Herbert T. Coultts (Education) Library. This was quite convenient in terms of proximity to the library science professional collections, which were located on the same floor. The Director, the Professional Officer, and all faculty members had private offices. An area adjacent to the Director's office provided office and work space for the School Secretary and the two Clerk/Stenographers.

Three areas were assigned for classroom use. One large laboratory/classroom seated around 50 students at tables which permitted flexible use of the room. This room was divided by equipment and partitions to provide various "areas" of use, including areas for use of current children's and young adult materials; a sample reference collection; the beginnings of a duplicate national and trade bibliography collection; and audiovisual materials.

There were also areas for placement of study carrels and for coffee and lounge facilities. The whole room was spacious and well-lighted, and was available for students whenever they were free to use it.

An additional classroom contained approximately 50 tablet-arm chairs, a seminar table, and student typewriters. A third classroom, which had the same flexible arrangement, was equipped with small tables for seminars, and a ceiling-mounted screen, and also contained typewriters for student use.⁶³

Throughout the entire area, approximately a dozen typewriters were available for student use. Student lockers and mailboxes were also provided. A storage/ workroom contained supplies and a copy machine for use of faculty. A faculty lounge adjacent to the office area was shared with the Education Library staff.⁶⁴

Late models of various types of audiovisual equipment were housed in the School, among them a Bell & Howell Autoload projector, a Kodak Ektagraphic slide projector, an Emerson record player, a Beseler Vu-Lyte III opaque projector, and a Sony-O-Matic tape recorder. The total area occupied by the School, including shared space, was approximately 9,800 square feet.⁶⁵

Library Collections Available to the School

The main collections of the University Library in 1970 were housed in Cameron Library. Other libraries were the Undergraduate and Law Libraries, both in the Rutherford Library; the Education Library in the east wing of the Education building, which also housed the library science collections; and the Physical Sciences Library, in the Physical Sciences building.

The University Library had joined the Association of Research Libraries in 1969. The total volume count in 1970 was around 1,000,000. Some 200 newspapers and around 11,500 periodicals were being received. The School also had access to a large audiovisual materials collection in the Curriculum Library.⁶⁶

In addition to the "Z", or library science, collection housed in the Education Library, the School maintained a "laboratory" collection of materials housed in the laboratory/classroom. This included a children's and young adult collection; a small audiovisual and non-book materials collection; a reference collection; certain types of current periodicals, including free newsletters, review and trade journals, and acquisitions lists; and a vertical file collection. The historical collection of children's books and the practice cataloguing collection were shelved in the appropriate faculty offices.⁶⁷

The University Library collection of library science monographs was then estimated at 15,000 catalogued volumes. The Library/Laboratory collection contained around 3,600 children's and young adult volumes and a 600-volume reference collection. The number of library science periodicals being received by the University Library was around 500.⁶⁸

Selection of materials to support the program of the School was the responsibility of members of the faculty. The Professional Officer, Ms. Pomahac, with clerical assistance, was devoting about 50% of her time to acquisition of materials and organization of the laboratory collection, as it was still being developed at a rapid rate. Funds for the acquisition of lab materials amounted to \$8,000 in 1968/69; in 1969/70, they were \$10,500.⁶⁹

The Accreditation of 1970

Everyone realized that without accreditation by the American Library Association, the School would not long survive, as its graduates would have difficulty obtaining employment throughout North America. Sarah Reed had been devoting a great deal of her time and energy to preparing the School for accreditation, almost from the day she first set foot on campus and began her work.

Thus, application for accreditation was made at the end of the second year of classes, the earliest date upon which such application could be made. The Committee on Accreditation

team visited the School on 6-8 April 1970.

Members of this visiting team were Brian Land, Director of the School of Library Science, University of Toronto; Dr. Agnes L. Reagan, Assistant Director for Accreditation, ALA Office for Library Education; and Sister Peter Claver, Director of Documentation, Center for Applied Research in the Apostolate, Washington, D.C., who served as chair.⁷⁰ They met with various administrative officials, faculty, and students; visited classes; and inspected the usual volumes of materials prepared for them.

The team in its report recommended that the program for the Bachelor of Library Science degree be accredited for the full seven-year period possible, and retroactive to the start of classes in 1968. They felt that all areas of this program met the 1951 ALA Standards then in force, but they did note a few areas which they felt needed attention:

1. The team felt that immediate attention needed to be given to the matter of a permanent location for the School. They felt that the existing Rutherford Library was not necessarily the best location to which to move it, as the building was "extremely inflexible", and that various structural features "militate against the proper functioning of a graduate library school." They also felt the offices were overly large! They recommended locating the School in the new library then in the planning stages, referred to as Rutherford II.⁷¹
2. With regard to the curriculum, they felt the program to be a solid one, but that "... students might well be given greater opportunity for self direction and independent study." They felt this was not then presently possible because of the heavy load of twelve courses taken in the two terms, eight of them required. This number, they felt, should be reduced.⁷²
3. The team praised the faculty as being "... thoroughly competent in their areas, with extensive practical knowledge of the subjects they teach." However they felt more time needed to be devoted to research activities, and that, as the program grew "... persons with doctorates and strong research interests should be appointed."⁷³
4. The team felt that consideration should be given to "... rethinking the relationship between the present BLS program and the proposed Master's program in light of the trend in Canadian library schools toward a two-year Master's as the first professional degree." They also recommended that the relationship between the library science courses in the Faculty of Education and in the School of Library Science be subject to continuing reassessment.⁷⁴

Summary of the Period

The founding period for the School of Library Science saw the School established, after four years of study and political manoeuvring. A Director was found who had the energy

and foresight needed to "get it off the ground." She established a budget, built up collections of books, periodicals, audiovisual materials, and equipment, and employed the first faculty and staff.

Although the School was located in temporary facilities throughout this period, they had been appropriately remodeled to meet the requirements of the program. At close hand were working laboratories, and the library science or "Z" collection.

Within the first two years of classes, the Bachelor of Library Science program was accredited by the Committee on Accreditation of the American Library Association, retroactive to the beginning of classes. From talk around a table in Calgary in 1964 the School had become a reality, graduating two classes of librarians to fill the many professional vacancies across the Prairie Provinces of Western Canada.

Endnotes

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CONSOLIDATION OF THE PROGRAM, 1970-1984

The Director Resigns; Further Faculty Changes

The academic year 1970/71 was to be the final year that Sarah Reed was to serve as Director of the School. Following accreditation of the School, she was becoming increasingly restless in her position. A person of tremendous energy who seemed always to need strong professional challenges in her life, she was ready to move on.

In the spring of 1971 she indicated that she intended to resign her position, which she did as of 30 June of that year. She returned to the United States to become Associate Dean and Coordinator of the Doctoral Program at the Graduate Library School at Indiana University, where "... she devoted her full energies to make the school's doctoral program among the most productive in the country."¹

Sarah Reed's rather sudden departure from Edmonton had left the faculty concerned about the leadership of the School. Betty Henderson, as the faculty member with the most professional and administrative experience, was persuaded to become Acting Director.²

At the end of this "acting" year, after an "inconclusive" search for a permanent Director, Professor Henderson was again persuaded to continue in the post, and was confirmed as Director.³ She was to remain as Director, and later Dean, until 1976.

There were many other faculty and staff changes during this period. As more funds became available, faculty were added, and more electives were introduced into the curriculum.

In the fall of 1970 Harry E. Newsom, former Provincial Librarian of Saskatchewan, joined the faculty to take the place of Fred Hutchings, who had ended his two-year Visiting Professorship. Professor Newsom assumed major responsibility for the courses Library Administration and Management, and Public Libraries, among others.

Mr. Newsom, a native Albertan with a B.Ed. degree from the University of Alberta and a Master of Librarianship degree from the University of Washington, had had a varied career in school and public libraries in Western Canada and the United States. Between 1954 and 1956 he had served as the first Supervisor of Public Libraries for Alberta.⁴

Professor Newsom brought a wealth of professional expertise to the School. The results of his comprehensive survey of rural libraries in the province were used as a benchmark to guide library development for many years into the future. He was to remain as an instructor until June 1974, when he left to assume the directorship of a new regional library system to be headquartered in Kamloops, B.C.

In June of 1972, Professor Pannu died in a tragic accident while on holiday with his family in his native India. He and a son were both victims of dehydration during a summer heatwave, to which they had become unaccustomed due to their long residence in Canada. The Dr. Gurdial Pannu Prize, which for many years was awarded annually to the student with the highest standing in the study of "organization of information",⁵ was established in his memory.

To replace Dr. Pannu, Eileen Hoy was added to the faculty in the fall of 1972. With a background in cataloguing and classification in public libraries in Ontario, she was able to take over these subjects until illness forced her resignation in December 1973.

Also added to the faculty in the fall of 1972 was Robert Brundin, who came as a Visiting

Professor on a year's leave of absence from his position as Director of Library Services at San Jose City College, California. Dr. Brundin assumed major responsibility for the courses Reference Sources, Academic Libraries, and Library Collections in the Social Sciences, and co-taught Library Collections in the Humanities with Professor Henderson.

With undergraduate and graduate degrees in journalism and librarianship from the University of California, Dr. Brundin had recently obtained his PhD from Stanford University. After thirteen years on the library staff at the college, he had decided to try his hand at library school teaching for a year, and moving north from crowded California seemed an attractive prospect for him and his family.

In the summer of 1972, the first (and to date only) faculty wedding took place. Professor John Wright married Professor Shirley Ellison, thus creating two Professors Wright! In this case, two Wrights made things right!

The "Sturm und Drang" of Curricular Change

The Bachelor of Library Science program remained essentially the same during the first portion of this fourteen-year period. Orientation and Colloquium were required, as were The Library in Society, Building Library Collections, Library Administration and Management, and Research Methods. Cataloguing and Classification and Reference Sources remained year-long required courses,⁶ though in two years they were to be shortened to one term each.⁷

In 1971 the Board of Governors approved a School proposal for a Master of Library Science program as a second professional degree. Students holding the BLS degree and who satisfied the admission requirements of the Faculty of Graduate Studies and Research could, with the approval of the School, pursue a program leading to the Master of Library Science degree.

The program of each student, planned in consultation with the faculty, ordinarily consisted of a maximum of six half-courses, some of which might be taken outside the School. Each MLS student also was required to write a thesis. Candidates for the degree were required to spend a minimum of one academic year in full-time attendance at the University.⁸

In actuality, few students ever obtained this MLS second professional degree. The BLS remained the standard entry-level degree on the Prairies, and persons not seeking to pursue further graduate education had no motivation to spend the time required to obtain the MLS.

In fact, the awarding of the first Master of Library Science degree under the terms of this 1971 program did not take place until 1974, two years before the program was discontinued!

In 1974, planning for a far more momentous curricular change was begun. A Master of Library Science Advisory Committee was formed to prepare a proposal for a two-year program leading to a Master of Library Science as the first professional degree. It had become increasingly obvious to the Director and faculty of the School "... that the interests of the profession and of the graduates themselves would be better served with a wider range and depth of experiences possible in a two-year program."⁹

In addition, by 1974 the degree of BLS was also practically extinct. With the implementation of a two-year MLS by the University of British Columbia in 1971, the University of Alberta library school was the last in North America still offering the old one-

year degree,¹⁰ a degree which no longer provided the level of preparation required by employers in the mid-1970's.

Thus, the committee and staff set about planning the new program. Many meetings were held with various constituent bodies, and consultants were employed to aid in the process. A series of public meetings were held in locations over the three Prairie Provinces to solicit from librarians and library organizations their input regarding what should be included in the new curriculum.

In the two-year MLS program as finalized by the School, the student took a total of 20 half-courses, or 60 hours of credit. Six courses were required. The "core" required courses were Technical Services, Reference Services, and Management of Library Organizations. These were to be taken as a unit during the first term of residence.¹¹

Research and Systems Evaluation was required in the second term of study, and the student also had to complete either a Major Project for three credits, or a thesis for nine credits.¹² These latter requirements were to be fulfilled in the fourth or final term of the program.

A three-credit Practicum also was instituted in the new program. Students, employers, and many faculty had long felt that some form of supervised practical experience was essential in a professional program such as librarianship, but, in the one-year program, there seemed no appropriate room for it.

The Practicum as contained in the MLS program consisted of three parts, and was to be completed in the first year:

1. Practicum I was a self-paced program offering a general introduction to the use of libraries and bibliographic resources, and was completed during the first term.
2. Practicum II was a three-week period of supervised practical experience to be undertaken after completion of the second term. It could be done in a library of the student's choosing, following approval by the School.
3. Colloquia, a flexible schedule of lectures and discussions, continued throughout the year. Attendance at Colloquia was required of first-year students, and was optional for those in the second year.¹³

Some offerings were designated as "required elective courses". These courses were grouped as "administrative" courses and "materials" courses, and a student was to take at least one course from each group.

The "administrative" courses were organized by type of library. They were Public Libraries; University Libraries/Community College and Technical School Libraries (two courses combined as one); Special Libraries; and School Media Centres.

The "materials" courses included those centred on work with specific audiences, those centred on certain subject areas, and storytelling. These courses were Storytelling; Canadian Materials: Special Aspects; Survey of Materials for Children; Survey of Materials for Young Adults; Adult Materials: Readers and Services; Materials in the Social Sciences; Humanities in the Library; and Science Literature.¹⁴

The student thus had options for twelve elective courses. These could be selected from some forty offerings,¹⁵ far more than were available in the BLS program.

Some of the new courses instituted were a second term of the course Automation and Libraries, Personnel Management in Libraries, Archival Administration, Records

Management, Publishing, Canadian Materials, Comparative Cataloguing, Comparative Classification, Library Buildings, Government Publications, The Film, Library Systems and Networks, Scientific Communication, Contemporary Issues for Libraries, Comparative Librarianship, Communication, Special Collections Librarianship, and The Knowledge Industry, among others.¹⁶

Some of the above courses dealt with subjects frequently indicated by library managers as needed in the School's curriculum. Others, such as Government Publications, Library Systems and Networks, and Library Buildings, to name just a few, were begun by faculty members to strengthen the program in areas they saw to be vital to the future health of the profession.

In summary, the new program was of two years' duration, requiring that 60 credits of course work be taken. The first year was to be spent in full-time residence; the second year could be taken on a part-time basis.

The student was required to take five specified courses, three of them "core" courses to be taken together, and to select two other courses, for a total of 21 credits. A major project or thesis was to be completed. Thus, of the 60 credits needed for graduation, 24 or 30 were in required courses.

The above program provided a structured core of material, considered basic to librarianship, which was to be studied by all. However, considerable flexibility was also provided for the study of elective subjects, permitting each student to "specialize" to some degree in terms of his/her preparation for library work. In future years, this flexibility of program was to be further extended.

This MLS program was to remain in the same basic format throughout this "consolidation" period. Courses were added, some were dropped, and some were revised, but the essential structure of the program was not changed.

Farewell to "Orientation"

With the advent of the two-year MLS program, the Orientation was dropped. Although it had served its functions well, there seemed, as already mentioned, no need to extend a curriculum which was already more extensive than that required for American Library Association accreditation.

The final Orientation was held from 11 August to 5 September 1975. As in previous Orientation programs, the students spent the first week-and-a-half in Edmonton, listening to lectures dealing with various aspects of librarianship and touring local libraries. Students and staff were able to relax at a barbecue held the afternoon of Saturday, 16 August.¹⁷

The journey to libraries farther afield began on Wednesday, 20 August, when faculty and students boarded buses for Calgary. The next week was spent touring libraries in Calgary, Medicine Hat, Regina, Saskatoon, and North Battleford. A respite was had on Sunday, 24 August, which was spent in seminars using the facilities at the Prairie Christian Training Centre in Fort Qu'Appelle, Saskatchewan. However there was not to be *too much* relaxation, as the schedule advised that, "We have been requested to refrain from bringing liquor on the premises."¹⁸ No doubt, attendance and concentration at the seminars was improved, thereby!

Back in Edmonton, students again attended lectures and visited more local libraries. An examination covering the whole program was administered on the last day, Friday, 5 September,¹⁹ and on Monday the 8th classes began. Thus ended the final Orientation.

As previously mentioned, the Orientation programs which had been held for these first eight years of the operation of the School had been quite valuable in terms of introducing the students, in a short space of time, to the wide world of librarianship, and in building an "esprit de corps" amongst faculty and students alike. However, they were quite tiring, particularly for older faculty (and students!), and no one lamented their passing!

Organization and Administration

In a university-wide reorganization undertaken in 1975, the professional "schools" were re-designated as "faculties". Thus, the School of Library Science became the Faculty of Library Science, and its Director, Professor Henderson, became a Dean.

This change did not affect the reporting structure, as the Dean continued to report to the Vice-President (Academic), as had the School Director. However the internal workings of the unit seemed to become more complex with each passing day! By the academic year 1978/79, fourteen committees were functioning, dealing with everything from budget to security, and from the colloquia to space and facilities.²⁰ And the faculty staffing of these committees had to be obtained from a total of ten individuals.

Needless to say, each staff member devoted a great deal of time and energy to committee work!

In 1976, her term as Director/Dean coming to an end, Professor Henderson left her administrative post to resume teaching and research as a Professor in the Faculty. Her greatest challenges during her Deanship she regarded as dealing with budget cuts and maintaining the faculty at full strength in the face of these cuts and various emergencies which occurred.²¹

As Professor Henderson had taken office as Director, the School was faced with a University-wide 10% budget cut. This eliminated any unfilled positions and meant "... reassignment and sometimes sidelining of courses, and little chance of meaningful curriculum development."²²

In addition, the sudden, tragic death of Dr. Pannu, and the need to replace him on short notice, had to be handled. And later, the illness which forced the resignation of his replacement, Elaine Hoy, created another vacancy needing rapid attention. Professor Henderson regarded as her greatest success the fact that the School/Faculty survived and grew in the face of these great challenges.²³

After a search, the Selection Committee chose Charles H. Davis as the new Dean. Dr. Davis had a background in chemistry and library science, and had served as a Chemical Information Specialist at Indiana University and as an Assistant Editor of *Chemical Abstracts*. He then taught in the library school at Drexel University in Philadelphia, and came to Alberta from a position as Associate Professor in the School of Library Science at the University of Michigan. His teaching and research interests were in the areas of library automation and research methodology.

Dr. Davis recalls that some of his Michigan colleagues thought he was "nuts" to leave a

tenured position, but states that he "... was extraordinarily impressed by the people and facilities at Alberta," which he had never before visited.²⁴ When the position was offered to him he accepted, and was to remain in the post of Dean for the next three years.

Another administrative change made at this time was the appointment in July 1977 of Professor Shirley Wright to the newly-created position of Assistant Dean of the Faculty. This was designated as a "faculty position with a large administrative component," primarily in the areas of supervising admissions, planning Special Sessions courses, and coordinating placement activities.²⁵ Professor Wright continued to teach two courses, Survey of Materials for Children and Library Services to Children/Young Adults.²⁶

In September 1975, Mildred Hrubizna, who had served as Departmental Secretary since August 1967 and had helped Sarah Reed organize the School, resigned to resume her education. Her place was taken by Donna Mulholland, who had come to work in the general office in March 1975.

Also in the fall of 1975, Aileen M. Wright was appointed to the position of Administrative Professional Officer, which had been left vacant when Trude Pomahac transferred to the University Archives to become Assistant Archivist. Ms. Wright, an Albertan with a Master of Librarianship from the University of Washington, had worked previously in libraries in British Columbia, Idaho, Oregon, and Alberta, and came to the University from a position as Assistant Librarian, Douglas College, New Westminster, B.C.

Professor Aileen Wright (it was now a bit confusing, with *three* Professors Wright!) occupied the APO position for two years, and also taught the Public Libraries course. Though she left the Faculty in 1977 to become Librarian in the office of the Alberta Solicitor General, she continued to teach the Public Libraries course as a sessional instructor for a time thereafter.

The Students

Admissions requirements during this "consolidation" period remained quite similar to those which had prevailed earlier. The applicant, to be accepted, had to hold a four-year bachelor's degree from an accredited institution, and to have a grade point average of 6.0 for the final two years of work.²⁷

Preference was still given to applicants with library experience, but typing skills were no longer required! Applicants were also advised that having a reading knowledge of a modern language other than English was advisable.²⁸

Personal interviews were still conducted with all qualified applicants, though this was becoming quite time-consuming, as larger classes were being admitted. According to the Faculty, "interviews are as much for counselling purposes as for the information of the Admissions Committee."²⁹

The student body was still seen to be homogeneous in nature, the majority coming from Alberta or another Prairie province. More than half the entering students in 1978 had degrees from Prairie universities. All the rest were from other Canadian provinces, except for one from South Africa and one from the United States.³⁰

Two of the entering students that year held doctorates, and two had master's degrees. The majority had academic backgrounds in the humanities, with smaller numbers from the social sciences, the sciences, and professional areas.³¹

As mentioned, the Faculty was accepting larger classes than had been the case when the School was first begun. In the fall of 1977, 63 full-time and 4 part-time students were admitted; in the fall of 1978, 67 and 6. The number of men students was again increasing, up to 20% of some classes.³²

The graduating class of 1980/81 was privileged to have among its members an outstanding (and *very* elusive!) student by the name of Joe Farmer. Mr. Farmer showed up for the first time on the class list for Academic Libraries and, though rarely seen in person, turned in many assignments noted for their brilliant and witty prose. His nameplate even appeared for a time outside Dr. Brundin's office, until he was informed that he could not so easily graduate from the student ranks. The class was saddened to learn of his death in Saskatchewan just prior to convocation in the spring of 1981.

Recruitment, Evaluation, and Placement of Students

The Faculty had no formal recruitment program during this period. Information on the MLS program could be obtained mainly from the University *Calendar*, from a brochure, *Master of Library Science*, first published with the start of the two-year degree program; and from the *Calendar* of the Faculty of Graduate Studies and Research.

Students wanting more information on the program could also speak with the Assistant Dean, Professor Shirley Wright; with the Departmental Secretary, Donna Mulholland; with the current Chair of the Admissions Committee; or with members of that Committee. The general office staff also handled "considerable" correspondence relating to the MLS program and its requirements. During all of this period, the Faculty had more qualified applicants than it could accommodate.³³

By decision of the Faculty of Library Science Council, students had to maintain a grade point average of 7.0 to remain in the program. Students who failed to achieve this average in their first or "qualifying" year were placed on probation. Probationary students had to maintain a 7.0 average in their third or fourth terms, or in the next three half-courses they took, if part-time; if this average were not maintained, they were required to withdraw from the program.³⁴

The Faculty maintained no formal placement services. Most information on jobs could be obtained from postings on the main bulletin board outside the general office. Information on positions also was often learned through the three-week Practicum, or through informal conversations with faculty and guest speakers, or through special colloquia.

With regard to placement, 17 of the 28 persons who had convoked in spring 1978 had found library positions by the end of summer. Nine of the positions were in the Edmonton area, five more in other parts of Alberta, two in Saskatoon, and one in Vancouver. The greatest number were employed in special libraries.³⁵

A survey of placement data completed in 1984 showed that the majority of graduates were still finding positions in special libraries. Of the twenty-six April graduates who responded to the survey that year, twelve had found special library positions, nine were working in academic libraries, three in public libraries, and two in school libraries.³⁶

Permanent full-time positions were becoming hard to find, however. Of those graduates who had found positions, 51% were in temporary jobs. For permanent, full-time positions, salaries ranged from \$17,000 to \$45,000 per year. Persons in school library positions reported the highest salaries, as they held double qualifications, as teachers and as

librarians.³⁷

Student Government

Students were not formally organized under a constitution during the earlier years of this period, but there was a student group known as the Library Science Students' Association which had existed from the beginning of the School in 1968. When the School offered the BLS degree, the Association was affiliated with the Students' Union.³⁸

With the change to the MLS, it became affiliated with the Graduate Students' Association (GSA),³⁹ and a formal constitution was developed. The students annually elected a President, Vice-President, Secretary, and Treasurer of this Association, together with appointing a number of committees.⁴⁰

One of the functions of the student executive was to foster communication among faculty, administration, and students. Meetings were held about once a month to deal with business and social matters. The President represented the students on the FLS Council.⁴¹

Student representatives served on Faculty committees dealing with admissions policies, budget, collection development, colloquia, curriculum, security, and space and facilities. A student chapter of the American Society for Information Science (ASIS), organized by the students themselves, functioned on campus. It was at the time the only such student group in Canada.⁴²

Student Publications

During the first few years of the program the graduating students produced yearbooks. The 1969 class produced *The Gargoyle*; the 1970 class, *Uplight*; and the class of 1971, *The Route of March*, so-named for the route taken by students completing the "run-around" reference worksheets distributed by Sarah Reed in the required basic reference course.

The class of 1972 produced *Frog 'N All*, named after the Thomas Frognall Dibdin, 1776-1847. This English bibliographer had been "resurrected" as a "mascot" for the class during the year.

In 1973, the graduating class departed from the usual yearbook format and produced a *Yearkit*, complete with tape recordings of songs commemorating the School and its faculty, and a small bottle of perfume labelled "Eau de Musty Stack". Musty Stack was "... guaranteed to reduce employers to quivering slaves of your will", and "... to cut interference from patrons by 87-1/4%"!⁴³

During these "middle years", the main student publications were in the form of newsletters. The October 1983 *What's News* reported that favourite "Music to Catalogue By" ranged from "Talking Heads: Speaking in Tongues", to J.S. Bach's "Das Kantatenwerk", volumes 1-21, produced by Telefunken.⁴⁴

Lectures and Such

As was customary within the Faculty, numerous special lectures and forums were held each year on a wide variety of topics within the broad scope of librarianship. Many important figures in the field came to Edmonton to present their views to faculty and students.

Two memorable talks took place during the academic year 1982/83--in one way memorable because the two speakers took such opposing points of view on the matter of the advent of electronic publishing and the computerization of information access.

First to visit the Faculty was Professor Wilfred Lancaster of the library school at the University of Illinois. Professor Lancaster made a case for the rapid demise of the printed book as we know it, forecasting the equally rapid expansion of electronic publishing and information access, even in the developing world.

Professor Lancaster was followed shortly by Maurice Line, Director of the British Library Lending Division, who painted a somewhat different picture of the library world. Stating that Lancaster was "... talking absolute rubbish", he maintained that society was a long way off, both economically and technologically, from a world in which information would be made computer accessible for all.⁴⁵

According to Line, Lancaster "... hasn't done any practical job in librarianship for years--he has his feet firmly off the ground."⁴⁶ Students of that year wished wholeheartedly that the two gentlemen could have shared a platform--and the Faculty could have provided asbestos suits for all involved!

Facilities, Materials, and Equipment

In the summer of 1971, shortly after the resignation of Sarah Reed, the School was able to move from its temporary facilities on the second floor of the Education Library to its present quarters in Rutherford Library, now called Rutherford Library South. These were facilities which had been designed in the 1940's to accommodate a library school, and were greatly superior to the ones the School had previously occupied.

The Rutherford Library, the first permanent library building to be built on campus, had been designed by the Toronto architectural firm of Mathers and Haldenby. The Chief Librarian at the time, Marjorie Sherlock, had been impressed by the library building at the University of Illinois on a visit there, and Rutherford was built on that model, but with an attractive facade modelled after that of Hampton Court Palace in London, England.

Opened in May 1951, the new library building was the showpiece of the campus. However when the School of Library Science was opened in 1968, the Faculty of Law, as mentioned, was occupying the third floor designed to accommodate a library school, so the space was not available. With the opening of the new Law Centre building in 1971, the School was finally able to occupy appropriately-designed quarters.

The whole of the third or top floor of the building was occupied by the School. On this floor were located, during most of the 1970's, two large classrooms, two smaller seminar rooms, offices for the faculty, a faculty/staff lounge, two storage rooms, the general office,

offices for the Dean and Assistant Dean (the latter office also occupied at times by other staff), and public washrooms.

The School also occupied space on the first floor of the building. Here were located the Library/Laboratory, an office for the Teaching Librarian (the position to be described later), a typing room, and a student lounge. The library science or "Z" collection of the University Library was conveniently located on this floor, as were the library science periodicals.⁴⁷

The Library/Laboratory

The collections of the Library/Laboratory were administrated independently of those in the University Library, and were designed to supplement them, and also to support, as previously mentioned, practical laboratory assignments in selection, acquisitions, cataloguing, classification, and basic reference.

In September 1974, Angélique (Angie) Renville was employed as a Library Assistant to work in the Library/Laboratory. Ms. Renville managed the library circulation activities, oversaw the operation of the reserved book system, and performed other library-related activities.

In 1975 the position of Teaching Librarian was created. Catriona de Scossa was appointed to this position, and in addition to teaching classes, did the acquisition and cataloguing of Library/Laboratory materials.

A collection of children's and young adult books, contemporary and historical, was located in the Library/Laboratory. Vertical files contained pamphlets, and library annual reports; these files also contained samples of subject bibliographies, of acquisitions policies, of government documents, and of materials in Braille. Audiovisual materials and equipment were also made available in the Library/Laboratory.⁴⁸

It was in the 1970's that the first pieces of what would now be considered "primitive" computer equipment were acquired. They were a Decwriter terminal, a Datamedia terminal, and a Datamex portable terminal.⁴⁹ An Introduction to Automation and Libraries course was being offered, but was not made a required course until the academic year 1979/80.⁵⁰

In 1980, the first or main floor of Rutherford South, including the Library/Laboratory, underwent a major remodelling. The result was the creation of a staff office, a typing room, a terminal room, a seminar room, a materials preparation area, and storage for the historical children's literature collection.⁵¹

University Library Resources

During this period the University of Alberta had one of the largest research libraries in Canada. The total University Library materials budget for 1977/78 was \$2,184,000. Holdings numbered some 3,283,000 items, including monographs, government documents, and micromaterials.⁵²

The total budget for supporting the Faculty of Library Science program, including sums for purchasing University Library materials as well as materials for the FLS Library/Laboratory, was \$28,120 for the year 1977/78. The Library/Laboratory contained

at this time 8,387 monographs, plus 6,860 volumes in the historical collection of children's books. Also included in the collections were kits, recordings, filmstrips, and films. The University Library was receiving 416 periodical titles in the field of library science.⁵³

With the opening of Rutherford Library North in 1973, the library science or "Z" collection had been moved from the first floor of Rutherford Library South to the basement of the newer building, more removed from the School. But according to the Chief Librarian, plans were being made in 1979 to move the "Z" collection back to Rutherford Library South, this time to the second floor of the building. This move would place the books closer to the Faculty, and serve to "unite" the facilities on the first and third floors.⁵⁴

Budget

In the early 1970's the School was to undergo its first experience of budget-cutting. As mentioned, when Professor Henderson became the permanent Director in 1972, the School was faced with a 10% across-the-board financial cut.

There were further smaller cuts later in the 1970's. While the total budget of the Faculty in 1977/78 was \$393,438, it was reduced to \$389,545 in the next year, 1978/79. This was primarily the result of a vacant faculty position being "frozen" by the University administration.⁵⁵

During this period the Faculty had "grown in real terms", particularly between the years 1976/77 and 1977/78, when there was a 22% increase in funding. However diminished funding had resulted in a 10% cut in the 1978/79 operating budget.⁵⁶

Further Faculty and Staff Changes

Although in 1973 the School had wished Dr. Brundin to remain on staff, and he had had a most enjoyable teaching year there, he and his family decided to return to the United States in the summer of 1973, as they had planned on only staying the year. As Dr. Brundin had to be replaced, Director Henderson was able to secure the services of a colleague, Gloria Strathern, a bibliographer and library educator then teaching at the University of Western Ontario. A native of New Zealand, Professor Strathern had done library and bibliographical work in that country, as well as in England and Canada.

Professor Strathern assumed responsibility for some of the courses which Dr. Brundin had taught, and later, was to develop and teach many of the School's courses in library management. She was also a specialist in bibliography, and during her time with the School, later Faculty, she produced several important bibliographical works, among them the *Alberta bibliography, 1954-1979: a provincial bibliography*. This work won for her the Tremaine medal from the Canadian Bibliographical Society for an outstanding contribution to Canadian bibliography.

The year 1975 witnessed several more staff changes. In January 1975, Andre Nitecki came as a Visiting Professor to teach in the areas of cataloguing, classification, and indexing. These areas had been without a permanent instructor since the departure of Professor Hoy. A native of Poland, Professor Nitecki had worked in Europe as well as the in United States, coming to Canada from a position with the library school at Syracuse University in New

York. He had also had considerable library and teaching experience in Africa, and continued his African interests in Canada through the teaching of courses on African art and history in University Extension and in the Department of Anthropology, through writing, and through working with African students.

Another person to join the faculty in 1975 was Catriona de Scossa, who, as previously mentioned, was appointed to the newly-created position of Teaching Librarian. A native of England, where she received her BA degree from the University of Leeds, Professor de Scossa had completed her BLS from the School in 1971, and had also taught as a sessional instructor with the School. She was to complete her MLS in 1976.

Professor de Scossa's fields of interest, research, and teaching were in the history of books and libraries and in humanities collections and literature. She was later to teach courses dealing with comparative librarianship, bibliography, adult materials, and introduction to librarianship.

Also in 1975, Dr. Brundin and his family, realizing that the fields *were* truly greener in Alberta (in summer anyway!), returned to the School in a permanent capacity to fill a newly-created vacancy. He was able to resume teaching in his main areas of interest and research, reference services and academic library administration, as well as in other areas of his expertise.

The Second Accreditation

As the School had received its first ALA accreditation in 1970, it would ordinarily have been scheduled for a second accreditation seven years later, in 1977. However, as the new two-year MLS program was being implemented, a request was made to have the accreditation postponed to the fall of 1978, after the first MLS class had convocated, and this request was approved by the Committee on Accreditation.

Thus, on 1-5 October 1978 a COA team visited the Faculty to evaluate its program, this time according to the *ALA Standards for Accreditation, 1972*. During the visit, team members met with administration, faculty, and students, read documents relating to the Faculty and its program, observed classes, and met with administrators of the University.

As a result of the visit, the MLS program received accreditation for the full period of seven years. Team members were concerned with regard to courses listed in the *Calendar* which were seldom offered, and felt that there should be more research production on the part of faculty.⁵⁷

However on the whole the team felt the program fully met all of the standards for accreditation. "The program of study provides core courses and experiences deemed essential to all students to introduce them to librarianship and some of the necessary skills and knowledge," they wrote in their report.

"Upon completion of this work the students have many courses from which to choose, some of which have significance to all libraries and others that allow for concentrating study in school, academic, public, or special libraries," they wrote. "The Faculty has identified the purposes that specific courses serve in supporting the objectives listed in the calendar."⁵⁸ The next accreditation was set for 1985.

Further Administrative and Staff Changes

Charles Davis resigned as Dean of the Faculty of Library Science in June, 1979. He left, "after much soul-searching", deciding that he could not refuse an offer of the deanship of the Graduate School of Library and Information Science at the University of Illinois, which had a well-established PhD program which interested him.⁵⁹

One of his greatest successes he regards as achieving accreditation for the new MLS program, with "... the joint blessing of CLA and the ALA Committee on Accreditation." This, he says, "... was a fine accomplishment for everybody, particularly Mrs. Shirley Wright, who graciously assumed the position of Assistant Dean and the responsibilities of chairing the self-study committee." Moreover, he believes there was evidence, "... through publication and attendance at important meetings, that the school acquitted itself well in Canada, the United States, and the United Kingdom and Europe" during his tenure.⁶⁰

To succeed Dr. Davis, William J. Kurmey, an Associate Professor in the Faculty of Library Science, University of Toronto, was selected. As Professor Kurmey could not assume his position at Alberta until January 1980, Dr. Gerald S.H. Locke, Dean of Interdisciplinary Studies, served as Acting Dean for the fall term, 1979.

Professor Kurmey had received an undergraduate degree in chemistry from the University of British Columbia, and a master's degree in library science from the University of Chicago. A native of British Columbia, he had worked in library and computer management positions in British Columbia, New York, and Illinois prior to assuming his position in Toronto, where he specialized in teaching courses in automation and information storage and retrieval.

There were further changes in the General Office during this period. After serving as Departmental Secretary for two years, Donna Mulholland resigned in March 1977. Her position was filled by Ann Campbell, who served most ably in the capacity of Departmental Secretary until October of 1980, when she resigned to have more time for her young family and to help in her husband's business.

Louise Edwards then assumed the position, which she handled very effectively until October 1983. Ms. Edwards resigned to take the position of Administrative Professional Officer in the Department of Economics at the University.

In the fall of 1980, Robin Inskip was employed on the full-time teaching staff as an assistant professor. An Ontario native, she had her library degree from the University of Toronto and had been Head Librarian at the King Campus of Seneca College in Toronto. Professor Inskip also had research and management experience with private industry and in government agencies.

Initially, Professor Inskip assumed responsibility for courses in the broad areas of systems and networks, communications, and marketing for libraries. She was later to teach the management stream courses and engage in research in library management theory.

In June, 1982, Betty Henderson took early retirement due to health problems she was experiencing. She had served the School and Faculty most ably over a period of twelve and a half years, five of them as Acting Director and Director/Dean.

Professor Henderson had also served as President of the Canadian Library Association for the year 1974-75, and her effective leadership of that organization had enhanced the reputation of the School in the Canadian library community. Upon her retirement, she was appointed the first Professor Emerita of the then-Faculty.

To fill the vacancy created by the retirement of Professor Henderson, Alvin M. Schrader was appointed to the faculty during the summer of 1982. A native of Alberta, he held degrees from the University of Alberta, Carleton University, and the University of Toronto, and was nearing completion of his doctorate from Indiana University. He completed his work and was awarded the degree of PhD the next year.

Dr. Schrader's areas of concentration in librarianship were in reference and information services, bibliometrics, social science materials, research methods and statistics, systems analysis, and intellectual freedom.

He was to do research and publish widely in the areas of research methods, evaluation of services, and intellectual freedom. His nation-wide study of censorship in Canadian public libraries was the first of its type, and was instrumental in providing facts and figures to aid those seeking to preserve the "freedom to read" in public libraries.

He assumed major responsibility for the required course Research and Systems Evaluation, as well as Materials in the Social Sciences. With work experience in public libraries as well as in government, Dr. Schrader was later to teach the course Public Libraries.

Further Curricular Changes

At the end of this "consolidation period", during the academic year 1983/84, the curriculum, in terms of courses offered, resembled fairly closely the program which had been developed in the late 1970's with the inauguration of the two-year Master of Library Science degree. However, substantive changes had been made in the requirements for the degree.

In the fall of 1981, a review of the total curriculum was begun, in light of new Goals and Objectives which had been adopted in April of that year. Total course requirements for the degree were reduced to sixteen 3-credit courses, rather than the twenty 3-credit courses which previously had been required. In addition, the four introductory courses offered in the first term were constituted as a required "core", to be taken together by all entering students.⁶¹

In addition to the core courses, an additional three courses were required, plus a 3-credit Project or a 9-credit Thesis. The rationale for proposing these changes was to "... reduce the amount of fragmentation among courses and to reduce student work loads to realistic levels, comparable to other Canadian M.L.S. programs." A Core Committee was established by the Curriculum Committee to develop the integrated series of four core courses as the foundation, "offering the basic background requirements for professional education."⁶²

In 1982, with the advent of the revised curriculum, the Faculty Council moved to delete the Practicum from the program. The rationale offered was that the introductory lectures and colloquia which had constituted Practicum I had been incorporated into the new required core course, Introduction to Libraries and Librarianship.

In addition, it was felt that the field experience portion, Practicum II, was becoming difficult and costly to evaluate.⁶³ This deletion of the field experience portion of the Practicum was to be debated through many successive years, and there is now discussion of its re-implementation, though in a very different format.

To keep the required portion of the program to 50%, it was also decided that the "types of library" courses would become elective. It was further decided to delete the elective course School Media Systems from the curriculum, as it had not been offered for some time. In response to requests from the library community, three new courses were added:

Marketing for Libraries, Financial Management of Libraries, and Bibliometrics for Librarians.⁶⁴

In 1983 all courses, with the exception of those courses open to senior undergraduates in the Faculty of Education, were renumbered at the 500 level. This was to comply with the policy of the Faculty of Graduate Studies and Research that all master's level courses carry 500 level numberings. Also in the academic year 1983/84, a four-year undergraduate degree became a pre-requisite for admission to the MLS program.⁶⁵

A Change in Deanship

At the end of the academic year 1983/84, at the conclusion of his term as Dean, Professor Kurmeyer resigned that office, remaining as a Professor on staff. His greatest success as Dean, in his words, was "... achieving recognition on the part of the profession that we were there, and were willing to work with the profession and involve them in our program."⁶⁶

Professor Kurmeyer also viewed as a significant achievement the reorganization of the curriculum noted above, the major thrust of which was the move from the requirement of 20 half-courses to 16. He had also worked to introduce technology into all of the courses, and to institute courses to meet the concerns of the profession with regard to management training.⁶⁷

With the resignation of William Kurmeyer from the Deanship, a search was instituted for a new head of the Faculty. The end result of the search was that Professor John G. Wright, a member of the faculty since the School was begun in 1968, was selected as the new Dean. He assumed this post as of 1 July 1984.

Summary of the Period

The "consolidation period" witnessed the School become a Faculty, expand its staff, and formalize its program, particularly with the development of the two-year Master of Library Science degree as the first professional degree program to prepare students for careers in librarianship. The Faculty thus conformed to the educational pattern of other North American library schools, adopted to meet the increasing educational needs of the profession.

The departure of the founding Director, Sarah Reed, marked the end of the "formative" years for the new School. It became "established" within the University, with a solid budget and supportive collections of materials in both the University Library collections and in its own Library/Laboratory.

At the end of its third year of operation, the School moved into its permanent quarters in the Rutherford Library, the University's first library building, opened in 1951. Here, students, staff, and faculty were to enjoy spacious facilities which had been planned to accommodate a library school, and which were to provide an appropriate setting for instruction in librarianship for many years to come.

With the advent of the two-year MLS program, the Orientation was dropped from the curriculum, but a host of new electives were added, permitting each student to specialize to

some degree in terms of preparing for a library career. Structured "core courses" provided material considered basic to librarianship, to be studied by all.

This "consolidation" period saw the School/Faculty headed by three individuals--Betty Henderson, Charles Davis, and William Kurmey. The unit survived the budget cuts of the 1970's, and even thrived, to the degree that a full seven-year accreditation was received in 1979. But even more challenges were in the offing!

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THE TIMES, THEY ARE 'A CHANGIN', 1984-1994

Organization and Administration

During most of this period, the Dean of the Faculty reported to the Vice-President (Academic) regarding matters of administration and finance. With regard to admissions and curriculum, the Dean reported directly to the Dean of the Faculty of Graduate Studies and Research, and through him to the Council of the Faculty of Graduate Studies and Research. Final authority on matters of admissions and curriculum rested with the General Faculties Council.¹

In addition, there were representatives of the Faculty, including students, faculty members, and the Dean, on nine university-wide committees.² The Faculty conducted much business as a committee-of-the-whole during the first part of this "period of change", but also maintained numerous standing and *ad hoc* committees comprised of faculty and students and, as appropriate, outside representatives, including those from other Faculties, the General Faculties Council, and the alumni.³

The Dean during the first three years of this period was John G. Wright. He was assisted by Darlene Syrotuik, who had assumed the position of Administrative Assistant following the departure of Louise Edwards in October 1983.

Ms. Syrotuik, with a BA in Economics from the University, came to the Faculty from a position as Administrative Secretary to the Director of Patient Services Administration, University of Alberta Hospitals.

She was to remain in this post throughout the remainder of this time period, and witness many changes in the organization of both the Faculty and the general office. Her excellent managerial skills and rapport with other administrators on campus were to make her contributions to the Faculty invaluable.⁴

During most of the period in question, two other staff members served in the general office. During the first few years, these positions were those of Clerk-Typist and Clerk-Stenographer.

The Clerk-Typist helped with the preparation of course materials, with transcribing committee minutes, and with handling professional and administrative correspondence, as well as with the secretarial aspects of research projects. In addition, this individual served as office receptionist, taking care of visitors' needs and answering the many telephone calls. The Clerk-Stenographer was involved principally in the production of class materials, longer administrative reports, research project reports, etc.

In the latter years of this decade under discussion, with the acquisition of personal computers for faculty offices, the stenographic needs were radically reduced. At the same time, with the Faculty assuming almost complete control over the admissions process, the Clerk-Stenographer position evolved into that of Student Administrator.

Thus, the Clerk-Typist position was retained, now called Receptionist/Typist, with more involvement in receptionist functions, and the Student Administrator handled all of the clerical/administrative aspects of the admissions process, including handling a voluminous and ever-growing amount of correspondence in this regard.

The first person to occupy the post of Student Administrator was Leslie Rozenhart, who came in June 1986. As the position evolved and entering classes grew in size, and as

the Faculty assumed greater and greater control over admissions, she became an invaluable assistant to both the Dean as well as to the Chair of the Admissions Committee.

The Admissions Process

For many of the years in question, the Faculty maintained a quota of 35 entering students each year. It was felt that this number could be accommodated effectively with regard to existing facilities and staffing, and that this number was reasonable in terms of employment prospects on the Prairies, particularly in Alberta, as in the mid-1980's budget cuts, particularly with respect to government-funded libraries, were beginning to affect job possibilities.

The requirements for admission remained much the same throughout the period: three letters of reference attesting to professional promise, a four-year undergraduate degree, and a grade point average of 6.0 during the last two years of undergraduate study.⁵ This latter entrance requirement was to be changed to 6.5 during the latter years of this period.

A reading knowledge of a language other than English was still considered an "asset", as was library experience. The TOEFL examination was still required for those applicants whose major language was not English.⁶

In the mid-1980's the requirement for a personal interview with all applicants was dropped. With a dramatic increase in the number of applications during this period, it was becoming quite time-consuming to conduct these interviews with all who were qualified.

It was also realized that the interview was not the determining factor which it had been in earlier years. Much more emphasis was being placed on academic proficiency, as well as on professional promise as judged by letters of reference. In an era in which more focus was being placed on individual and human rights, it seemed less defensible to be making admissions decisions based on subjective interpretations of the results of interviews.

The Students

Though the School had been established in 1968 primarily to prepare professional staff for the libraries of the Prairie Provinces, by 1985 its defined constituency had been considerably broadened. While the preponderance of students still came from Alberta, no preference was given to these applicants, as opposed to applicants from other parts of Canada or from foreign countries.⁷

Persons admitted also frequently included students with the Bachelor of Library Science degree, who came to take the additional work needed to receive the degree of Master of Library Science. Increasingly, working librarians wishing to upgrade their knowledge and skills were coming to take selected courses or special workshops.⁸

As already mentioned, most of the applicants to the program continued to be from Alberta, as in the past. Of the 28 students admitted in 1984 (a year for which statistics are

available from the COA *Self-study*), 15 had their degrees from an Alberta institution.

With respect to the other Prairie Provinces, four had degrees from Saskatchewan institutions, and none from Manitoba ones. As for the remainder of the entering class, two had studied in British Columbia, two in Ontario, and one each in Quebec, Nova Scotia, the United States, the United Kingdom, and Australia.⁹

Most of these incoming students in the fall of 1984 had undergraduate degrees in the humanities or social sciences, though seven had degrees in education, six in various of the sciences, and one in nursing. Five of these incoming students held master's degrees.¹⁰

Student Government

In 1979 the students' association adopted a formal constitution under the name Faculty of Library Science Students' Association. This Association provided liaison between students and faculty, and encouraged student participation in a variety of academic, professional, and extracurricular activities.¹¹

In the fall of 1984, student volunteers were serving on committees dealing with budget, collection development, scholarships and awards, curriculum, security, space and facilities, and the COA self-study process. Students were represented on the Faculty Council, and on some University-wide committees.¹²

As the core program was developed, students became involved in liaison activities with regard to the coordination and scheduling of assignments and examinations for the core courses, and with the scheduling of courses in general. They also administered the student lounge area, coordinated social activities and the graduation dinner, and organized meetings on topics of current interest.¹³

An important development during this period was the participation of the Students' Association in the Student-to-CLA program, in which a student's registration fee is waived in return for several hours of work at the annual conference of the Canadian Library Association. The student's travel expenses are paid by the School. The Association determines the procedures for selecting the student.¹⁴

Another important development was the introduction of the annual Careers Day in 1987, later called Professional Development Day. This day-long session is planned and administered by the Professional Development Committee, a committee of the Association. The day provides an opportunity for library and information specialists and employers to meet students and faculty members in order to exchange information about career opportunities. In turn, selected students present summaries of their research projects.¹⁵

A somewhat later development was "Buddy Day", later called "Partners Day", held for the first time on 29 January 1993. This day provided opportunity for library school students to learn the work of the librarian at first-hand by being with a "partner" librarian during a portion of a regular working day.

Under the plan, librarians in the greater Edmonton area volunteered to have "partner" students with them for half of a working day, to observe their work routines and participate in any on-going activities. Partners Day proved to be highly successful, with more librarians volunteering than students with whom to match them.

Due to the success of Partners Day during its initial year, it was expanded in 1993/94

to give students the opportunity to participate in both the fall and winter terms. In that year, over 100 placements were made to special, academic, public, and school libraries.¹⁶

The day has become very popular with both students and participating librarians. Librarians have opportunity to get to know individual students, their interests and capabilities, and the students gain a better perspective on the roles of librarians and information specialists in society. The day ends with a reception for the students, their librarian "partners", and the faculty of the School.

A "Lunch With a Librarian" program was begun in 1993/94. As part of the Introduction to Library and Information Studies course, students have the opportunity to have lunch with an invited librarian from the Greater Edmonton area. In an informal setting, interchange can take place on a wide variety of issues in the profession. Many of the invited librarians are graduates of the School.

Also during this period it became an established tradition and expectation that second-year students advise and assist first-year students in program planning and "survival techniques"¹⁷ (probably much-needed in any library school!). Volunteer members of the second-year class are paired with groups of first-year students to conduct them on tours of the library school premises as well as of those of the University Library.

The official University chapter of ASIS continued to function. Founded by the students of the Faculty in 1977, as mentioned, it served interested students in the greater Edmonton area, and provided special programs relating to "... modern methods of information processing such as computer-based procedures and reprographic techniques."¹⁸

Students from the MLIS program have always been active in the Graduate Students' Association of the University. This was particularly true during the academic year 1993/94, when students from the School were elected to the posts of Vice-President (Academic) as well as Vice-President (Communications). Kim Krushell and Steve Ozar occupied these posts, respectively.

In 1994/95, three MLIS students will be officers of the GSA. Kim Krushell has been elected to the Presidency, Brent Roe to the office of Vice-President (Academic), and Marina Verhoeven to Vice-President (Student Services).¹⁹

Placement

As in previous years, the Faculty had insufficient staff to maintain a formal placement service. Rather, a bulletin board and binders located outside the general office were used to inform students of job opportunities. As budget-cutting in the 1980's began to make positions in librarianship more difficult to locate, the wider library community also began to utilize these sources to obtain job information.

In 1984 a Faculty/Student Placement Committee was formed to help graduates locate positions. In addition, the Canada Employment Service on campus provided "excellent speakers" to FLS classes on resume preparation and interview strategy.²⁰

Budget

As is true of any educational unit, over 90% of the annual budget of the Faculty was in

salary payments, which meant that, as budget-cutting became necessary, savings had to be made in the salary category. This was accomplished through the replacement of a retiring full professor with an assistant professor, and not replacing another retiring professor.²¹

Part of the savings was used to return the Receptionist/Typist to full-time from half-time, the half-time position being the result of a previous budget cut. Increasingly, the operating budget was being used to support repairs to electronic equipment, and to satisfy the ever-increasing need for computer paper, ribbons, software, and diskettes.²²

As a result of various cost-cutting measures, the total budget of the Faculty was reduced from \$698,509 in 1986/87 to \$674,809 in 1988/89. In essence, salary payments were reduced from 94.4% of the budget to 92.0%.²³ Of course these figures still appear tremendous when compared with the budget for the first year of operation of the School, \$184,653!

During the latter years of this period, the School benefited from the generous financial contributions of friends, alumni, and former faculty. Three recent endowments have resulted in the Library and Information Studies Alumni Association Scholarship for entering students, the David and Rhea Jenkinson Prize in

Young Adult Literature, and the Mary E.P. Henderson Scholarship for students in the second year of the program.

Facilities

During this period the Faculty continued to occupy its quarters in Rutherford South. In 1991, the seminar room 3-06 on the third floor was remodelled to form two staff offices, for primary use by sessional and visiting lecturers and Distinguished Visitors.

In 1992, changes were made with respect to the public washrooms on the third floor, to make them fully accessible for the disabled. In addition to remodelling, the plan involved interchanging the men's and women's washrooms. This coincided with the beginning of classes, so large identifying banners were placed over the respective doors to warn unsuspecting second-year students and faculty of the change!

The remainder of the third floor remained much as it was in previous decades. Room 3-17, previously used as a storage room, became a much-needed room to accommodate meetings as well as various work projects requiring ample table space.

More major renovations took place in the space occupied by the Faculty on the first floor of the building. In the summer of 1986, the "library" portion of the Library/Laboratory was completely remodelled to create a room for CD-ROMS and equipment, and two seminar rooms, as well as collection and study space for the library and its users.

Room 1-09, which had previously housed the historical children's collection, was converted into study space for second-year students. The collection, no longer needed in connection with the curriculum, had been donated to the Humanities and Social Sciences Library of the University Library system.

In a second major renovation which took place in the fall of 1987, the "laboratory" portion of the Library/Laboratory was remodelled to create a true computer laboratory, with individual carrels to house the various pieces of equipment. This was a welcome

improvement in terms of providing facilities to properly accommodate the growing collection of electronic equipment, used now in connection with an increasing number of courses.

The Third Accreditation

On 22-26 September 1985, a team appointed by the Committee on Accreditation of the American Library Association visited the Faculty of Library Science to evaluate its program for reaccreditation under the *Standards for Accreditation, 1972*.

As in past accreditation visits, the team members met with Faculty and University administrators, with individual faculty members, and with students.

They also examined the multitude of documents prepared for their visit, and observed classes in session.

In its report, the team was quite laudatory of the program as a whole, and the Faculty was reaccredited for the full seven-year period. Dean Wright was commended for using "a participative style of management most effectively."²⁴

With regard to budget, the team noted that the Faculty was suffering from "equitable deterioration" in that while its budget was being "taxed", all other university areas were also being taxed at the same rate. "In another sense," they wrote, "the deterioration is not equitable, in that the Faculty of Library Science is smaller than other Faculties, and hence cannot absorb even small cuts without serious consequences."²⁵

The team felt the physical facilities occupied by the Faculty were "good spaces", and noted they were in close proximity to supportive materials collections. The location of the offices and classrooms "... invites easy interchange between faculty and students."²⁶

However, as is true in all cases of accreditation of library education programs, a few areas were noted where the team felt improvements might be initiated:

1. With regard to staffing, they noted that the computer laboratory was for the most part unstaffed. "It is difficult to see how, especially as the use of the terminals grows, they can be utilized effectively without educated staff present for instruction and answering questions."²⁷
2. The team felt that the Library/Laboratory needed to be open more hours, and that more funds needed to be found to support on-line time for students at the laboratory computers, "... if the instruction in existing classes is to be effective."²⁸
3. As "... Edmonton is rather isolated from the centres of libraries in Canada and the United States" [is the American view of the "Great White North" possibly creating a bias here?], funds needed to be found to support the visits of guest lecturers from "outside".²⁹
4. With regard to the curriculum, which the team found to be on the whole a very effective one, they felt that more management principles needed to be

included in all courses, and that there needed to be more coursework in various areas of automation. They also recommended that the Faculty "... investigate the restoration of Practicum."³⁰

5. The Faculty, they felt, should emphasize the employment of new faculty with doctorates, and encourage faculty to engage in more research and to utilize "more innovative" methods in the classroom. There should be an attempt to "... achieve more equity in the teaching load among faculty members."³¹
6. The Faculty was encouraged to "... develop a long-range program of recruitment, utilizing the new campus recruiting program."³²
7. Heating and ventilation needed to be improved in the large classrooms, they noted;³³ alumni who have spent long hours in these classrooms at all times of year would probably agree!

As mentioned, the program as a whole received very high praise from this visiting COA team. And the next accreditation visit would not take place until 1992!

The Wrights Retire

At the end of the academic year 1986/87, Dean John Wright and Professor Shirley Wright decided to take early retirement. John Wright had been with the School/Faculty for nineteen years, the final three of them as Dean. Shirley Wright had served the School/Faculty for eighteen and a half years, three as Assistant Dean.

Both the Wrights had made a great impact on the Faculty through their various contributions, particularly in terms of establishing and promoting a strong program of education for children's and young people's librarianship. At the time of their retirement, the Faculty had one of the strongest programs in these areas of any library school in North America.

John Wright, recalling his deanship, placed "dealing with funding cutbacks" as one of the greatest challenges with which he had to deal, and one of his greatest successes as "holding the place together" in the face of these cutbacks.³⁴

He also felt that the shift toward more "information management" in the curriculum, which gained strength during his administration, was of major significance in guiding his activities as Dean, as was "... a commitment to Prairie library education."³⁵

Shirley Wright, looking back on her career in library education at the University, felt that one of her strongest contributions had been in the implementation of a strong program in children's literature and storytelling.³⁶ Under her direction the program had flourished, and had consistently attracted full complements of students to its "service"

courses offered for students in the Faculty of Education, as well as for MLS students.

As Professor John Wright had one year remaining in his five-year term as Dean when he retired, it was decided by the University to fill the position on an acting basis for that year. Dr. Sheila Bertram was selected Acting Dean, taking office on 1 July 1987.

Further Administrative "Sturm und Drang"

The library school had never asked to be made a Faculty on 1 July 1975. This had happened, as noted, in a general University reorganization in which all existing Schools were re-designated "Faculties".

However, ever since this change, there had been rumblings in some quarters in the central University administration that the Faculty of Library Science was too small to be a Faculty. When John Wright announced in 1986 his intention to retire the following year, the University administration initiated a review of the administrative status of the Faculty, with a view to its integration into a larger academic unit.

On 20 October 1986, J. Peter Meekison, then Vice-President (Academic), visited the Faculty to share some of his concerns regarding the small size of the unit. Specific concerns expressed related to the vulnerability of the Faculty's operating budget in an era of budget-reduction, and problems of governance of a unit of such small size.³⁷

At the same time, he expressed the University's commitment to continuing the MLS program and maintaining its accreditation.³⁸ Six alternative governance structures were presented for further exploration:³⁹

- an affiliation with the University Library system
- a department within the Faculty of Arts
- a department or unit within the Faculty of Education
- a department within a restructured Faculty of Graduate Studies and Research
- a department within a new Faculty, such as a Faculty of Communication Studies, or an exploration of other ways to make the Faculty of Library Science larger
- a dispersal of faculty members among various Faculties, with a coordinating administrative office.

Vice-President Meekison indicated his intention to establish an *ad hoc* Committee to Review the Administrative Structure of the Faculty of Library Science. He invited faculty members to respond to his ideas, and a collective preliminary response was presented on 5 November 1986.⁴⁰

A University-level *ad hoc* Committee was formed, and met four times. It was to recommend a course of action to Dr. Meekison by 31 January 1987. As it turned out, the report it produced was "somewhat inconclusive",⁴¹ so no action was taken. As the result of numerous meetings of the Faculty of Library Science Council, a Faculty-level Advisory Committee was established on 4 March 1987. It was to "investigate possible alternative structures" arising from the work which previously had been done, and to recommend a course of action to the Council.⁴²

Small groups of faculty members met with the Deans of Arts, Business, Education, Graduate Studies and Research, and Science. As a result of these meetings, it became apparent that the only acceptable merger might be with Arts. At a Faculty Council meeting on 2 June 1987, it was "reluctantly" decided that the Faculty of Library Science "... proceed

to negotiate with the Faculty of Arts for a mutually acceptable administrative status as a unit within the Faculty of Arts."⁴³

Several preliminary meetings were held with the Dean of Arts to begin planning the transfer. However, before serious negotiations could begin, the then Dean of Arts resigned from the University. After several more months of uncertainty, Dr. Meekison announced on 4 November 1987 that the Faculty would retain its existing status.⁴⁴

Throughout all of this lengthy business, a great deal of support was received from alumni, other librarians, and professional associations. Their letters were particularly effective in communicating to the University administration the professional community's concern that an accredited educational program be maintained.⁴⁵

All of these meetings and negotiations were very time-consuming, and wearing on everyone concerned. However, valuable lessons were learned which were to be useful a few years later when the Faculty was again under pressure to change its administrative status. And the University administration (at least some of them) became well-educated as to the role of a library school in a university!

The Interdisciplinary Ph.D.

In the spring of 1988, the Faculty proposed to initiate an interdisciplinary Ph.D. program. Policies and procedures for making application to enrol in this program were approved by the Faculty Council on 2 June 1988, as were policies and procedures relating to program of study, candidacy, and final oral examinations.⁴⁶

The Faculty did not have a Ph.D. program. However, at the University of Alberta, Departments and Faculties without doctoral programs may propose individual Ph.D. programs for specific students,⁴⁷ in cooperation with Faculties and Departments which have doctoral programs.

At this time, two applicants proposed doing work in the Faculty of Library Science as well as in the Faculty of Education, which has doctoral programs.

In 1992, Dianne Oberg became the first recipient of this new interdisciplinary Ph.D. Dr. Oberg, Head of the School Library Program in the Department of Elementary Education, did her work in the Faculty of Library Science as well as in the Department of Educational Administration.

Further Staff Changes

In the spring of 1988, an Advisory Selection Committee for Dean recommended to the University that Sheila Bertram be appointed Dean of the Faculty of Library Science. She was appointed to the position on 8 April 1988. She had been Acting Dean for ten months.

Dr. Bertram (the third chemist to become Dean!) brought to the post over eighteen years of experience in the School/Faculty, and a very good knowledge of the workings of the University of Alberta. She proved to be particularly effective in

public relations work for the Faculty, and in establishing excellent communications among faculty, students, and the profession.

Though the duties of the Dean were at times quite demanding, Dr. Bertram continued to teach, and to do research on computer databases. She taught initially the Introduction to Automation and Bibliographic Information course; more recently, she has assumed responsibility for the Introduction to Library and Information Studies course, the initial course taken by all students. Throughout her deanship she has continued to teach the course Collection Management, and to supervise Directed Studies.

To fill the vacancy created by the retirement of Professor Shirley Wright, Anna Altmann was appointed to the full-time faculty in the fall term, 1987. She had served previously as a visiting professor with the Faculty, in particular when she replaced Professor Nitecki while he was on a two-year leave to teach in Africa.

Though her previous teaching had been in the areas of technical services and records management, in particular, she came back to the Faculty to teach, do research, and publish in another area of her interest and expertise, library services for children and young people and literature written for these groups. Among the courses for which she assumed responsibility were Survey of Materials for Children, Survey of Materials for Young Adults, Library Services for Children and Young People, and Introduction to Children's Literature. The Faculty felt fortunate that the strong program begun by Professors John and Shirley Wright would continue to flourish.

In June 1990 Professor Gloria Strathern took early retirement. She had served as a faculty member for seventeen years, and in the profession of librarianship for more than forty years. Her expertise in the areas of archives and records management, Canadian government publications, library management, and particularly bibliography, had contributed greatly to the curriculum of the Faculty. Her award-winning *Alberta bibliography, 1954-1979* remains essential for scholarly research on the province.

A Change of Name

In 1988, the name of the Faculty of Library Science was changed to the Faculty of Library and Information Studies, and the degree granted became the Master of Library and Information Studies (MLIS). The first MLIS degrees were awarded at the Fall Convocation, 1988.

These changes reflected the emphasis on "information studies" that had gradually been incorporated into most of the curriculum over the previous five years. Some course titles and calendar descriptions were revised to reflect more adequately this emphasis, and course designations were changed from *LIB S* 500 numbers to *LIS* 500 numbers.⁴⁸

The PACCR Review

In the late 1980's PACCR (pronounced "pakker") was on everybody's minds! This

acronym stood for the President's Advisory Committee on Campus Reviews, and represented an undertaking to review all the Faculties and Departments on campus, initiated by the then-President of the University, Myer Horowitz.

The review involved the preparation by each unit of a rather comprehensive self-study report, which was submitted several months before a site visit took place, involving a team of evaluators representing academic, and in the case of professional units, professional interests.

In a way, undergoing this process was "old hat" to the Faculty of Library and Information Studies as, by this time, it had undergone three American Library Association accreditation visits, each of which requiring much the same type of preparatory work as did the PACCR review. It was arranged that the FLIS would be reviewed in the fall of 1989.

A "self-study report" was first prepared, in format much the same as those prepared for the COA of the ALA. This report, some 116 pages in length excluding several bulky appendices, was presented to PACCR in April 1989.

On 2-4 October 1989, the Unit Review Committee (URC) conducted a site visit, meeting with administration, faculty, and students, examining documents, and observing classes. There were five members of this Committee: two external reviewers, one reviewer representing a related unit at the University, one representing the University-at-large, and one representing the library profession.⁴⁹

The *Report* of this Committee was received in November, and the Faculty response was submitted in January 1990. The Dean then met with the President's Advisory Committee on Campus Reviews, with the Academic Development Committee (ADC), and finally with the President, the Vice-Presidents, and the Dean of the Faculty of Graduate Studies and Research, to discuss the results of the process.

The conclusions of the Unit Review Committee were that the Faculty had "... a strong, practically-oriented, basic program, and is serving well the needs of the library and information profession in Alberta and elsewhere." The Committee members noted that "... unity within the Faculty is high, and the Dean is well-regarded both within and outside her unit."⁵⁰

Room for improvement was also noted. The URC felt that the Faculty could be strengthened by "... establishing more formal links [with other units in the University], and by improving its research profile." Internally, the URC members felt that the Faculty could be strengthened by "... introducing a more structured planning process and by judicious [faculty] appointments. Its relationships with the profession can be strengthened by improved communication and by exploring additional ways to mount joint outreach projects."⁵¹

In May 1990, the Faculty held a two-day ADVANCE (felt to be a more positive term than "Retreat") to review the results of the PACCR process, and to make long-range plans for the Faculty and the MLIS program. A mini-ADVANCE was held in November with Herbert S. White, the Faculty's third Distinguished Visitor.

Distinguished Visitors

A special University fund, the Endowment Fund for the Future, Distinguished Visitors Program, provides monies to support bringing scholars in various disciplines to campus to

meet with faculty and students, give lectures, and generally share their expertise with the University and wider communities. A department must make application, including stating the particular value of having the Distinguished Visitor come to campus. The Distinguished Visitor Committee then approves or disapproves the application.

In 1988, as a result of the efforts of Dr. Bertram, the Faculty made application to have a Distinguished Visitor come to campus, and approval was given. This first Visitor was Margaret Beckman, then Executive Director for Information Technology, University of Guelph.

Dr. Beckman's visit took place from 7 to 19 March 1988. While with the Faculty, she presented lectures in five classes and gave two lectures open to the general public. She also met with many faculty and students to share her thinking on many issues respecting academic library administration, research in librarianship, Carnegie libraries, the Guelph Document System, and automation in libraries, among other topics.

In addition, she was the guest speaker at the Library Science Alumni Association reception in honour of the 1988 MLS graduating class on 12 March, and also at the second annual Student Careers Day on 16 March. Her knowledge and experience in a number of areas of importance to the profession made her visit useful to all.

The following year, 1989, the Faculty welcomed its second Distinguished Visitor, Frances Halpenny, Professor Emerita of Library and Information Science, University of Toronto. Dr. Halpenny was on campus from 27 February through 10 March, 1989.

As Dr. Halpenny had been associated with the University of Toronto Press for 40 years, and was General Editor of the *Dictionary of Canadian Biography*, she gave several lectures to classes and to the general public dealing with Canadian publishing in general, and with the publishing of the *Dictionary* in particular. She, too, had the opportunity to participate in the Student Association's annual Careers Day on 10 March.

Dr. Halpenny's visit provided an opportunity for the Faculty as well as the library community in Edmonton to benefit from her long association with Canadian publishing as well as with library education in Canada. Her lecture at the Edmonton Public Library on "Publishing and Collecting Canadian Materials" was very well-received.

The Faculty's third Distinguished Visitor was Herbert S. White, Professor and former Dean at the School of Library and Information Science, Indiana University. A regular columnist for *American Libraries*, *Library Journal*, and *Information and Library Manager*, Professor White is a popular lecturer and presenter of seminars and workshops on a variety of topics.

On campus from 11 to 25 November, 1990, Herb White was kept very busy lecturing to classes and to the general public, and meeting with students and faculty. The topics of his talks centred on his teaching and research specialties of library administration and personnel management, special libraries and information centres, computer applications to libraries, and the literature of science and technology.

Professor White's visit included a well-received evening lecture co-sponsored by the Library and Information Studies Alumni Association and the Greater Edmonton Library Association titled "Librarians in an Age of Information--Is the Glass Half Full or Half Empty?" He also gave a guest lecture at the Alberta Government Librarians' 15th Anniversary Luncheon on "Promoting the Value of Special Libraries".⁵²

An outgoing and voluble man, Professor White made his presence felt during his two weeks with the Faculty. His energy sometimes tended to exceed that of those who were

trying to keep up with him. The second-year students of that year, in their yearbook on convocating in 1991, remarked that they "... were all suffering from white-out by the time Herb left!"⁵³

Henriette Avram, the now-School's fourth Distinguished Visitor (more on the changed administrative status of the Faculty/School later), though physically much smaller than Herb White, proved to have an equal impact on her audiences. Recently retired from her position as Associate Librarian for Collections Services at the Library of Congress, she appeared to have boundless energy in tackling the imposing schedule of lectures and meetings placed upon her.

Known as the "Mother of MARC" with reference to her work in developing the Machine Readable Cataloguing system, an internationally accepted standard for automation of shared cataloguing data in wide use today, Ms. Avram centred many of her lectures on cataloguing and automation topics during her residence in the School, 15-26 March 1993.

On 18 March she gave an open lecture on "The Library of Congress", and was the featured guest at the Professional Development Day sponsored by the Library and Information Studies Students' Association. Everyone who heard her benefited from her expertise in her field, and enjoyed her warm and outgoing personality. And, following on Herb White, the students and faculty were getting quite accustomed to listening to distinct "New York" accents in the classroom!

A distinctly Canadian flavour surrounded the School's fifth Distinguished Visitor, David Jenkinson. Dr. Jenkinson, a Professor of Education at the University of Manitoba specializing in children's literature, was "coming home", as he had been a graduate of the first Bachelor of Library Science class in 1969, and had served as a Visiting Professor in the School in 1972/73.

In residence from 28 February through 11 March 1994, Dr. Jenkinson participated in the usual activities of a Distinguished Visitor. He lectured to classes in both Library and Information Studies and Elementary Education, and spoke before meetings of the Association of Professional Librarians of the University of Alberta, as well as of the Greater Edmonton Library Association.

Several of his lectures were centred on his specialties of children's literature, and book censorship in libraries. At the annual Professional Development Day on 4 March he gave an amusing as well as informative talk comparing the program of the School in 1969 with its program in 1994, and relating the changes which had taken place to changes in the profession at large.

It was with some regret that students and faculty bid Dave Jenkinson farewell on Friday, 11 March. They had come to appreciate his energy, good humour, and positive outlook on the profession, and his perceptive ideas with relation to his subject specialties. The School looked forward to seeing him again in future years.

The Faculty/School has benefited greatly from its participation in the Distinguished Visitor program over the past several years. Under Dr. Bertram's capable coordination, students, faculty, and the Edmonton library community can undoubtedly look forward to equally-energizing contacts in the years to come.

The BIG Move

On 14 February 1991 what came to be known as the "Valentine's Day Massacre" took place! The President's Office of the University issued a document titled *Maintaining excellence and accessibility in an environment of budgetary restraint*, in which several cost-cutting measures were advanced.

Included was Recommendation 12, that the Faculty of Library and Information Studies be restructured as a School within another Faculty. The Faculty of Arts was mentioned as a possibility.

This recommendation did not come as a total surprise to the Faculty, as there had been rumblings, ever since the last attempt at restructuring in 1987, that something of

this nature would be proposed again. And, as the saying goes, "forewarned is forearmed", and this time the Faculty was ready with a plan of its own.

The plan was to join the Faculty of Education, but on conditions which would be beneficial to all parties. Conversations and meetings had demonstrated that the Faculty of Education had a better understanding of the needs of a graduate level, professional program than did the Faculty of Arts.⁵⁴

After many, many meetings and a great deal of deliberation, the following Proposal was accepted unanimously by the Councils of the Faculty of Library and Information Studies and the Faculty of Education:

"That the Faculty of Library and Information Studies be restructured as the School of Library and Information Studies, and placed administratively within the Faculty of Education, effective July 1, 1991, in accordance with Recommendation 12."⁵⁵

Under this Proposal, the operation of the School would correspond primarily to that of a Department within Education. The Dean was to become a Director, and the Faculty Council would become the School Council, which would function as a Departmental Council within the Faculty of Education, with the Dean of Education as a member.⁵⁶

The School Council was to determine the mission, goals, and objectives of the School and of the MLIS program, and the degree was to remain Master of Library and Information Studies. The School was to retain a distinct section within the University *Calendar*, and its courses were to remain labelled LIS.⁵⁷

The School of Library and Information Studies was to remain in its current spaces in Rutherford South, and the "Z" collection of the University Library was to remain housed in the Rutherford Libraries. Control of the budget allocation for books in library and information studies for the University collection was to remain with the Humanities and Social Sciences Library.⁵⁸

Finally, the Faculty of Education recognized that accreditation was the *sine qua non* for the MLIS program,⁵⁹ without which it could not exist. Many of the stipulations agreed to above were designed to preserve the School as a "distinctive unit" as required by the ALA accreditation standards.

Although the Faculty was to become a School within the Faculty of Education on 1 July 1991, the agreement provided for an interim year, 1991/92, in which "transitional conditions" would exist. These conditions were to apply chiefly to increment, promotion, tenure, and study leave deliberations during this "transition" year.⁶⁰

Following approval by the Councils of Library and Information Studies and Education

on 17 and 28 May, respectively, the Proposal was passed by the Academic Development and the Planning and Priorities Committees on 4 and 13 June; by the General Faculties Council Executive on 14 June; by the General Faculties Council on

24 June (the feast day of St. Jean Baptiste, possibly a good omen for unity?); and by the Board of Governors, slightly after the fact, on 5 July 1991. The deed was done!

The marriage between Library and Information Studies and Education has been a congenial one. The Dean, Dr. Harvey Zingle, has been supportive of the School's program, and the School has benefited from its association with colleagues in other departments of its new Faculty. Likewise, other departments in Education are growing to understand and support the program of the School.

Most importantly, the School no longer has to defend the existence of a Faculty with only eight faculty members, and is better-placed in comparison with other units of a similar size. Problems of constituting a Faculty Salaries and Promotions Committee and a Faculty Tenure Committee in a small, non-departmentalized Faculty have been eliminated.⁶¹

The smooth transition which took place was due in large part to the efforts of Dean, now Director, Sheila Bertram in working cooperatively with the then-Vice-President (Academic), Dr. Meekison, and the Dean of Education, Dr. Zingle, and the desire of all parties to make the plan succeed.

In fact, the process of incorporating Library and Information Studies into Education has been cited as a model which other units facing a similar recommendation might well emulate. Calling it a "remarkable example of collegiality in working out the merger," then-President Paul Davenport lauded both Deans for their work on the process.⁶²

And history has come full circle. The Faculty has become a School, and its Dean has become a Director!

During the academic year 1993/94, the Faculty of Education came under a mandate from the office of the Vice-President (Academic) to undergo a restructuring. Specifically, the seven departmental-level units (including the School) were to be redesigned into four. In the reconstructed model finally approved by the Faculty Council, however, the School remained as a single unit within the Faculty.

Another Change of Name?

In the summer of 1991 the Faculty of Library and Information Studies became the School of Library and Information Studies, but another change of name took place also. On 27 June 1991, students, faculty, and friends of the School were invited to a "Change of Name Celebration" for the Library/Laboratory!

"Library/Laboratory" had always seemed a very cumbersome and not too creative name for the facility on the first floor of Rutherford South. But no one ever did much about it! As the Faculty was about to become a School, Dr. Bertram decided it might be a good time to re-name the Library/Laboratory.

Thus, on 27 June it became Henderson Hall, named in honour of Mary E.P. (Betty) Henderson, second Director of the School and later the first Dean of the re-named Faculty. Professor Henderson had been on staff for twelve and a half years when she retired in June 1982, and had made many significant contributions to the program over

these years. It seemed fitting that she be honoured in this fashion.

It took a bit of "getting used to", this change of name, particularly for the "old-timers" on staff. But now "Henderson Hall" rolls off the tongue with no trouble--and it is far easier to say than "Library/Laboratory"!

The Collections of Henderson Hall

This facility has undergone many changes over the years since the School first occupied Rutherford South. As mentioned, it has undergone two renovations to make it more amenable to the needs of the current curriculum and the increasing emphasis on "information science" and automation. Budget cuts, particularly in the latter 1980's and 1990's, have affected staffing and collections.

The full-time Library Assistant position occupied by Angie Renville since September 1974 had to be eliminated from the budget in the fall of 1989, and Ms. Renville eventually given a position in the University Library system. A part-time Laboratory Assistant position was also eliminated. (The Teaching Librarian position had ceased to exist in 1982/83, Professor de Scossa returning from study leave that year to occupy a full-time teaching position.)

Collection-building policies were revised. The School no longer attempted to maintain a sample reference materials collection. This change came about in the early 1980's; in a period of reduced budgets, it seemed unwise to spend monies building collections of materials which for the most part were duplicated in the general University collections. A small collection of encyclopedias, dictionaries, and atlases was kept for ready reference use.

As during the latter part of this period only part-time student help was available for Henderson Hall, an overnight reserve system was no longer maintained. Books were still placed "on reserve" on shelves, organized by course, but students helped themselves on the "honour" system.

Currently, the major collections maintained in Henderson Hall are of picture books, and of young adult fiction and non-fiction materials, collections which are not available elsewhere on campus. Private gifts help to finance acquisitions.

Automation

The School now has a complement of computer equipment which is a far cry from what was available in earlier years. When the School opened in 1968, it had no automation equipment. The first two computer terminals were acquired in the late 1970's. By 1985, there were nine terminals and the first microcomputer.

The School, in 1994, has 26 computers, a Novell network, eight printers, three CD-ROM players, and numerous software packages, including a communications package called Pegasus Mail. This electronic message system is now used for most communications among faculty, staff, and students.

As mentioned previously, although an automation course has been offered since 1969, it was only in 1979 that Introduction to Automation and Libraries became a required

course.⁶³

Currently, almost all the courses in the MLIS program contain some elements of automation. Four courses are specifically focussed on various aspects of automation and libraries. They are Introduction to Automation and Bibliographic Information, Online Searching, Management of Information Technology, and Automation in Libraries and Information Centres.⁶⁴

Some New Faces; Recent Staff Changes

In July 1991, an alumnus of the program, Dennis Ward, was appointed to the faculty of the School. Prior to joining the School, Dr. Ward was an Associate Research Officer in the Biotechnology Department of the Alberta Research Council, where he was responsible for instrumentation and research computer activities of the Department. As a library consultant, he had also been involved in developing computer systems for special libraries.

A native Albertan, Dr. Ward had taken three degrees from the University, including the MLS in 1981, and also held a PhD in Astronomy from Cornell University. His teaching and research specialities are in the areas of library automation, systems design, and evaluation and application of automated systems. He has also taken over supervision of the computer laboratory in Henderson Hall.

In May 1992, Professor Kurmey, who had joined the Faculty as Dean in January 1980, left the School to join the University Library as a Research Consultant in the Information Technology Services division, where his expertise has been utilized with respect to the installation of several new computer systems. His courses were assumed by Dr. Ward.

The most recent addition to the faculty, Hope Olson, joined the regular, full-time staff in July 1992. She had previously served as a Sessional Lecturer with the School. Professor Olson's teaching specialties are in the areas of cataloguing, classification, indexing, abstracting, and feminism. In 1993/94 she developed and taught, for the first time, a course dealing with women in librarianship.

Prior to joining the School, Professor Olson had eighteen years of experience in library work, primarily in technical services areas. Her most recent position before her present one was as Coordinator, Original Cataloguing, University of Alberta Libraries.

With an MLS from the University of Toronto, Professor Olson is presently (1994) completing her PhD in the School of Library and Information Studies, University of Wisconsin, Madison. Her research and writing are in the areas of feminism and librarianship, and the organization of knowledge.

On 31 December 1992, Professor Andre Nitecki retired from the School, after seventeen years with the Faculty/School and thirty-seven years in the profession of librarianship. He had made significant contributions in terms of the development of the technical services areas of the program, and his interest in Africa and his research in and teaching of African art and culture had brought an interesting and new dimension to the School.

Professor Nitecki planned in his retirement to compile an index to African art, and had begun work on this project when illness overtook him. He died of a stroke in Edmonton on 1 September 1993, at the age of 68.

In Professor Nitecki's memory, the Andre Nitecki African Art and Culture Reading and Resource Room was established in the Research Institute for Comparative Literature at the University. The collections of this Room are based on Professor Nitecki's donated books, and the Andre Nitecki Memorial Fund helps support further acquisitions.

In 1992/93 a Selection Committee was struck to review the performance of Sheila Bertram as Dean/Director. This review was concluded successfully with her reappointment as Director of the School for a five-year term commencing 1 July 1993.

In October 1993, Leslie Rozenhart resigned from her position as Student Administrator in the General Office. She had served in this position for over seven years, during which period the volume of work in the area of admissions had grown dramatically, with more applications being made, more students accepted, and the School assuming more control over the complete admissions process.

Her position was taken over by Paulette Massie. With a BA in Sociology and work experience which included service in the Undergraduate Student Services division of the Office of the Dean of Education, Ms. Massie was very well-qualified to take over these most important functions in the School.

In 1992/93 two faculty members completed work on their doctorates. Catriona de Scossa received the Ph.D. in English from the University of Alberta, and Robin Inskip received an Ed.D. in Adult Education from the Ontario Institute for Studies in Education.

The Fourth Accreditation

ALA accreditation is like a bad penny--it keeps coming back! In 1992, it was time for the School to be reaccredited. Thus, from 16 to 19 March 1992, a four-member team appointed by the ALA Committee on Accreditation, with an observer from the Canadian Library Association, visited the School.

As is customary in ALA accreditations, the team members conferred with University, Faculty, and School administrators, faculty, staff, and students; examined documents prepared by the School, including the usual *Self-study* volumes, which had

been submitted previously; and observed classes in session. They also met with about twenty-five alumni and employers of the School's graduates.⁶⁵

The team commended the School on the development of a curriculum built on "... a set of required courses which provide for the study of principles and procedures common to all types of libraries and library services.

"The curriculum", they wrote, "has been developed as a unified whole and allows for several types of specialization through electives and the Directed Study option. The curriculum and the courses stress understanding principles and skills, but include opportunity for practical application."⁶⁶

The team was also laudatory with respect to the School's admissions policies and practices. These "... meet and, in one case, exceed those of the University, and have resulted in the registration of a group of students who have generally strong academic capabilities and commitment to library service. A review of the student files revealed that the policies are applied consistently."⁶⁷

They noted the "... supportive and congenial atmosphere that has been created in the School," and that both faculty and students were to be commended for creating it. They also commended the School for encouraging student participation in governance, and for creating an environment which "... provides an excellent learning experience for the analysis of various library issues", and "... helps prepare students for work on group projects and in committee settings that are common in libraries."⁶⁸

Team members commended the Director for her leadership over the previous several years, and noted that "Regard for her abilities was registered by faculty, students, alumni, and employers." They particularly commended Dr. Bertram's leadership "... in taking the School through transition from Faculty to School."⁶⁹

The team agreed with the indication of the *Self-study report* (1991, Volume 1, p. 137) that a "computer technician" needed to be added to the staff, but concurred with the School's judgement "... that the increase of support staff positions is unlikely in the near future."⁷⁰

Finally, the COA team lauded the facilities of the School, and commented on their "attractiveness", but recommended that they be made fully accessible to people with disabilities.⁷¹ This referred to accessibility of washrooms on the third floor, which matter was taken care of, as already mentioned, in a renovation which took place the following year.

Thus, the COA team *Report* was most supportive of the MLIS program of the School of Library and Information Studies. Recommendations for change were mostly of a more minor nature, and were concerned principally with revising goals and objectives to ensure that the MLIS curriculum "... is responsive to current trends in library development and library education..."⁷² The School was given ALA accreditation for the full seven-year period, so that the next visit will not be until the year 1999. And that still seems an eon away!

The Students Today

More recently, two decisions were made by the School through its School Council which have liberalized some aspects of admission. The first-year quota of 35 was eliminated beginning with the 1990/91 academic year, and from 40 to 45 full-time students are now admitted each year. Budget pressures and the demand to be more "cost-effective" have mitigated for increasing class sizes somewhat.

In addition, as of 1991/92, by decision of the then-Faculty Council, students may enter the first year of the program on a part-time basis, and the four "core courses" need no longer be taken simultaneously. There had been pressure from the library community and others to permit part-time enrolment for some time; the above changes received the full support of the Library and Information Studies Alumni Association as well as of the Library Association of Alberta.⁷³

Students must still have a minimum grade point average of 6.5 or higher in the last two years of undergraduate work to be admitted. However, with more persons applying for entrance than can be admitted each year, the School can be selective; the average GPA of the entering class of 1991/92 was 7.3,⁷⁴ considerably above the minimum required by the Faculty of Graduate Studies and Research.

The vast majority of students continue to come from Alberta. In the fall term, 1991, of the total student enrolment of 94, 58 had done their previous university work in Alberta. Six each had done their work in institutions in British Columbia and Manitoba; five in Ontario; four in Saskatchewan; and one each in Quebec, New Brunswick, Nova Scotia, and Newfoundland.⁷⁵

There were a sprinkling of students who had studied in foreign countries: four in the United States; three in the United Kingdom; and one each in Poland, the Peoples' Republic of China, Israel, and the Union of Soviet Socialist Republics.⁷⁶ Most of these students were permanent residents of Canada, however.

Of this same complement of students, nineteen held graduate degrees prior to being admitted to the School. Fifteen of the students had undergraduate degrees in English, twelve in general studies, eight in history, and lesser numbers in a wide variety of other subjects ranging from computing science, to journalism, to religious studies.⁷⁷

The Curriculum Today

The basic requirements for obtaining the MLIS degree remain much as they were following the previously-noted changes of 1981. The student must take 16 half-courses (48 credit hours), or 13 half-courses (39 credit hours), and write a thesis equivalent to three half-courses (nine credit hours).

There have been a few changes in recent years, however. The Faculty of Graduate Studies and Research requires that every master's degree program have a

thesis route. Prior to 1990, the FGSR also allowed for a non-thesis project route. In 1990, the course-based route replaced the non-thesis project route.⁷⁸

In that year, all units offering master's programs with an approved non-thesis route had to submit to the FGSR proposals for course-based routes, including the details of the program-specific "capping exercise", the method by which each student demonstrated mastery of the material of the particular program.

The then-Faculty's proposal was accepted in the summer of 1990, and the first MLIS students in the course-based route convoked in June 1991.⁷⁹

The "capping exercise" in the School, LIS 600, is required for course-based students, and is completed in the final term of study. The student writes a paper or does another form of written assignment on a topic based on career plans, and chosen in consultation with his/her program supervisor.

The paper or other assignment is based on a reanalysis of a paper done during the first term of study in the course LIS 501, Introduction to Library and Information Studies, and represents the student's rethinking of the topic following completion of all course-work. This final assignment is marked, on a "pass/fail" basis, by the student's program supervisor.

As a result of the removal of the non-thesis project option and the resulting development of the "capping exercise", the terms of LIS 599, Directed Study, were extensively revised. Previously, it had been used primarily to allow for a reading course in an area of interest in the field of library and information studies.

LIS 599 now provides for three options: 1) a research project in some area of the field;

2) directed reading in some area of the field; or 3) field applications, including development of guides/pathfinders to a specific literature or topic, manuals, or computer applications; or supervised experience in a library or information centre.⁸⁰

New courses added to the curriculum since 1990 have included Introduction to Children's Literature, Advanced Research Methods for Library and Information Studies, and Systems Analysis and Administrative Decision Making. The course Specialized Information Resources was introduced to provide a general rubric to accommodate infrequent course offerings such as Legal Bibliography, Business Literature, and Health Sciences Resources.⁸¹

The course Advanced Reference Services, first developed in the early 1980's, had become, in a sense, "too big for its britches." It was therefore split into two courses: Reference Service Theory and Field Experience, and Online Searching.

The above had been the two major topics in the original course and, over the intervening years, each had grown to the point that an entire course on that topic was needed. Also, revisions have been made to six other courses in the curriculum.⁸²

The curriculum of the School is under regular, continuing review. In 1990, the faculty discussed sets of "documentation and issues" papers prepared for the ADVANCE meeting of that spring. The same procedure took place in 1993. As mentioned, these formal ADVANCE meetings to discuss the curriculum are to be held every three years,⁸³ with "mini-ADVANCES" sometimes held intervening years.

The ADVANCE planning session and the work of the Curriculum Committee are the in-house mechanisms for the review of the curricular program. Changes are discussed with faculty, students, and/or the field before presentation to the School Council, which must approve all curriculum revisions before they are forwarded to the appropriate authorities.⁸⁴

As close links are maintained with representatives of the profession, and some of these representatives sit on the School Council, good communication takes place. This is vital in terms of keeping the MLIS program updated and relevant to the profession it serves.

Recent Student Publications

The most recent example of a student newsletter has been appropriately named *The network*. Volume 1, Issue 1, was published in the spring of 1993. It has been continued since that time, with an issue planned for each of the two terms of the regular academic year.

The network serves, "To create a forum for dialogue between the School, professionals, libraries, and other library schools."⁸⁵ A typical issue contains news items concerning School events; profiles of students, faculty members, and/or area librarians; reports on student research projects and faculty publications; alumni association news; announcements of special course offerings; and University news items of relevance to the School. It has proved to be an excellent vehicle for "keeping in touch".

Between the year 1972/73, when the multimedia *Yearkit 73* was produced, and 1990/91, no student yearbooks were produced. Possibly the students total energy was consumed in keeping up with course assignments?

Things seemed to relax a bit in 1990/91, and the graduating class that year produced

Leaving our Marc. Describing themselves as they arrived on the first day of classes as "... a rag-tag collection of wanna-be-librarians", including "weathermen, political scientists, teachers, 'artsies', scientists, tall short, fat, skinny", they had only one thing in common--LIBRARY SCHOOL.⁸⁶

The graduating class of 1992/93 produced a yearbook entitled *Random access memories*. This yearbook bore all of the appropriate "Canadian Catastrophes in Publication Data", including the ISBN # "2ys-ur-2ys-u-b-2ys-ur4-me", and subject headings "1. Yearbooks-Alberta. 2. Alberta-Yearbooks. 3. Very Important Historical Documents. 4. Annual Reports."⁸⁷ Cataloguing classes had been well-attended!

The 25th graduating class of 1993/94 published *Edition 25: libraries through the ages--from A to V*. The "timeline" charted through the pages begins with the founding of the Alexandrian Library in the 3rd century BC, and ends with the victory of the Virtual Library in 2994.

Along the way are cited the opening of the first circulating library in 1726; the founding of the First Mechanics Institute in St. John's, Newfoundland, in 1827; Wednesday at the Power Plant on 24 November 1993; the Graduation Party of 8 April 1994; and the establishment of the First Inter-Galactic Library at Planet East Point in 2255.⁸⁸

Thus, the students during this "period of change" were active in publishing, particularly during the last four years. And the tradition of the class yearbook has been firmly re-established.

Summary of the Period

This "period of change" from 1984 through 1994 witnessed the development of the program to include the concept of "information science" in the curriculum. Thus, the name of the degree was changed to Master of Library and Information Studies.

The library school underwent three changes of name--from Faculty of Library Science, to Faculty of Library and Information Studies, to School of Library and Information Studies. And the title of the chief administrator went from Dean back to Director.

Two persons filled this chief administrative role during the period--John G. Wright and Sheila Bertram. Professor Wright served as Dean for three years, and led the Faculty through its third ALA accreditation.

Dr. Bertram has to date served as Dean/Director for seven years. During this period the Faculty underwent a successful PACCR review, and was reaccredited for the fourth time. Dr. Bertram's greatest challenge was, undoubtedly, coordinating the change from an independent Faculty to a School within the Faculty of Education. Although the University mandated a change of status, the manner and form in which it was accomplished by the School has proved beneficial to all parties.

The period also witnessed the development of two new programs which have increased the profile of the School within the professional community which it serves--Professional Development Day and Partners Day. Both programs serve to initiate the students into the world of work, and professional librarians into the world of education for library and information studies.

During this "period of change" the School for the first time took advantage of the University's Distinguished Visitor Program. Due to five successful applications, five

Distinguished Visitors came to campus and shared their expertise with students, faculty, and the library community.

It was a period of great change--but of change for the better. The new and improved master's degree program which has resulted should be in a position to serve the profession effectively for many years to come.

EPILOGUE

The School has come a long way from its rather humble beginnings in two offices on the second floor of the Rutherford Library in 1967. After a move from a second temporary location, it now occupies ample and well-designed space on two floors of this same building, with all of the modern computer technology readily available to train the information specialist of today.

The program has received full accreditation by the Committee on Accreditation of the American Library Association on four successive occasions. This certainly attests to the solid manner in which this MLIS program has been developed over the years that the School has been in existence.

The individuals who have led the School over this period, and the faculty who have taught the courses, have all worked toward one end--to offer a program which is challenging and current, and which meets the library staffing needs of Canada and the Prairies.

And the students who have studied in the classrooms, and worked in the libraries and laboratories, as well as played in the Power Plant, have, sometimes sooner, sometimes later, grown to appreciate the solid preparation they received. They, too, have made their own individual contributions to the development of the School and its program.

The activities of the librarian and information specialist continue to change rapidly with the ever-increasing use of automation, and the rapid development of various electronic means of communication. But even the most ambitious programs to make books machine-readable usually can reach only a fraction of them, and often only certain types of material are digitized.⁸⁹

With more funds being spent on technology, libraries, the "vanguards of literacy", sometimes have less money to spend on books and book-centred services. The problem is, as one former-librarian and now bookstore owner put it, "... to keep a balance between what's happening with the new technology and having books that people love."⁹⁰

The School of Library and Information Studies at the University of Alberta, through continuous monitoring of its curriculum and contact with the profession, attempts to maintain that essential balance of emphasis between technology and books. And the School is continually working with its publics to ensure that its curriculum prepares professionals to effectively deal with these changes in the profession, now and in the future.

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