

A STUDY OF THE GROWTH AND DEVELOPMENT OF  
THE LIBRARY OF KANSAS STATE TEACHERS COLLEGE, EMPORIA  
1865-1930

A THESIS  
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MASTER OF SCIENCE

By

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KANSAS STATE LIBRARY  
EMPORIA, KANSAS  
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## INTRODUCTION

The story of the Kansas State Normal School is a dramatic one. Created during the storm and stress of national political controversy and cradled in the tumult of the Civil War, it not only has been sustained by far visioned citizens and founders, but has endured the adverse effects of fire, storm and even legislative abandonment, and has risen to be one of the foremost institutions of its kind in the United States. Known as the Kansas State Teachers College of Emporia, it stands today, a monument to the greatness of the people of Kansas.

Since 1876 the body of knowledge with which the Kansas State Normal School has been called upon to deal has been vastly augmented and the curriculum has been greatly extended to meet new conditions in an advancing civilization. New methods both in the creating and imparting of knowledge have been devised. Under-graduate instruction in the humanities has been radically modified. The single text book has given way to a wide range of reference material, a fact that has resulted in a remarkable growth in the functioning and resources of the library. Graduate instruction and research are no longer by-products. They have become major activities in the institution, involving many members of the teaching staff and a growing body of mature students. The effect has been that the importance of the library has been recognized more fully each year.

No department of the institution has undergone a greater transformation than has the library, and the enormous growth in the number of

students through the years has been accompanied by changes in philosophy and method. The lack of any considerable body of assembled information concerning the history of Kellogg Library, has prompted the writer to make this study.

It has been the attempt of the writer to relate the growth and transformation of the resources and functions of Kellogg Library in such manner as to produce a clearer understanding and deeper appreciation of the important role it has played in the development of the school.

In essaying the history of Kellogg Library, an effort has been made to select only material that is reliable. Among the sources made use of in the assembling of the data are the following:

1. Official reports of the institution.
2. Letters of inquiry.
3. Financial ledgers of the institution.
4. Minutes of faculty meetings.
5. Minutes of library committee meetings.
6. Official library records.
7. Catalogues and announcements of the institution.
8. Histories.
9. Autobiography of Albert Reynolds Taylor.
10. Newspaper articles quoting original sources.
11. Revised statutes of the laws of Kansas.
12. Quotations from persons having a first hand knowledge of the facts.

## CHAPTER I

### LIBRARY QUARTERS

Before the close of 1863 and during the second year of statehood, Kansas laid the legislative foundations for the State Normal School.<sup>1</sup> The institution was not organized until December 8, 1864, for Kansas was being rocked by the Civil War and most of its inhabitants were on picket duty or were defending their homes against ruthless invaders.

#### The First Building

The Kansas State Normal School, the name of which was changed in 1923 to the Kansas State Teachers College of Emporia,<sup>2</sup> began its first term of instruction to eighteen students February 15, 1865.<sup>3</sup> Instruction was offered by Principal Lyman B. Kellogg\* in the upper room of what was called the "Old Stone" school building<sup>4</sup> owned by the city of Emporia, (then a scattered village of 400),<sup>5</sup> and located for many years on the northeast corner of the Emporia Senior High School grounds at Seventh Avenue and Constitution Streets.

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<sup>1</sup> Official Reports of the State Normal School for the Academic Year Ending December 31, 1870. Emporia, Kansas. pp. 18-20.

<sup>2</sup> Bulletin of Information, General Announcements Number for 1934. Kansas State Teachers College of Emporia, Feb. 1934. p. 18.

<sup>3</sup> Official Reports, 1870. op. cit.

<sup>4</sup> Laura M. French, History of Emporia and Lyon County, 1929, p. 39.

<sup>5</sup> Bulletin, February 16, 1915. Lyman B. Kellogg quoted.

\* The Board of Regents at their commencement meeting, June, 1907, directed that thereafter the library building should be designated "The Kellogg Library," in honor of the founder of the institution.



This building was the first to be erected in Kansas under the bond system, and at the time of its completion in 1864 held the distinction of being the largest district school house in the state. The building had been undertaken after much discussion and many doubts as to the advisability of investing as large a sum as \$5000.00 in a schoolhouse.

When completed, the structure was said to be the finest in the State, outside of Leavenworth.<sup>6</sup> In January of 1864 the Emporia Public Schools occupied the lower floor. The upper floor was frequently used for church services and other public meetings. Pursuant to a resolution introduced by Hon. G. V. Eskridge at the annual meeting, the district offered this upper floor for the use of the Normal School. It was understood that the arrangement was to be temporary, pending the time that the State should erect a separate building for such purposes.

At its first meeting in January 1865, the Normal Board accepted with thanks the "comfortable, commodious, and beautiful school room finished and furnished."<sup>7</sup> Soon afterwards the Normal School occupied these quarters.

In his Report to the Board of Directors for the year 1865, Principal Kellogg described the furnishings and equipment as follows:

The eighteen students had settees, borrowed from a neighboring church; the teachers seat was a chair borrowed from the county treasurer's office. There were two stoves in the room, no teachers desk or other furniture, no textbooks, maps or other appliances.

The assembly room was thirty-two by thirty-six feet in the clear

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<sup>6</sup> Emporia Gazette, February 15, 1924.

<sup>7</sup> Official Reports, 1870. p. 4.

with a ceiling fourteen feet high. The village school building was well easily ventilated and easily warmed. Accommodations were furnished for seventy students.<sup>8</sup> At the entrance to the assembly room were two cloak or dressing rooms furnished with hooks for clothing and equipped with wash stands, and other appliances necessary to "neatness and a Tasty attire."

This assembly room was augmented by a one-story frame structure eighteen by thirty-four feet which was erected and given to the Normal by John Fawcett, whose children were attending school and who was much interested in the success of the institution. This building, which Mr. Kellogg reported was used for recitation purposes, was erected near the stone building and was connected to it by an easy passage way.<sup>9</sup> During the first year of the school's existence Principal Kellogg described the "apartments" as being "comfortable and well adapted to the requirements of the school saving only their size and number."

Although the original library of the school consisted of but two books--a Bible and Webster's Dictionary--steps were taken to correct the great inconvenience due to the lack of suitable text and reference books. By the end of 1865 Principal Kellogg reported the existence of "reference and reading tables, on which are found books for consultation and the leading newspapers of the State."<sup>10</sup>

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<sup>8</sup> Ibid.

<sup>9</sup> Report of the Principal of the State Normal School to the Board of Directors, Emporia, Kansas. 1865, p. 4.

<sup>10</sup> Ibid.

The Necessity for New Quarters

The enrollment soon increased from eighteen to forty-two and the institution was soon to be faced with the problem of providing sufficient room to accommodate the increasing number of students. In December 1865 Mr. Kellogg therefore made this recommendation to the Board of Directors:<sup>11</sup>

Let the State erect a building, on a careful plan, at a cost of perhaps \$15,000.00. This will answer for the next five or ten years. After this the building can be devoted without loss to the State, to the use of the Model School.

In answer to this recommendation, the Legislature through the influence of Hon. C. V. Eskridge, state senator, and Hon. Jacob Stotler,<sup>12</sup> member of the House, sponsored a bill which was approved on February 7, 1866. This bill provided for an appropriation of \$10,000.00 with which the building of 1867 was to be erected.

The Building Of 1867

This building was formally dedicated on January 2, 1867 by President Horner of Baker University.<sup>13</sup> Seats and furniture had been moved to the new building from the former quarters on the upper floor of the Emporia village school. The Normal had obtained furniture of its own in June and returned what it had borrowed of the city.

The building of 1867 was the first building to belong solely to the Kansas State Normal School. It was located on the site of the present campus at Twelfth Avenue and Commercial Streets. The place where it was erected is now marked by a flag pole and a marker, the gift of the class of

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<sup>11</sup> Emporia News, December 23, 1865. Lyman B. Kellogg quoted.  
<sup>12</sup> Official Reports, 1870. p. 18-20.  
<sup>13</sup> Ibid.

1920. The stone building was two stories in height, possessed a basement, and was crowned by a cupola. The dimensions of the building were forty by sixty feet.<sup>14</sup> The building, which cost \$15,650.00,<sup>15</sup> was described as follows in the Report of the Board of Visitors for 1868:<sup>16</sup>

The upper story is occupied by the main assembly room, capable of seating comfortably one hundred and twenty pupils. It is furnished substantially and elegantly. On the second floor are four spacious rooms which are intended for Normal recitation rooms, and for the model school. The dressing rooms are in the basement.

Principal Kellogg regarded the new building as one arranged "with special reference to the wants of a teachers school," and he found it "well adapted to the purpose for which it was designed." "Utility and economy of construction," he said, "were before the minds of the boards of directors, rather than beauty and architectural finish, still the latter was not ignored."<sup>17</sup>

The school, on setting out on its first full year's work in its own building, found itself, according to Mr. Kellogg, possessed of abundant room, but it lacked "many of the things which even the district school often possesses."<sup>18</sup> The library, which was housed in the assembly room, was still to be developed.<sup>19</sup> At this time it consisted of six Webster's dictionaries and a supply of five Lippincott's gazetteers.<sup>20</sup>

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<sup>14</sup> Personal Correspondence, letter from Martha Spencer Hollingsworth, July 13, 1931.

<sup>15</sup> Official Reports, 1870, p. 18-20.

<sup>16</sup> Ibid.

<sup>17</sup> Ibid.

<sup>18</sup> J. N. Wilkinson, A History of the State Normal School of Kansas for the First Twenty-Five Years, 1889, p. 20.

<sup>19</sup> Personal Correspondence, letter from Elmira Spencer Brown, Feb. 26, 1935.

<sup>20</sup> Wilkinson, op. cit. p. 20.

The reports of the institution reveal that between 1867 and 1870, the library was augmented by liberal donations from publishers of text books. The assembly room which contained this enlarged library was provided with inside shutters and blinds for the windows. More chairs were brought to this room and a large mural map and globe were added to the facilities for imparting geographical instruction.

### The Building Outgrown

By 1870 the student body of 245<sup>21</sup> had outgrown the building of 1867. Mr. Kellogg stated the situation as follows:

The most pressing need is additional room.....Young men and women who desire to become teachers must be rejected and sent home..... Rooms that would accommodate comfortably twenty-five pupils have classes of forty thrust into them. The classes next year will be still larger. The Model School is densely crowded. Every available space is occupied with the seats and desks of the pupils. It is a herculean task to provide standing room even for half a dozen visitors. With it all, pupils who apply for admission, are turned away every term. The fact is this, and simply this, the school has fully outgrown its building. More room is a necessity.<sup>22</sup>

The Executive Committee found the want of a new building "so seriously felt that its supply can not be longer postponed without crippling the usefulness of the school."<sup>23</sup> Philetus Fales, of the Board of Visitors 1870, found as a result of a trip of inspection "every seat in both the Normal and Model School Departments occupied" and believed it "manifest that at the commencement of the approaching term scores must be turned away for want of room."<sup>24</sup>

<sup>21</sup> Official Reports, 1870, p. 8.

<sup>22</sup> Ibid., p. 15-17.

<sup>23</sup> Ibid., p. 27-28.

<sup>24</sup> Ibid., p. 31-32.

Because of its crowded condition the school was capable of no further expansion, could receive no addition to its corps of students, and the limit of its usefulness seemed to have been reached. In this emergency Principal Kellogg asked the Board of Directors for a new building at a cost of from sixty to one hundred thousand dollars.<sup>25</sup> The attendance, he pointed out, had increased from 153 students in 1868 to 243 students in 1870. "The crowded condition of the school," he wrote the Directors, "deterred many from making application for admission. As it is, several students were compelled to occupy temporary seats placed in the aisles, holding their books upon the window sills."

Although the Legislature of 1871 failed to make an appropriation for a new building, efforts to secure a bill for this purpose were redoubled. Due primarily to the efforts of Dr. Hoss, Representative Eskridge, Senator Stotler and others in the interests of the school, and following a visit of inspection to the campus made by approximately one hundred members of the Legislature of 1872, a bill was passed providing for an appropriation of fifty thousand dollars for the purpose of building a new Normal School building--in addition to and connected with the building occupied by the institution.

#### The Building Of 1873

The bill was approved February 12, 1872 and the work of preparing plans and specifications was at once begun. The Board of Regents decided that the building material should be brick with a stone basement and with

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<sup>25</sup> Ibid., p. 15-17.

stone trimmings for the principle windows. The plans of E. T. Carr of Leavenworth were adopted, the contract was awarded to McDonald and Vangundy, and Charles Wheelock was chosen superintendent of construction.<sup>26</sup> The building of 1873 was erected in front of the stone building of 1867 and exceeded the latter in size.

It is in connection with this new building that mention of the assignment of a section or room for library purposes was first made. The library quarters were assigned to the southeast room on the second floor.<sup>27</sup> The heating of the building presented a real problem and the equipment for the purpose never proved satisfactory.

A destructive tornado on April 13, 1878 tore off nearly half the roof of the stone building and rolled up two thirds of the tin roof of the new brick addition. Several chimneys were destroyed and ventilators and windows demolished. President Wilkinson wrote that "rain went through the ceiling from roof to basement, loosening the plastering and damaging the furniture."<sup>28</sup> Though repeatedly urged to do so by the Board of Regents, the State consistently refused to insure the new building against loss by fire. Indeed, the Legislature during the period 1876-1879 made no appropriation for the maintenance of the school.<sup>29</sup>

#### The Institution Destroyed By Fire

On the morning of October 26, 1878 the entire school plant of the

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<sup>26</sup> Wilkinson, op. cit., p. 112.

<sup>27</sup> Loc. cit.

<sup>28</sup> Loc. cit.

<sup>29</sup> Ibid., p. 26-7.

Kansas State Normal School was destroyed by fire which had its origin in spontaneous combustion, in the basement where the coal had been stored for the winter's use. At three o'clock in the morning parties in the city discovered the flames bursting from the basement and gave the alarm, but it was too late to conquer the fire which had made great headway due to the force and direction of the wind. Inasmuch as the city of Emporia possessed no system of waterworks to meet such an emergency nothing was saved of the Normal property. Everything perished--library, museum and all the records of the school.<sup>30</sup> The aggregate loss to the institution, resulting from the fire, amounted to \$85,000.00.<sup>31</sup>

On the morning following the fire, according to President Wilkinson, "students and friends of the school sang 'Hold the Fort' with tears in their eyes and resolved to continue the school." The Emporia City Council tendered the use of the boarding halls to the school and classes were also conducted in the Methodist Church.

During the week following the fire, the citizens of Emporia in a public meeting declared themselves in favor of early steps for the erection of a new building. The Board of Regents, meeting in a special session, prepared a supplementary report to the Governor, which said in part:<sup>32</sup>

The State, refusing to insure the buildings as requested repeatedly by the Board of Regents, has assumed the duties of an insurer.

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<sup>30</sup> Report of the State Normal School at Emporia, Kansas, 1880, p. 7.

<sup>31</sup> French, op. cit., p. 41.

<sup>32</sup> Wilkinson, op. cit., p. 113.



and they asked for an appropriation of \$50,000.00 to rebuild and finish. State Superintendent Lemon in his report, suggested that the Legislature could not honorably and safely for the welfare of the State, "do less than to erect on the site of the former building a structure that shall in every respect equal the one that was destroyed by fire."<sup>33</sup>

The appropriation bill providing for a new school plant was sponsored in the State Legislature by Senator A. Gillette and Representative J. S. Watson, of Emporia, who, although they gave the matter their best efforts, were able to secure from the State but half the amount amount that had been requested, or \$25,000.00. The enactment provided that Emporia and Lyon County should add to this amount the further sum of \$20,800.00, which amount, together with the \$25,000.00 appropriated, formed the aggregate sum necessary to the rebuilding of the State Normal building.<sup>34</sup>

Bonds were issued immediately by the county commissioners and the city council who had, by the law, authority to issue the bonds without submitting the matter to a popular vote. The commissioners were unanimous in their decision to issue the required bonds. They were, however, not allowed to do so without an attempt being made to enjoin them.

Approximately a year was occupied in the erection of the new building. By May 11, 1880 the building was so near completion that the school reestablished itself on the campus.

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<sup>33</sup> Loc. cit.

<sup>34</sup> Ibid., p. 114.

### The New Building Inadequate

The building was dedicated by Justice David J. Brewer of the United States Supreme Court.<sup>35</sup> The structure stood in what is now the sunken garden, in the front campus at the head of Twelfth Avenue and Commercial Streets. The plan of the building of 1873 was used in the new building of 1880. After the new edifice was occupied it was found that the school possessed less room than it had previous to the fire, for it had then been able to use the old stone building while it stood. The crowded condition of the new building offered a serious problem to the officials who found in 1886-87 an enrollment of 746 students, "fully three times the number ever reached in the two buildings that were in use before the fire."<sup>36</sup>

Though repeated requests had been made to the Legislature for more room, it was not until the legislative session of 1887 that the request was granted. The founder of the school, Lyman B. Kellogg, was now a member of the Senate,--and assisted by the Lyon County delegation and aided by many friends over Kansas, he secured an appropriation of \$25,000.00 for the building of a wing at the west end of the building. Cooper and Hadley of Topeka were the architects and superintendents of construction. On May 25, 1887, John Hammond was given the contract to erect the building and Sheeham and Jacobs received a contract for heating the west wing and doing the plumbing.

The new wing consisted of three stories and a basement and was open

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<sup>35</sup> French, op. cit., p. 41.

<sup>36</sup> Wilkinson, op. cit., p. 116.

to the public February 7, 1888.<sup>37</sup> The building was described as follows:

The building is a stately and beautiful edifice, admirably adapted to the purposes of the school. The main corridor is about two hundred feet long and the entire building contains fifty rooms, exclusive of closets and wardrobes, especially adapted to the wants of the school making it one of the most complete and convenient buildings of the kind in this country. It is supplied water from the city water works, with gas, electric bells, and telephonic connections with the city exchange, and it is heated by steam.

#### Removal Of The Library To The New Wing

In the spring of 1888 the library was moved to three attractive and well lighted rooms in the new wing. Previous to this time the library had occupied a small room north of room 37 from 1880 to 1883, when new cases were put in and room 37 was converted into a reading room. These two rooms accommodated the library until the spring of 1888.<sup>38</sup> The new quarters were located on the second floor at the south end of the new wing according to a floor plan of the building.<sup>40</sup>

An additional room was added to the library suite in 1893 as the result of extremely crowded conditions.<sup>41</sup> This accommodated the Plumb Library of Public Documents,<sup>42</sup> one of the many gifts of the Preston B. Plumb family to the library. Due to lack of room this collection of

<sup>37</sup> French, op. cit., p. 59.

<sup>38</sup> State Normal Monthly, May 1901.

<sup>39</sup> Mary Alice Whitney, A History of the State Normal School of Kansas for the First Twenty-Five Years, 1889. pp. 58-59.

<sup>40</sup> Wilkinson, op. cit., p. 119.

<sup>41</sup> Minutes, Library Committee, April 12, 1893.

<sup>42</sup> Eighth Biennial Report of the Board of Regents and Faculty of the State Normal School of Kansas, Emporia, Kansas, 1891-92, p. 4.

1,000 works was stored in a building in the city until assigned to room 57, a recitation room adjoining the library suite on the west.<sup>43</sup>

In addition to the Plumb Library, room 57 contained the current periodicals and newspapers received by the school. A photograph of the library suite shows the principal pictures in the room to be a view of Emporia in 1859, a portrait of Senator Plumb--the gift of Mrs. Plumb-- and the diploma issued to Miss Spencer, one of the original eighteen students entering the school at its organization in 1865. The Regents decided to keep the Plumb Library intact and to add to it books along legislative, statistical and historical lines.<sup>44</sup>

The circulation library proper was located in room 58. The walls were lined with shelves for books and the lean desk was located in this room. Among the room's principle decorations may be mentioned a life sized portrait of President Albert Taylor, painted by Professor W. A. Griffith and presented by the class of 1898.<sup>45</sup> This portrait may now be seen hanging in the entrance to Albert Taylor Hall. From the walls also hung a portrait of State Superintendent Goodnow, also from the brush of Professor Griffith. The latter pretrait was presented to the library shortly after the death of this Kansas educator.<sup>46</sup> The attractiveness of the room was further enhanced by a portrait of Tennyson and two bits of

<sup>43</sup> Ibid., p. 16.

<sup>44</sup> Ibid., p. 4.

<sup>45</sup> Albert Reynolds Taylor, Autobiography of Albert Reynolds Taylor, 1929. p. 90.

<sup>46</sup> Ninth Biennial Report of the Board of Regents and Faculty of the State Normal School of Kansas, Emporia, Kansas, 1893-94. p. 26.

statuary--"Venus and the Apple," the gift of Mrs. S. E. Warren, and the "Winged Victory."

Room 59 was purely a reference library. It contained the catalog case and a great variety of lexicons, gazetteers, cyclopedias, dictionaries, special reports and other works of reference value. On its walls hung portraits of Shakespeare, President R. B. Welch, and Principal Lyman B. Kellogg. The latter portrait was the work of Professor Griffith and was presented by the class of 1892. A view of the Bay of Naples was located in the northeast corner of the room, and a graphic table giving statistics of Kansas schools in 1893 hung from the walls.

Room 60 was called the Pedagogical Room and it contained a large proportion of the professional works owned by the school.

#### A Library Building Becomes A Necessity

As early as 1896 the Library Committee, under the chairmanship of Joseph M. Hill, anticipated the coming problem of providing additional room to accommodate the increasing library resources and an enlarged enrollment. In their report to President Taylor for that year they urged him to see that the matter would be cared for.<sup>47</sup>

In his report to the Board of Regents for 1900 President Taylor in discussing the need for a library building wrote:<sup>48</sup>

Above all, its the Normal School's library should be its crowning excellence. Nothing else aside from its faculty, exerts so profound an influence upon the growth and life of the coming teacher. The success of every department is dependent upon the range and

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<sup>47</sup> Tenth Biennial Report of the Board of Regents and Faculty of The State Normal School of Kansas, Emporia, Kansas. 1895-96, p. 25.

<sup>48</sup> Twelfth Biennial Report of the Board of Regents and Faculty of The State Normal School of Kansas, Emporia, Kansas, 1899-1900, p. 16.

quality of the books provided. In these days the standing of a school or college depends largely upon its library..... The time has come when we should house our present valuable library in a fire proof building and provide the additional room demanded for the other books so urgently needed, and for the accommodations of the students who may be using them. Nearly a thousand students should be spending at least one or two hours per day among the books and periodicals.

President Taylor recommended that at least \$75,000.00 should be appropriated for the erection and proper equipment of the library needed on the campus.

The Regents in pointing out the case to Governor Stanley wrote:<sup>49</sup>

The present library of nearly 15,000 volumes has grown up in response to the ever widening demands of the school. The books have been carefully selected by a special committee through a score of years, and on this account represent thrice over their mere value on the market. They have been catalogued at much expense and labor, and their value increased as much more in that way; hence the importance of housing them in a fire proof building at the earliest possible moment.

The Board of Regents had examined a variety of plans of libraries erected in different parts of the country, and had secured a sufficient number of estimates to assure them that at least \$75,000.00 would be required to erect a suitable building. They expressed the belief that the State could afford to provide a library building here that would serve as a "model in architecture, equipment and convenience for the library buildings that in the near future are to rise in many parts of this progressive state."<sup>50</sup>

Early in 1901 the Legislature appropriated the sum of \$60,000.00 for the erection of a new library building on the campus of the State Normal

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<sup>49</sup> Ibid., p. 5.

<sup>50</sup> Loc. cit.

School.<sup>51</sup> The Library Committee found it necessary to revise its plans due to a reduced appropriation.

At a meeting on June fifth which lasted into the morning hours, the Board of Regents conferred with architects who had been invited to give their views concerning the new library building, and the firm of Messrs. Mauran, Russell and Garden of St. Louis, Missouri, was selected to prepare the plans. The Board of Regents also appointed President Wilkinson, Professor Hill, who was also the chairman of the Library Committee, and Regent J. H. Glatfelter as a committee to accompany the architect and inspect a few of the latest and best library buildings in the Middle West, for the purpose of securing the most commodious and serviceable building possible.<sup>52</sup>

#### The Kellogg Library Building

The building plans, according to an address by President Wilkinson at the formal breaking of the sod for the building on the afternoon of April 11, 1902,<sup>53</sup> called for:<sup>54</sup>

A front twenty-five feet from the present side walk, and its east line will run twenty feet west of the west side of the main building. Its dimensions will be ninety feet front east and west and eighty feet in depth, and the height above the ground will be about thirty five feet. The principal material will be red brick, the foundation will be cottonwood stone, and the trimmings will be terra cotta of about the same color as the stone.

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<sup>51</sup> Catalogue, Thirty-Seventh Annual Catalogue of the Officers and Students of The State Normal School, Emporia, Kansas, 1901, p. 21.

<sup>52</sup> State Normal Monthly, March, 1901.

<sup>53</sup> Kansas State Normal School, Program, (Beginning of Work on New Library Building of the Kansas State Normal School) Emporia, Kansas, Friday, April 11, 1902, 1 page.

<sup>54</sup> State Normal Monthly, April 15, 1902. J. N. Wilkinson quoted.

The formal address on the program for excavation was delivered by E. W. Hoch of Marion<sup>55</sup> and 2,000 people were in attendance.

The building was ready for occupancy in April of 1903.<sup>56</sup> The building was formally dedicated by Frederick Grunden of the St. Louis Public Library who delivered the address in Albert Taylor Hall before a session of the Kansas State Library Association which was then convening in Emporia.<sup>57</sup> \* The visiting librarians spent hours studying the building and the organization of the library's resources.

The building was regarded as one of the finest in the State<sup>58</sup> and consisted of two floors and a basement. The main reading room was located on the second floor and was reached by a main stairway which rose from the entrance through the floor of the reading room above it. Facilities were provided on this floor for 136 readers, which adequately cared for a student body of 250.<sup>59</sup> The loan desk and reserve stacks were located on the second floor near the head of the stairway, with the card catalog opposite. Open shelves were arranged around the entire reading room, and with a two-story stack back of the loan desk, the theoretical book capacity was brought to 35,000 volumes. This nicely accommodated the 16,000 books which the library then possessed. The children's department was assigned the room to

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<sup>55</sup> Minutes, Faculty Meeting, April 8, 1902.

<sup>56</sup> Minutes, Library Committee, December 2, 1902.

<sup>57</sup> State Normal Bulletin, November 12, 1903.

\* Statement not verified.

<sup>58</sup> Kansas City Star, December 20, 1903.

<sup>59</sup> Thirty-third Biennial Report, Kansas State Teachers College of Emporia, 1929-1930. pp. 43-44.



the left of the loan desk while "the series of rooms at the right of the desk were used as offices for the librarian and cataloguer."<sup>60</sup>

The first floor contained a lecture room, five seminar rooms, a wash room, toilets, lobbies and entrance halls.<sup>61</sup> The use of the seminar rooms was originally assigned as follows: northeast, library science; middle east, pedagogy; southeast, cataloging; northwest, history; middle west, English and southwest, science. Back of the staircase was the document room and below it the basement, which was used as a shipping room and later as a repair room. The library was not completely departmentalized until after 1912.

The exterior was made most attractive by the use of terra cotta trimmings to supplement the brick walls. A frieze at the outer top bore the names of classical Greek, Latin, Italian and English authors and English scientists, and above the front entrance was a terra cotta replica of the seal of the State of Kansas. The Normal classes were generous in their gifts to the new building. The class of 1902 presented the library with a decorative window bearing the class motto and pin; the class of 1903 installed two electroliers at the front entrance; and the class of 1904 presented a grandfathers clock which was placed over the loan desk. The pictures which hung from the walls of the former library suite were moved to the new building.

In 1904 rooms on the first floor were reserved for debaters and for

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<sup>60</sup> Maude E. Shore. (Circulation Department Librarian) Quoted, Emporia, Kansas. March 2, 1935.

<sup>61</sup> Minutes, Library Committee, July 30, 1903.

the Normal yearbook staff.<sup>62</sup> In 1912 the childrens department was moved from the upper floor to the first floor and a reference department was organized and located in the rooms vacated. In 1919 the lecture room was made into a pleasant reading room for children. A new floor was laid, shelves installed and tables, chairs and cabinets furnished.

"In 1920 the offices of the librarian and cataloguer were moved from the second floor to the west seminar rooms on the first floor. The rooms made vacant were assigned to the modern language department and were also used for the filing of current newspapers, after having been enlarged by the removal of partitions."<sup>63</sup>

Quarters for a high school library were "established on the fourth floor of Plumb Memorial Hall in 1923 and were completely furnished and equipped as a demonstration of the possibilities of a model high school library."<sup>64</sup> In 1929 this branch library was moved to the second floor of the Roosevelt Junior-Senior High School building, and was later moved to the first floor.

In 1928-29 many alterations planned for the betterment of library service was completed. The catalog department was moved to the southwest room on the first floor. The room vacated was used as an office for the faculty of the library school. Speaking tubes were installed throughout the department offices to facilitate speed and ease in communication and in service.\* Between 1927-29 over 1,800 feet of shelving was installed

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<sup>62</sup> Minutes, Library Committee, March 8, 1904.

<sup>63</sup> Maude E. Shere, (Circulation Department Librarian) Quoted, Emporia, Kansas. March 2, 1935.

<sup>64</sup> Elsie Howard Pine, (Assistant Professor of Library Science) Quoted, Emporia, Kansas. February 23, 1935.

\* These were later replaced by an inside telephone system.

in the library building to relieve crowded shelves.

#### Need For New Library Quarters

The Kellogg Library building met the needs of a student body of 250 when it was erected in 1901 but by 1928 the enrollment had increased over 500 per cent over that of 1901,<sup>65</sup> and by this time, due to the critically crowded condition, neither the student body, the faculty, nor the research workers in the newly organized graduate school, could be properly accommodated.\*

Fully appreciating the critical need for more adequate quarters, President Butcher in 1929<sup>66</sup> asked for an appropriation of \$150,000.00 from the State Legislature for the purpose of erecting an adequate library. The request for a new building was again addressed the Board of Regents in 1930.<sup>67</sup>

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<sup>65</sup> Thirty-Fifth Biennial Report, Kansas State Teachers College of Emporia, 1933-34. p. 19.

<sup>66</sup> Personal Correspondence, letter from Thomas W. Butcher, March 23, 1935.

<sup>67</sup> Thirty-Third Biennial Report, Kansas State Teachers College of Emporia, 1929-30. pp. 43-44.

\* See Chapter 7 for a full treatment of the subject.

## CHAPTER II

### RESOURCES AND FUNDS

#### The First Books

Although the Kansas State Normal School was wholly lacking in text books on its opening day, February 15, 1865,<sup>1</sup> two books were in the class room, then located in the upper story of the Emporia Public Schools. These two books, which comprised the nucleus of what was later to be the library, were a Webster's dictionary and a Bible.\* From the latter Principal Kellogg read the "Parable of the Sower" as a scriptural lesson on the opening day of school.<sup>2</sup>

The lack of a working reference library was critically felt by Mr. Kellogg and the student body. In a report to the Board of Directors in 1865 he wrote as follows:<sup>3</sup>

At the opening and during the school year the school suffered great inconvenience from a want of suitable text and reference books, maps and apparatus. The thorough manner in which elementary studies are pursued by students, amounting in many cases to nearly an original investigation, renders the aid to be derived from such facilities imperative--more in normal schools perhaps than in most others.

From the original legislative appropriation of \$1,000.00, on which amount the school was established, Mr. Kellogg insisted that the class room should be so equipped that it would attain its highest efficiency.

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<sup>1</sup> Official Reports of the State Normal School for the Academic Year Ending December 1, 1870. Emporia, Kansas. pp. 18-20.

<sup>2</sup> Ibid.

<sup>3</sup> Report of the Principal of the Kansas State Normal School to the Board of Directors for the Year Ending 1865. Emporia, Kansas. p. 5.

\* One of the present prized possessions of the institution.

To this end it was decided that there should be abundant blackboard surface and that there should be no want of dictionaries and that outline maps of physical and political geography should be made available to the students. Four Webster's unabridged dictionaries and one Worcester's dictionary were obtained along with two sets of Cleveland's Compendium of English and American literature, Gould Brown's Grammar of English Grammars, and some minor works of reference.<sup>4</sup>

The first non-reference books that might be called a foundation for the library consisted of a series of the poetical works of our leading American authors. These books which were purchased by the student body from the proceeds of an entertainment and donated to the school, were described by a member of the first class as being "bound in blue and gold as was the style in those days."<sup>5</sup> Covers were made for the protection of the books. The social life in the frontier village of Emporia was limited, and the making of these protective covers furnished "one of the few gala evenings and all wanted a share in that social event."<sup>6</sup>

#### Original Donations

During the first year of the school's existence it received generous donations from eastern publishers. A request from Principal Kellogg, stating his preference and the number of copies required, in most instances sufficed to induce the publishers to favor the school with the texts required.<sup>7</sup> In March 1865, Sargent, Wilson and Hinkle, publishers in Cincinnati,

<sup>4</sup> Official Reports, State Normal School, Emporia, Kansas, 1870. pp.18-20.

<sup>5</sup> Personal Correspondence, letter from Martha Spencer Hollingsworth, (Class of 1865). July 13, 1931.

<sup>6</sup> Ibid.

<sup>7</sup> Report of the Principal, 1865, op.cit., pp. 4-11.

Ohio, donated to the school textbooks to the value of \$200.00. These books were listed by Mr. Kellogg as follows:

Ray's Higher Arithmetic,	75 copies
Ray's Higher Algebra,	50 "
Ray's Geometry,	50 "
Pinneo's Grammar,	75 "
Pinneo's Teacher,	40 "
McGuffey's Fifth Reader	75 "
White's Class Book of Geography,	35 "

In his first report Principal Kellogg also acknowledged the following valued donations by publishers of text books:

Brewer and Tileston, Boston	
Hillard's Reader,	75 copies
Fate's Philosophy,	20 "
Weber's Outline of History	30 "
Smith's History of Greece,	6 "
Harper and Brothers, New York	
Willson's Reader,	75 copies
Sherwood and Company, Chicago	
Speller and Pronouncer,	75 copies
Writing Speller,	75 "

The classes in the subjects in which donations were made found that the books supplied gratis were sufficient for their use. These books were

mostly those recommended to the schools of the State at that time by the State Superintendent of Public Instruction. Inasmuch as the Board of Directors had voted to adopt the textbooks selected by the State Superintendent, and to furnish texts to the student body, the donations were especially valuable.<sup>8</sup> Principal Kellogg acknowledged in his first report the receipt of valuable public documents through the courtesy of senators and representatives in Congress. Although the student body was encouraged to use the supplementary materials, and did so to good advantage, the

<sup>8</sup> J. N. Wilkinson, A History of the State Normal School of Kansas for the First Twenty-Five Years, 1889. p. 16.

limited collection of books was not regarded as a library in the true sense of the word, and the services of a librarian were not necessitated.<sup>9</sup>

Resources Increased By Legislative Appropriations

Although in 1866 the resources were increased as the result of an appropriation by the Legislature they were still entirely inadequate to meet the needs of an enlarged student body. In 1867 when the school set out upon its first full year's work in its own building, the reference tools of the library consisted of but six Webster's dictionaries, five Lippincott's gazetteers, and a few numbers of Lippincott's magazines.<sup>10</sup> Later legislative appropriations served to increase the size of the library until in 1870 the value of the library resources available to the 243 students then enrolled was estimated at \$2,000.00. At that time Principal Kellogg called attention to the considerable addition which had been made to the textbook collection.<sup>11</sup> During the school year ending in June, 1873, in addition to the books that were purchased from State funds, donations were acknowledged from Fox and Hadley of Emporia, Barnes and Burr of New York, and Senators Caldwell and Smallwood.<sup>12</sup>

Inasmuch as many of the early records of the institution were destroyed by fire on October 26, 1878, and because the remaining records frequently show the names only of parties to whom accounts were paid, it

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<sup>9</sup> Personal Correspondence, letter from Elmira Spencer Brown, (Class of 1865), February 26, 1935.

<sup>10</sup> Wilkinson, op. cit., p. 20.

<sup>11</sup> Mary Alice Whitney, Ibid., p. 58.

<sup>12</sup> Loc. cit.

has been impossible to classify accurately the early expenditures. Complete records covering the expenditures made from 1874 to 1880 are not available. For the period 1877-79 the Legislature refused to appropriate funds for library purposes, or even for the salaries of instructors.<sup>13</sup>

The Book Collection Lost By Fire.

The entire library was destroyed by fire on the morning of October 26, 1878, when the building in which it was housed burned. Spontaneous combustion of coal which had been stored in the basement was given as the cause of the fire. Nothing was saved of the Normal property, and all records of the school which were in the building at the time were lost.<sup>14</sup>

The Library Reestablished.

Following the fire, the library had its origin in a collection of 200 books of a miscellaneous character, which had been donated by various publishing houses at the solicitation of Dr. Pomeroy. Although the books were quite unsuited to the needs of the school the students made considerable use of them, according to President Welch.<sup>15</sup> Through the courtesy of Kansas publishers about sixty weekly papers and two dailies were received by the library in 1879. In his report to the Board of Regents for 1880, President Welch emphasized the need of a reference library for each department. He wrote in part:<sup>16</sup>

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<sup>13</sup> Wilkinson, op. cit., p. 27.

<sup>14</sup> Report of the State Normal School at Emporia, Kansas, 1880.

p. 7.

<sup>15</sup> Loc. cit.

<sup>16</sup> Ibid., p. 11.



The great need of the school is a reference library.....The Department of Mathematics has no reference books, except those supplied by the faculty and the salaries of the professors will hardly warrant such liberality. The Department of English, through the generosity of the Athenaeum (an Emporia Library Association) has access to a few books of a literary character, but these are entirely inadequate to the needs of the students. There is now awakened quite a spirit of inquiry among students who never had the advantages of any library, and had we the fuel to supply the flame, no doubt many lights would be the result. The Department of Didactics has no reference books, except those furnished by the Chair, and certainly this is a need which should at once be applied.

#### The Resources Enlarged And Systematized.

When Professor Holmes E. Sadler took charge of the library in September, 1880 he found 170 books in the storeroom, most of which were donations made since the fire. This collection was soon augmented by the securing of title to some 786 volumes from the Athenaeum Library Association of the city of Emporia. The list included 461 books belonging to the old Emporia Library Association and held by the Athenaeum. The transfer was made "by and with the consent of the life members of the library association, who accepted free tickets in return." The corporation itself, according to Mr. Sadler, forfeited its charter by failure to meet and transact business as required by law.<sup>17</sup>

Between 1880 and 1882 the resources of the library were classified and catalogued under the direction of Mr. Sadler, whose account of the work follows:<sup>18</sup>

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<sup>17</sup> H. E. Sadler, Third Biennial Report of the Regents and Faculty of the Kansas State Normal School, Emporia, Kansas, 1881-82. p. 10.

<sup>18</sup> Ibid., p. 11.

Finding the library possessed of so considerable an amount of miscellaneous and indifferent literature, the problem of making its stores accessible and serviceable to its untrained and inexperienced readers became at once most important and perplexing. After mature study and consultation, I determined upon a catalogue founded in the main upon the decimal or Amherst system; and that work undertaken and sustained by your (the Regents) approval, has been carried to a successful conclusion at a cost of time and patience which only those know who have experienced it. The complete catalogue consists of, first, three copies of Dewey's Subject Index (printed), second, an accessions catalogue or manuscript list of books, in the order of their receipt, giving a complete description and library history of each volume, the author, title, size, imprint, binding, source, cost, date of receipt, condition and disposition made of it; third, a card catalogue of each work, arranged alphabetically by subjects; fourth, the same arranged by title; fifth, the same arranged by authors.

In his report to the Regents bearing the date November 1, 1882, Mr. Sadler gave a summary of the growth of the library during his two year tenure. It follows in part:<sup>19</sup>

Volumes in library, September 1, 1880-----	170
Added since, from incidental fund-----	312
Added since by donation-----	317

799

Added since from Emporia Library Assn.-----	461
Added since from Athenaeum Library Assn.---	324

785

1,584

During the school year 1880-81, 315 books were added to the library according to the accession record; 180 books were added during 1881-82 and ninety books were accessioned during 1882-83. The library at this time contained 1,800 books to which the 452 students<sup>20</sup> had free access under

<sup>19</sup> Ibid.

<sup>20</sup> Sixth Biennial Report of the Regents and Faculty of the Kansas State Normal School, Emporia, Kansas, 1887-1888, p. 9.

such restrictions as insured their proper care. Many of the newspapers published in the State were placed on the tables of the reading room and in addition the library was well supplied with a large number of art, literary, scientific and educational magazines.

In his report for 1882, President Welch remarked that although the school had the additional volumes acquired through the Athenaeum Library Association of Emporia, and although it had added some valuable reference books, "the supply as yet hardly begins to meet the demands of our work."<sup>21</sup>

In 1883-84, 270 books were accessioned, according to accession records. On February 12, 1884, on demand made for them by the old stockholders, the Regents ordered that the books that had been acquired from the Athenaeum Library Association in August, 1880, be turned over to the new city library association. According to Mr. Sadler, 1200 books now comprised the library's resources.<sup>22</sup> This collection served a student body of 534 at this time.<sup>23</sup>

After the removal of the books which had formerly been the property of the Emporia Athenaeum Library Association, President Taylor complained that the "library is inadequate to the demands of the school." "It will take a liberal appropriation," he wrote the Regents, "to give us even a fair line of the poets, of fiction, of biography, of books on philosophy,

<sup>21</sup> Third Biennial Report, 1881-82. op. cit., p. 6.

<sup>22</sup> H. E. Sadler, Fourth Biennial Report of the Regents and Faculty of the Kansas State Normal School, Emporia, Kansas, 1883-84. p. 9.

<sup>23</sup> Sixth Biennial Report, 1887-88, op. cit., p. 9.

general literature, art etc." He wrote of the reference resources as follows: "Although an appropriation of \$500.00 has supplied the reference library with many valuable helps in all departments of our work, we are still needing more exhaustive reference books on language, science, art, pedagogics. Two or three encyclopedias are absolutely essential."<sup>24</sup>

In his report, President Taylor acknowledged valuable donations from Hon. P. B. Plumb, Hon. John D. Eaton, Hon. W. S. Jay, jr., Judge T. M. Fry, Mrs. W. O. Ferguson, and others.<sup>25</sup> In an address before the Kansas State Historical Society on January 17, 1899, President Taylor in reviewing the school stated that "in 1884 there were scarcely one thousand books in the library."<sup>26</sup>

The library accession record for the school year 1885-86 shows the addition of 630 volumes to the library, purchased from a legislative appropriation of \$250.00.<sup>27</sup> In 1886-87 the accessioning of 1,395 new books brought the total up to nearly 2,000 volumes. The enrollment figure at this time was 746.<sup>28</sup>

Due to annual appropriations after 1886 the library was fast becoming a most valuable factor in the school.<sup>29</sup> The library was described by

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<sup>24</sup> Fourth Biennial Report, 1883-84, op. cit., p. 9.

<sup>25</sup> Ibid.

<sup>26</sup> Albert Taylor, Twelfth Biennial Report to the Board of Regents of the Kansas State Normal School Located at Emporia, Kansas, 1899-1900, p. 32.

<sup>27</sup> Accession Records, Kellogg Library, 1885-86.

<sup>28</sup> Sixth Biennial Report, 1887-88, op. cit., p. 9.

<sup>29</sup> State Normal Monthly, July, 1896.

the catalogue of that year as "embracing a fine line of cyclopaedias, lexicons, gazetteers, and educational reports; works on the theory, the art, and the history of education; and standard works on history, literature, science, philosophy, etc."<sup>30</sup>

During 1887-1888, 505 books were accessioned, as indicated by the accession record. This brought the number of library books to nearly 4,000.<sup>31</sup> At the time, 875 students were enrolled.<sup>32</sup> During 1888-89 book acquisitions numbered 585 volumes, and during the school year 1889-90 additions to the book collection totalled 775. By 1889 the library had so expanded that it became necessary to move its collection of nearly 6,000 volumes into three beautiful and commodious rooms in the west wing of the new building. The library alone had received in the previous seven years appropriations from the Legislature amounting to \$3,500.00. In an address of July 1889, delivered before a mass meeting to which regents, faculty, alumni, students and friends of the school spent "three hours in speeches, songs, and friendly greetings," President Taylor in reviewing the seven years of his administration declared:<sup>33</sup>

I think I represent the spirit of our entire faculty when I say that we hope to emphasize the place and function of the library in liberal education and to afford enlarged facilities for original investigation and for the study of the literature of pedagogy.

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<sup>30</sup> Catalogue, Twentieth Annual Catalogue of the Officers and Students of the State Normal School, Emporia, Kansas, 1886-7, p. 37.

<sup>31</sup> Catalogue, Annual Catalogue of the Officers and Students of the State Normal School, Emporia, Kansas, Twenty-Fourth Year, 1887-88, pp. 36-7.

<sup>32</sup> Normal Quarterly, July, 1889, p. 11. (President Taylor quoted.)

<sup>33</sup> Ibid., p. 16.

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In this year President Taylor, in an article advertising the school wrote that in "laboratories, libraries, and facilities of all kinds in the various departments it ranks among the very best schools of its kind in the country."<sup>34</sup>

By this time seventy-two publishers of daily, weekly and monthly newspapers had placed the name of the State Normal School on their mailing lists, and in addition the library had subscribed to thirty-three national periodicals and professional journals. The library resources, its quarters and equipment were valued at \$5,000.00 on March 23, 1889.<sup>35</sup>

#### Analysis Of The Holdings Of 1890.

The library committee in analyzing the condition and needs of the library in 1890 reported:<sup>36</sup>

The number of volumes now recorded as belonging to the library, according to the accession register, is 5,992; of these 1,335 have been added during the last biennium. The latter number involves, of course, school reports, public documents, and other donated volumes, but represents, in the main, the results of a careful expenditure of the annual library appropriation of \$500.00, after deducting a small sum for incidental library expenses and about \$100.00, necessary for maintaining our periodical list. From the foundation of the library, the greatest care has been exercised in the selection of books; and there are very few books upon its shelves that have not a permanent value. The library as a whole, therefore, is found admirably adapted to working uses; but when it is remembered that to meet adequately the needs of an institution such as ours, the library must contain certain representative books in every department of literature and should afford facilities for scholarly research in a great number of special subjects, the

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<sup>34</sup> Loc. cit.

<sup>35</sup> M. A. Bailey, A History of the State Normal School of Kansas for the First Twenty-Five Years, 1889, p. 142.

<sup>36</sup> Seventh Biennial Report of the Board of Regents and Faculty of the State Normal School, Emporia, Kansas, 1889-90, pp. 25.

most casual analysis of its contents will reveal the fact that, in comparison with the growing demands upon us, our equipment is pitifully meager in many needed lines of work.

Though the library was fairly well supplied with books of general reference, to accommodate nearly a thousand students in daily search of information, there was an immediate need for standard works of recent publication. There was needed a large increase in the books on philosophy, ethics, logic and psychology--subjects intimately related to the teacher's work. The library contained about 150 volumes in these fields, many of them purely elementary texts. The library contained very few books on theology, most of which were donations of friends. While the special demands of the school did not require that theology be extensively represented in the book collection, there was need for at least a few of the standard works on the history of religion.<sup>37</sup>

The important departments of sociology particularly needed to be reinforced. Excluding public documents and reports, the library possessed less than 200 books on this subject. There was almost nothing represented in the field of general sociology; while the fields of political economy and civil government, save for the presence of a few text books were untouched; and the bibliography of education would suggest many titles that it seemed almost imperative a normal school library should have. The library contained a few excellent works in philology, but seriously needed many more.

Perhaps no volumes in the library in 1890 were more valuable than the very judiciously selected books for reference in the various branches

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<sup>37</sup> Ibid., p. 26.

of the sciences. The library possessed from 500 to 600 volumes; but due to the vastness of the field, there was a need for recent texts on subject matter yet untouched. Very few purchases had been made in the fields of useful and fine arts.

In the fields of literature and history, the library resources were more nearly adequate, yet the need even here was apparent. The library possessed 250 volumes of standard fiction, 150 volumes of poetry, and as many volumes of essays and general literature. The library was poorly supplied with masterpieces in translations.

In regard to history, geography and travel, popular biography, and brief histories for general reading, the book collection was fairly adequate, but large additions were needed in standard works of reference in geography, biography and general history.<sup>38</sup>

In 1890 President Taylor, in urging the Regents to provide for an enlarged appropriation in order to expand the resources of the library, wrote:<sup>39</sup>

The kind of work which an institution may do is always fixed in large measure by the character and size of its library. Independent, self-reliant students of philosophy, of history, of social science, of literature, of any department of learning, are assured only by a generous acquaintance with books. The necessity for consulting many authorities in every line of investigation is so generally conceded that I am sure that no one will seriously question the need of the appropriations being asked for additions for our library. While the greatest care is taken each year in the selection of books, and while our library is a valuable one for its size, it is not at all commensurate with our needs. The faculty unanimously and heartily join in urging that the appropriations for this purpose should not be one cent less than \$3,000.00 for each of the two next years.

<sup>38</sup> Ibid., p. 27.

<sup>39</sup> Ibid., p. 12.



The Board of Regents recognized the wisdom of the President's request and recommended this enlarged appropriation in their report to Governor Humphrey. The library resources were augmented in 1890-91 by an addition of 759 books, and 356 additions were made during 1891-92. The library committee complained of the "meager appropriation of \$156.71<sup>40</sup> for library purposes for each of the past two years" which left "but a small margin for the purchase of books, after meeting required incidental expenses and providing the necessary list of current periodicals for the reading room."<sup>41</sup> This small appropriation was due largely to an error which crept into the bill as agreed upon in the conference committee of the previous legislature. It deprived the library of \$500.00 and crippled its service.<sup>42</sup>

In its report the library committee informed President Taylor that "there is no department but is now in absolute and immediate need of large additions to the list of books covering both general and special lines of investigation. This is especially true of the books pertaining to the science and art of teaching, psychology, English and general literature, history, physical science, and social and political science." The committee urged that at least \$5,000.00 should be appropriated for the following two-year period.<sup>43</sup>

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<sup>40</sup> Eighth Biennial Report of the Board of Regents and Faculty of the State Normal School, Emporia, Kansas, 1891-92, p. 5.

<sup>41</sup> Ibid., p. 33.

<sup>42</sup> Ibid., p. 17.

<sup>43</sup> Ibid., p. 34.

### The Plumb Collection.

In 1892 the Plumb Library of Public Documents, which included 1,172<sup>44</sup> volumes of choice documents, was presented to the school by the family of Senator Preston B. Plumb, in accordance with his expressed wish.<sup>45</sup> This library represented the careful selection of public documents acquired by Senator Plumb during his public life, and with few exceptions the volumes were bound in sheep. In a set of resolutions accepting the gift from the Plumb family, the Board of Regents expressed their intention of setting the books apart to be kept intact and to be known as the "Plumb Collection."<sup>46</sup> It was the hope of the librarian to add works on civics and correlated subjects in order to make the Plumb Collection a complete reference library on American history and national legislation. Due to crowded library quarters, the collection was not made accessible at once but was stored in a rented building in Emporia.<sup>47</sup> The collection was later moved to room 57 adjoining the library. This room, used as a recitation room in the morning, accommodated the overflow from the library in the afternoon.

### A Full Time Librarian A Necessity.

In 1891-92 the library committee was able to report the resources

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<sup>44</sup> Nineth Biennial Report of the Board of Regents and Faculty of the State Normal School, Emporia, Kansas, 1892-94, p.25.

<sup>45</sup> State Journal Quarterly, April, 1892.

<sup>46</sup> Ibid.

<sup>47</sup> Eighth Biennial Report, op.cit., p. 16.

of the library as being "thoroughly classified in such a way as to make them most available for reference."<sup>48</sup> There had been completed a subject and author catalog and the committee recommended the making of a catalog of subjects with cross references. The committee further declared that this work of classification, along with other routine work, had made absolutely essential the services of a librarian employed full time. The volumes in the library now numbered 7,229 as shown by the registrar of 1892. In the two previous years 1,257 books had been accessioned, but the inadequacy of the collection was keenly felt. The committee in a report to President Taylor in 1892,<sup>49</sup> declared "there is no department but is now in absolute and immediate need of large additions to the list of books covering both general and special lines of investigation." This was especially true of the books pertaining to the science and art of teaching, physical science, and social and political science.

The accession records in the library show that in the biennium 1893-94, 2,172 volumes were accessioned. This number includes 605 books donated by the government, 1,172 books donated by the family of Senator Plumb, 165 volumes representing gifts from other sources and 230 volumes purchased.<sup>50</sup>

#### Balancing The Collection.

Following repeated requests for a special appropriation to build up

<sup>48</sup> Ibid., p. 34.

<sup>49</sup> Ibid., p. 33.

<sup>50</sup> Ninth Biennial Report, 1892-94, op. cit., pp. 25-26.

the various departments of the library, the Legislature of 1895 enacted a "surprise appropriation" of \$4,500.00.<sup>51</sup> Previous appropriations had never exceeded \$500.00. This special fund was expended as judiciously as was possible among all the departments of the library, not only to give symmetry to the whole, but to lay a foundation, by a careful selection of general works, for each of the special libraries which needed to be built up in the various fields of research. During the school year 1894-95, 1,579 books were added to the collection and during 1895-96 the total was raised by 3,643 volumes.<sup>52</sup> Approximately \$4,000.00 of the appropriation was spent for books, the remaining being spent for periodicals, cataloging, equipment and incidentals.<sup>53</sup>

By 1900 the library had accumulated 15,000 volumes,<sup>54</sup> and the Regents and Governor urged that a new modern and fire proof building be erected to house the collection. Following an appropriation by the Legislature for cataloging purposes, the foundation work of cataloging the resources was laid by Miss M. E. Robbins of Lakeville, Connecticut, a graduate of the Albany Library School.<sup>55</sup> Miss Robbins continued her position from January 1899 to May of the same year. Her work was carried forward by the Misses Sisler and Meller,<sup>56</sup> under the general direction of the librarian, Miss Clarke.

<sup>51</sup> Albert Reynolds Taylor, Autobiography of Albert Reynolds Taylor, 1929, p. 90.

<sup>52</sup> Tenth Biennial Report of the Board of Regents and Officers of the State Normal School Located at Emporia, Kansas, 1895-96, p. 22.

<sup>53</sup> Financial Ledger, Kansas State Normal School, 1896, pp. 61-69.

<sup>54</sup> Twelfth Biennial Report to the Board of Regents of the Kansas State Normal School Located at Emporia, Kansas, 1899-1900, p. 5.

<sup>55</sup> Ibid., p. 22.

<sup>56</sup> Ibid., p. 23.

Deficiencies In The Library Resources Of 1900.

In its report to President Taylor for 1900, the library committee complained that the library resources "large as they are, as yet are inadequate."<sup>57</sup> The library, the committee held, should include:

1. The ordinary standard reference library books and periodicals.
2. A collection of high grade text books of special reference in all departments.

Valued Donations.

Among the valued donations made to the library at this time may be mentioned: a gift from Miss Phelps, consisting of the bound files of Harpers Weekly from 1857 to 1869 inclusive;<sup>58</sup> A. E. Lunceford's donation of a bound file of Century Magazine;<sup>59</sup> some volumes given by the Y. W. C. A. and Y. M. C. A. in 1903;<sup>60</sup> President Wilkinson's donation of 300 books;<sup>61</sup> Mrs. Preston B. Plumb's gift of 218 volumes of government and institutional reports;<sup>62</sup> the Catholic Encyclopedia, which was donated by the Leo Council of the Local Knights of Columbus in February, 1908;<sup>63</sup> and the Pearl Stuckey memorial gift of eighty volumes of books in the French, Spanish and German languages.<sup>64</sup> Other donations include: "Miss Whitney's collection which

<sup>57</sup> Ibid., p. 23.

<sup>58</sup> Minutes, Faculty Meeting, December 17, 1901.

<sup>59</sup> Minutes, Library Committee, January 6, 1903.

<sup>60</sup> Ibid.

<sup>61</sup> Ibid., January 24, 1905.

<sup>62</sup> State Normal Bulletin, October 12, 1906.

<sup>63</sup> Minutes, Library Meeting, February 18, 1908.

<sup>64</sup> Seventeenth Biennial Report of the Board of Regents and Officers of the State Normal School, Emporia, Kansas, 1909-10, pp. 50-51.

was donated in 1919;<sup>65</sup> the Culter collection of books on rural education;<sup>66</sup> various gifts by the Local Knights of Columbus and the disbanding local Quaker organization.

Growth In Resources Since 1900.

A study of the accession records of Kellogg Library\* reveals a remarkable growth since 1900, in the number of volumes added,-- as indicated by the following figures:

<u>SCHOOL YEAR</u>	<u>NUMBER OF ACCESSIONS</u>
1900-1901	413
1901-1902	538
1902-1903	1,024
1903-1904	1,583
1904-1905	1,045
1905-1906	1,523
1906-1907	895
1907-1908	974
1908-1909	1,660
1909-1910	1,987
1910-1911	1,960
1911-1912	2,371
1912-1913	2,452
1913-1914	2,479
1914-1915	2,403
1915-1916	2,793
1916-1917	1,663
1917-1918	1,976
1918-1919	1,925
1919-1920	1,483
1920-1921	3,840
1921-1922	2,611
1922-1923	2,544
1923-1924	3,446
1924-1925	2,389
1925-1926	1,691
1926-1927	1,068
1927-1928	1,586
1928-1929	2,675
1929-1930	1,700
1930-1931	2,100

<sup>65</sup> Maude Shore (Circulation Department Librarian), Quoted, Emporia, Kansas, March 2, 1935.

<sup>66</sup> Ibid.

\* 1900-1931 inclusive

On July 1, 1930 the book collection totalled 69,551 volumes.<sup>67</sup> During the past eleven years the Legislature has not made a regular appropriation for books and periodicals. The finances for library purchases comes from the Maintenance Fund, which is appropriated by the Legislature and from which the institution sets up a budget of \$6,000.00 annually for library purchases. The amount, which has been reduced during the deparression, varies from year to year.<sup>68</sup>

#### Collections Differentiated.

In 1911 the juvenile books were gathered together into a group by themselves, and the elementary school department, known also as the children's department, was opened for service.<sup>69</sup> In 1902 a definite cataloging department was established, and with the origin of the library school in the same year, a separate collection of the literature of library science was assembled.

In 1912 the principal reference books were transferred from the main reading room to a special reference room located to the left of the main loan desk. The purpose of this new arrangement was to serve more conveniently the students in their reference work, and thus increase the efficiency of the library.<sup>70</sup> Miss Grace Leaf, the first reference librarian, assumed her duties in September, 1912. In January, 1913 the mail loan service of the library was inaugurated with a view to extending the library's service

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<sup>67</sup> Accession Record, Kellogg Library, 1930.

<sup>68</sup> Personal Correspondence, letter from Thomas W. Butcher, March 23, 1930.

<sup>69</sup> Bulletin, September 24, 1929.

<sup>70</sup> State Normal Bulletin, February 6, 1912.

to readers throughout the State and the surrounding region.<sup>71</sup> "In September, 1922 the high school branch was created for the purpose of demonstrating the possibilities of a high school library."<sup>72</sup>

The Children's Department Collection.

The children's or elementary school department was opened in 1911. During the early years of the department's existence it not only loaned its books to the 300 pupils and teachers of the Training School, but also cooperated with instructors in evaluation of books and illustrative material adapted to teaching subjects in the grades, and extended aid to schools in the State in their efforts to build up and organize their libraries.<sup>73</sup>

"These types of service have been continued through later years as well."<sup>74</sup>

By 1923 the children's library included more than 3,000 selected and recommended books. These were made available by means of a card catalog located in the suite of rooms that then housed the library on the first floor. From the first, the librarians began the collection of selected mounted pictures and reproductions of the paintings of the world's most prominent artists. The collection, which by this time had become extensive, was fully classified and indexed.

At the present time the children's department of the library houses approximately 5,000 volumes of the best that has been written in the field

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<sup>71</sup> W. H. Kerr Fiftieth Anniversary Number Including a Catalogue of Certificates, Diplomas and Degrees, February, 1918, Kansas State Normal School, Emporia, Kansas. p. 47.

<sup>72</sup> Elsie Howard Pine (Assistant Professor of Library Science) Quoted, Emporia, Kansas. February 23, 1935.

<sup>73</sup> State Normal Record, School Library Number, May 15, 1914.

<sup>74</sup> Pine, op. cit.



of children's literature, over 50,000 mounted pictures, and a representative collection of selected children's periodicals. The book collection includes many finely illustrated books, "both domestic and foreign,"<sup>75</sup> that have been collected over a period of nearly thirty years.

#### The Library Science Collection.

Following the establishment of the library school in 1902, a collection of professional books, bulletins, and periodicals was assembled. These were classified and catalogued and shelved in the library science class room. Throughout the years the collection has grown until now it includes the "leading books, pamphlets and periodicals in the field."<sup>76</sup>

#### The Roosevelt High School Collection.

In September 1922, the Roosevelt High School library was opened for the purpose of making easy of access to high school students reference books and other reading matter, and to give students of the college some idea of how a high school library should be organized and operated, and what sort of a book collection it should have.

"The original collection was carefully selected and consisted of nearly 1000 volumes."<sup>77</sup> For the purpose of giving the high school students some knowledge of techniques that would enable them to use books to the best advantage in the pursuit of their studies, a course in library methods was offered. A card catalogue of the library's resources were prepared, and files of clippings and mounted pictures were developed--1928 the library

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75 Ibid.

76 Ibid.

77 Ibid.

possessed approximately 3000 volumes of representative books for readers of the high school age. In 1929 this collection was moved to the Roosevelt High School building. It embraced a representative collection of research and leisure time reading materials.

### Reference Collection

As has been noted elsewhere, the more common reference tools such as gazettiers, dictionaries, compendiums, and atlases were acquired immediately following the establishment of the institution. These basic reference tools were supplemented each year as conditions and funds warranted.

From the point of view of use, books may be divided into two groups: those which are meant to be read through for either information or recreation, and those which are intended to be consulted for some definite item of information. Books of the latter class are called "reference books," and are usually comprehensive in scope, condensed in treatment, and their contents are assembled on some special plan to facilitate the finding of particular information. Through the years the library has come into the possession of a carefully selected, representative collection of the best books of general reference.

The reference books are shelved in the office of the reference librarian and in the reading room adjacent to it. The collection comprises encyclopedias, dictionaries, atlases, year books, outlines, compends, annuals, statistical abstracts, technical handbooks, bibliographies, indices, almanacs, lexicons, concordances, the leading reference works in special subjects, and various other books and materials designed to help the reader

in his quest for information of many sorts. Extensive card records, kept in the reference department, constitute a convenient key to the contents of the collection.

#### Clippings And Pamphlets.

During the years an extensive clipping collection has been gathered, filed and made accessible, as a function of the reference department. The clippings show their source and date and are cared for in manila folders. They are classified according to subject and arranged alphabetically in vertical files.

Unbound pamphlets are filed under subject heading in pamphlet boxes shelved on the first floor of the stacks. The collection, which covers an extensive range of subjects, is highly selective and now totals many thousand. In 1914 the total number of unbound and classified pamphlets was 4,550. The collection has grown rapidly. In 1925 the number was estimated to be 18,500, while in 1927 it stood at approximately 21,500.

#### Government Publications.

Much important reference material is to be found in the reports, bulletins and other publications issued by the various national, state and municipal governments. These publications which are generally known as "government publications" or "public documents" cover topics in almost the entire field of knowledge.

In 1909 the library of the Kansas State Normal School became a depository for government publications.<sup>78</sup> A very extensive file of both

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<sup>78</sup> Seventeenth Biennial Report, 1909-10, op. cit., pp. 59-60.

state and national government publications is shelved as two special collections. The former is known as the "Kansas Collection" and the latter as the "Document Collection." Access to both of these collections is by way of the reference department.<sup>79</sup>

### Periodicals.

Many of the most valuable contributions to literature are found in current periodicals, and they are therefore a very important part of the college library resources. The first periodical to be made available to the students of the Kansas State Normal School was Lippincott's Magazine. Shortly after many other titles were added. The catalogue for 1883-84 mentions the library's possession of "a large number of first-class art, literary, scientific and educational magazines." It is recorded that \$765.00 was expended for periodicals during the school year 1889-1900. By 1904 a total of 114 monthly, bimonthly and quarterly periodicals were being received currently.<sup>80</sup> Expenditures for this purpose in 1906 totalled \$200.00,<sup>81</sup> and for the school year 1911-1912, the sum of \$360.00 for periodicals purchased appeared in the library budget. By 1920 the library was subscribing to 350 titles, and in 1927 this number rose to 375. At the present time over 400 selected and representative periodicals of educational and general interest are received currently. The bound volumes of magazines, a collection which has been accumulated during many years and

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<sup>79</sup> Kansas State Teachers College of Emporia. Kellogg Library. Circular of Information, n. d. p. 2.

<sup>80</sup> Bulletin of the State Normal School, Handbook Number, May 19, 1904.

<sup>81</sup> Minutes, Library Committee, November 20, 1906.

which represents a valued reference section have been shelved around the walls of the main reading room to make them more conveniently accessible-- as they form that part of the library's resources most commonly used by the entire student body.

#### Normaliana.

Of particular interest is the collection of books known as the "Normaliana Collection," which is shelved in the lower stacks. It comprises publications by Kansas State Teachers College, publications about the institution, theses prepared for the Graduate School, and other units of historical value.

#### Picture Collection.

Kellogg Library possesses a collection of approximately 50,000 mounted and classified pictures which have been carefully selected and classified and are filed in vertical filing cabinets. In an age stressing visual instruction pictures have become necessary materials in any school library, as their educative potentialities are very great. The collection is especially rich in reproductions of the world's greatest paintings.

## CHAPTER III

### LIBRARIANS

During the first nine years of the institution's existence, the reading resources consisted largely of text books and newspapers donated by various Kansas and Eastern publishers, and the limited resources were not regarded as a library by the students but merely as materials supplementary to their text books. Because of the meagerness of the collection, a librarian was not considered necessary.

From 1875 to 1880, student librarians working under the direction of some member of the faculty had charge of the book collection. I. T. Way of the class of 1875 is the first student librarian recorded. Mr. Way acted as librarian in 1874.<sup>1</sup> It is not until 1880, after a new library had been collected to replace the previous one destroyed by the fire of 1878, that mention is again made of a librarian. In that year efforts were made by Prof. Sadler of the Natural Science and Elocution Departments to establish and organize a library.<sup>2</sup>

Holmes M. Sadler.

Prof. Sadler's connection with the library began in its infancy, and to his wisdom and energy is due credit for the sound establishment of library service. Mr. Sadler, a student of the first order, was trained in

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<sup>1</sup> Martha P. Spencer, A History of the Kansas State Normal School for the First Twenty-Five Years, 1889, p. 59.

<sup>2</sup> Catalogue, Fourteenth Annual Catalogue of the Officers and Students of the Kansas State Normal School, Emporia, Kansas, 1880-81, p. 5.

the Brookport New York State Normal School, Phillips Academy,--and he later completed the Yale classical course, securing the A. B. degree. In 1874 he received the L. L. B. degree from Union University.<sup>3</sup> Although not a professional trained librarian, Mr. Sadler deserves special mention as having made a noteworthy contribution to the professional advancement of the library. His greatest work lay in his earnest and painstaking care not only in enlarging the book resources but in organizing them according to the Dewey decimal classification and in developing card records.

Upon assuming control of the library in September of 1880, he found 170 books in the store room. So fruitful was his work that on leaving the library on September 1, 1882, he was able to report to the Board of Regents the existence of 1,504 volumes classified and catalogued according to the Dewey decimal system.<sup>4</sup> On his resignation in 1882, Prof. Sadler was succeeded by Miss Viola V. Price, who, with two students, Miss Florence Axtell and Miss Emma K. Davis, had assisted Prof. Sadler in the organization of the library's holdings.<sup>5</sup>

#### Viola V. Price.

In 1812 Miss Viola V. Price, instructor in English grammar and rhetoric, assumed the librarianship.<sup>6</sup> She had received her training in Mt. Union College, in Ohio, from which institution she received the degree

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<sup>3</sup> Spencer, op. cit., pp. 53-54.

<sup>4</sup> Third Biennial Report, State Normal School, 1881-82. p. 11.

<sup>5</sup> Ibid.

<sup>6</sup> Spencer, op. cit., p. 53.

M. PH. The principal contribution made by Miss Price was her continuance of the program of systematization of library resources instituted by her predecessor. The library occupied one room during the greater part of Miss Price's administration and the book collection reached 1,200 volumes. Miss Price was assisted by the following students: Miss Emma K. Davis, 1882; Will Bolton, 1883; and Miss Lulu Holmes, 1884.<sup>7</sup>

During the five years following Miss Price's term of office the library was administered by student-librarians. A study of the catalogues of the period reveals that the following students served in this capacity: 1884-1886, Miss Margaret Mack; 1886-1887, Miss Mary Berkeley; 1887-1888, Mrs. Louise Fox; 1888-1889, Miss Rose Blanton.

Mary Alice Whitney.

Miss Mary Alice Whitney, assistant teacher in the grammar department of the Kansas State Normal School, was appointed librarian in 1889 and continued in that office until 1892.<sup>8</sup> Miss Whitney was educated in the institution, being a graduate of the Latin course in 1889.<sup>9</sup> Her services in the library were curtailed due to her work in the history department in which she was an instructor.<sup>10</sup>

Miss Whitney assumed the librarianship shortly after the removal of the library quarters to the suite of rooms in the new wing of the main

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<sup>7</sup> Mary Alice Whitney, A History of the Kansas State Normal School of Kansas for the First Twenty-Five Years, 1889, p. 59.

<sup>8</sup> Willis H. Kerr, Catalogue, Fiftieth Anniversary Number, Kansas State Normal School, Emporia, Kansas. February 1918, p. 46.

<sup>9</sup> Ibid., p. 128.

<sup>10</sup> Ibid., p. 46.



building in 1888. Her administration was marked by substantial additions to the book collection, and by progressive policies designed to meet the increased demands resulting from a rapidly enlarging student body and a more extensive use of the library. In 1892 she was succeeded by Miss Elva E. Clarke and thereafter she devoted her time to the work of the history department and to her subsequent duties as dean of women.<sup>11</sup>

Elva E. Clarke.

Miss Elva E. Clarke, the first full time librarian, assumed her duties in 1892.<sup>12</sup> Miss Clarke was a graduate of the institution, completing the English course with the class of 1891 and again graduating with the class of 1892,<sup>13</sup> after which she was immediately elected librarian. Miss Clarke's administration was marked by efficient and painstaking attention to duty.<sup>14</sup> During her administration the foundation of the school of library science--the first west of the Mississippi River--was laid in 1902. The establishment of the school was due in a large measure to the initiative of Miss Clarke, and she considered it her greatest contribution to the Kansas State Normal School.<sup>15</sup>

During her administration the library was moved from the suite of four rooms in the main building to Kellogg Library building. She perfected

<sup>11</sup> Ibid., p. 128.

<sup>12</sup> Personal Correspondence, Letter from Elva E. Clarke, February 19, 1935.

<sup>13</sup> Ibid.

<sup>14</sup> Tenth Biennial Report, State Normal School, 1895-96, p. 23.

<sup>15</sup> Personal Correspondence, Letter from Elva E. Clarke, February 19, 1935.

the organization of the library in its new environment, and prepared it for the larger place it was assuming in the life of the school. Her tenure was marked by a great increase in the resources of the library, amounting to approximately 1,000 volumes annually,<sup>16</sup> and a threefold increase in the library staff.<sup>17</sup> "The children's department was organized and the library was made a government depository for government publications under her direction."<sup>18</sup>

According to the catalogues of the Institution during the period, members of Miss Clarke's staff from 1892 to 1910 included: Miss Robbins, cataloguer, 1899; Miss Sisler, cataloguer, 1899-1901; Miss Stuckey, cataloguer, 1902-1906; Miss Leaf, cataloguer, 1907-1909; Miss Howell, assistant, 1909-1910; Miss Shore, assistant, 1909-1910; and Miss McCurdy, assistant, 1909-1910. Miss Clarke severed her connection with the school in 1910. She was succeeded by Miss Grace Leaf who acted librarian in 1910-1911. In the latter year Mr. Willis H. Kerr was elected Librarian.

Willis H. Kerr.

To the administrative ability and initiative of Mr. Kerr many progressive innovations and improvements in the service of the library are due. Mr. Kerr, a man of wide learning and great versatility, was a graduate of Bellevue College and he later studied at the University of Edinburgh,<sup>19</sup>

<sup>16</sup> Albert Reynolds Taylor, Autobiography of Albert Reynolds Taylor, 1929, p. 90.

<sup>17</sup> Personal Correspondence, Letter from Elva E. Clarke, February 19, 1935.

<sup>18</sup> Maude Shore, (Circulation Librarian) Quoted, Emporia, Kansas, March 2, 1935.

<sup>19</sup> Who's Who in America, Vol. 12, 1922-23, p. 1772.

Mr. Kerr instructed classes in political economy and was registrar in his alma mater and in 1904 became professor of English and the librarian in Westminster College, before he accepted the position of Librarian and Instructor in Journalism in the Kansas State Normal School in 1911.<sup>20</sup>

The philosophy underlying Mr. Kerr's progressive administration is revealed in his definition of the library's function as being "a clearing house of ideas and a center of inspiration and information to students and workers in all forms of human activities."<sup>21</sup> His greatest contribution was the "contacting of the public with the library's resources and in raising the standards of the library."<sup>22</sup> One function after another was added as library conditions in Kansas demanded until the range of service soon compared favorably with that of a state library commission.<sup>23</sup> In 1913 Mr. Kerr inaugurated the mail loan service. A mail reference service was instituted and the library assumed advisory relations with high schools of the State in the organization and systematizing of school libraries. "In 1919 he took a leading part in the organizing of high school librarians in Kansas into a professional organization. His services in the development of school libraries led him to be heralded as one of the two pioneers in the school library movement in America."<sup>24</sup>

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<sup>20</sup> Ibid.

<sup>21</sup> State Normal Bulletin, May 27, 1914.

<sup>22</sup> Elsie Howard Pine, (Assistant Professor of Library Science), Quoted, Emporia, Kansas, February 23, 1935.

<sup>23</sup> W. H. Kerr, Library Extension Activities. February, 1924, p. 1.

<sup>24</sup> Elsie Howard Pine, (Assistant Professor of Library Science), Quoted, Emporia, Kansas. February 23, 1935.

Mr. Kerr organized an informal reading club in April 1923, Kansas Friends of Reading, in the interest of wider reading by the public.<sup>25</sup> He frequently contributed professional articles to the leading educational and library periodicals of the United States and was "editor of the School Library News department of the Wilson Bulletin."<sup>26</sup> He wrote the famous "Measuring Stick for Libraries of Teachers Training Institutions," one of the first attempts to set up school library standards. Mr. Kerr "edited, published and distributed the 'Kansas Library Newsletter,' a professional publication"<sup>27</sup> designed to disseminate library news of the State. His frequent services on leading committees of the Kansas Library Association, American Library Association<sup>28</sup> and the National Educational Association were far reaching and significant.

One of Mr. Kerr's major accomplishments was the organizing of the library's resources and operations into orderly divisions, and the securing of additional staff members needed as a result. "In 1923 he established the Roosevelt Junior High School Branch of the Library."<sup>29</sup>

"Mr. Kerr sponsored the Kansas County Library Law"<sup>30</sup> which was enacted by the Kansas Legislature in 1921. From October 1, 1917 to June 1, 1918 he served, without pay, as librarian of the Camp Funston War

<sup>25</sup> W. H. Kerr, Library Extension Activities, February, 1924, p. 2.

<sup>26</sup> Pinc, op.cit.

<sup>27</sup> Harriet Bloock, (Head of the Order Department, Kellogg Library), Quoted, Emporia, Kansas, March 1, 1935.

<sup>28</sup> Oakland Tribune, Oakland, California, June 13, 1915.

<sup>29</sup> Elsie Howard Pinc, Ibid.

<sup>30</sup> State of Kansas. Revised Statutes of Kansas 1923. Article 17, Section 19--1701 to 1712.

Library, dividing his time between his Emporia duties and those of the camp. In 1918-1919 Mr. Kerr, on leave of absence, became field representative for the American Library Association War Service, Washington, D. C. and this was followed by American Library Association overseas service. Mr. Kerr was in charge of the educational department and of book selection in Paris, France.<sup>31</sup>

Members of the library staff, working under Mr. Kerr's supervision during the period 1911 to 1925, as revealed by a study of the institution's catalogues, include the following: Assistants: Miss Moss, 1913-1914; Miss Huffman, 1915-1917; Miss Parker, 1915-1919; and Miss Elcock, 1915-1925; Circulation Department: Miss Shore, 1911-1925; Miss McCurdy, 1911-1913; Miss Flower, 1913-1914; and Miss King, 1914-1919; Library School: Miss Buck, 1911-1917. From 1919 to 1925 various members of the staff instructed the classes in library science as follows: Reference Department: Miss Woodward, 1911-1912; Miss Leaf, 1912-1916; Miss Abrams, 1920; and Mrs. Luther, 1920-1925; Children's Department: Miss McCurdy, 1911-1913; Miss Flower, 1913-1914; Miss King, 1914-1917; and Miss Huffman, 1917-1925; Catalogue Department: Miss Leaf, 1916-1918; Mrs. Smith, 1918-1919; Miss Bowles, 1918; Miss Williams, 1919-1921; Miss Palmer, 1921-1923; Miss Pressey, 1923-1924; and Miss Palmer, 1924-1925; Reference Secretary: Miss Hostetter, 1920-1925; High School and Extension Librarian: Mrs. Pine, 1922-1925.

In 1925 Mr. Kerr severed his connection with the Kansas State Normal school to go to Pomona College, Claremont, California, where he had been

<sup>31</sup> Who's Who in America, Vol. 12, 1922-23, p. 1772.

elected librarian. He was succeeded by Mrs. Elsie Howard Pine as acting librarian in 1925-1926. During the following year Mr. Willis Carothers, of the Department of Education was acting librarian.

C. P. Baber.

C. P. Baber, present librarian, and director of the Library School, "entered upon his administrative duties July 1, 1927."<sup>32</sup> Mr. Baber's natural qualifications for the important work entrusted to him, his literary attainment and his exact and scholarly methods, developed through years of experience as assistant librarian and acting head librarian of the University of Oklahoma Library, has made him a valuable member of the faculty of the Kansas State Teachers College. In addition to the above mentioned experience, Mr. Baber served as an assistant on the University of Illinois Library staff. He holds the A. B. and A. M. degrees, the latter received from the University of Illinois where he completed the two-year graduate curriculum of the University Library School.<sup>33</sup>

Mr. Baber's administration has been characterized by earnest and painstaking accuracy in perfecting the organization of the various departments of the library. Between 1,800 and 2,000 feet of shelving have been added. Book collections have been rearranged with a view to improving the service to faculty and students. Methods of routine have been revised in all departments. Improved procedures in keeping of records have been developed. A closer cooperation between the library and other departments

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<sup>32</sup> C. P. Baber, (Librarian), Quoted, Emporia, Kansas. February 23, 1935.

<sup>33</sup> Ibid.

on the campus has been achieved, and a fully accredited library school, with a standard one-year curriculum, has been established.

Mr. Baber has twice served as President of the Kansas Library Association, and has held various positions in the American Library Association. His literary works have frequently appeared in the press. He is the author of a volume published by G. E. Stechert and Company of New York, entitled "Manual of Order Department Routine for the College and University Library,"<sup>34</sup> and he has contributed professional articles to educational and library periodicals of national importance.<sup>35</sup>

Members of Mr. Baber's staff during the period 1927-1930 include: Miss Maude Shore, head of the Circulation Department, 1927-1930; Miss Faye Huffman, head of the Children's Department, 1927-1930; Miss Harriett Elcock, Order Librarian, 1927-1930; Miss Caroline Newman, Extension Librarian, 1927-1930; Miss Mildred Palmer, head of the Catalog Department, 1927-1930; Miss Louise Edmondson,\* Reference Librarian, 1927-1929; Miss Ada Hodgson, Reference Librarian, 1929-1930; Mrs. Elsie Howard Pine, Assistant Professor of Library Science, 1927-1930; Miss Beatrice Holt, Assistant Professor of Library Science, 1928-1930.

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<sup>34</sup> Ibid.

<sup>35</sup> Kel-Log-Gian, (mimeographed) November 27, 1929.

\* Succeeded Miss Marjory Fullwood, 1926-1928.

## CHAPTER IV

### THE LIBRARY SCHOOL

It was in the Kansas State Teachers College (then known as the Kansas State Normal School) that the first library school west of the Mississippi River was established in 1902.<sup>1</sup> A continuous program of library science courses has since been maintained except during a period of about two or three years immediately following the World War.

#### The Origin Of The Library Science Courses.

The curriculum had its origin in a ten weeks' course in "library economy lessons" which was first offered in the spring of 1902. This course, according to President Wilkinson, proved very popular with the student body.<sup>2</sup> The President fully appreciated the value of library instruction and wrote the Regents:

The cities of the state are in great need of teachers who know how to organize and manage a library by the most approved methods..... Students learning cataloguing with us will be of great help in the cataloguing of our books.

The course was later called "library management" and the ten weeks' instruction was offered in the senior year only.<sup>3</sup> The course was described as follows:

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<sup>1</sup> Kansas State Teachers College, Emporia, Library School, Circular of Information, April, 1933, p. 3.

<sup>2</sup> Thirteenth Biennial Report of the Board of Regents and Officers of the State Normal School Located at Emporia, Kansas, 1901-02, p. 21.

<sup>3</sup> Bulletin, Curriculum Number, March 25, 1902.



The aim is to give students interested in library economy a general knowledge of the subject, so that the library will be more useful to them and they may make libraries more useful to others. Special attention is given to simple records and economical devices for a small library with limited funds. Each student does the practice work illustrating the points brought out in the lectures. When he leaves the class, he has a corrected sample of all library records, with a card catalogue of about 100 books. The following is a general outline of the work: Selection of books, accession of books; classification; shelf department; bibliography; cataloguing; reference work; loan department; rebinding; lectures on special subjects, as: library legislation, children's libraries, traveling libraries, finding lists, and library architecture.

Much research work was required in the institution's library, which at that time possessed 15,000 volumes. A research paper and an extended bibliography were required of students taking the course.<sup>4</sup>

#### The Establishment Of The Library School.

The library school was founded by Miss Gertrude Shawhan<sup>5</sup> at the instance of the Board of Regents. In a report to Governor Bailey the Regents based their decision to establish a library science department on the opinion that "the giving of instruction in library management is a proper function of the normal school, in view of the fact school libraries need expert management to make them successful."<sup>6</sup> Miss Shawhan, who not only taught classes in library science but also in history and orthography,<sup>7</sup> entered her work in the Kansas State Normal School in the fall of 1902.<sup>8</sup>

<sup>4</sup> Ibid.

<sup>5</sup> Catalogue, Annual Catalogue of the Officers and Students of the Kansas State Normal School, Emporia, Kansas. Thirty-Ninth Year, 1902-1903, p. 5.

<sup>6</sup> Fourteenth Biennial Report of the Board of Regents and Officers of the State Normal School Located at Emporia, Kansas, 1903-04, p. 131.

<sup>7</sup> Catalogue, 1902-1903, op. cit., p. 5.

<sup>8</sup> Bulletin, September 2, 1902.

She was specially qualified to lay the foundation for a library school, as she was a graduate of the Illinois University Library School, and had, after this graduation, worked in the University Library until called to a position in the Library of Congress, Washington, D. C. Before entering upon the study of library Science, Miss Shawhan had instructed classes in the University of Illinois.

#### The Curriculum Extended.

By the spring term of 1904, under the able direction of Miss Shawhan, the library science curriculum had been extended to include three distinct courses: a general library methods course, a library management course for teachers, and a summer course in library management.<sup>9</sup>

The general library methods course was designed for the purpose of teaching Normal students how to use the library of the school in connection with their regular school work. A faculty regulation required all students enrolled in the course in general history to take the methods course, and all other students were eligible. The lecture course met once a week for ten weeks and the course was repeated each term. Subjects serving as the basis for lectures included: the use of the card catalog, classification of books and their arrangement in the reading room, reference tools, periodical indices, government documents, and how to make the library best serve one's needs.

The teachers' course in library management was planned to serve a twofold purpose. The students were not only taught the principles of book

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<sup>9</sup> State Normal Bulletin, May 26, 1904. (Miss Shawhan quoted).

selection and the care of a school library, but also how to teach their pupils the use of a library. A student could qualify for enrollment by completing the first half of the third year of college, or by the payment of an irregular fee and the completion of special work in English literature that would assure some knowledge of books and writers. It was expected that all students in the course would have previously completed the general library lecture course. The teachers' course extended through ten weeks and consisted of five lectures each week. According to the instructor the course was offered each term and also during the summer session.<sup>10</sup> Lectures were given upon both general and technical topics as applied to school libraries. Practical problems were assigned, following the lectures. Some of the lecture topics in the course were: school library legislation, use and purpose of the school library, children's literature, reference books, classification, accessioning, simple cataloging, furniture and supplies, book making, book selection, ordering, and the library movement. Each student was given actual practice in the classification of books and in arranging them on the shelves, and was given the responsibility of cataloging from seventy-five to eighty books.

#### The First Summer Course For Librarians.

The summer course for librarians, which was first offered in 1904, was designed primarily to improve the standards of public library work in Kansas. The subject matter was planned to aid those already engaged in library work, but who felt the need of additional instruction in modern

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<sup>10</sup> Ibid.

library methods. All the topics in this technical library course were discussed with the public library in view. Admission to this course was granted to graduates of the Kansas State Normal School or institutions of like scope, to all holding library positions or under definite appointment to such positions, and to those who had studied or passed an examination in the following subjects: current events, constitution, American history, general history, and English literature. The methods used were the same as those in use in the teachers' course,--lectures, problems and practical work in the Normal School Library being given daily.

The work in this course duplicated that of the teachers' course with the following additions: mechanical preparation of books for the shelves, care of series, inventory, bibliography, book numbers, the shelf list, loan charging systems, statistics, rules, the decimal system of classification, the relation of the public library to the public school, and lectures by campus faculty members on the literature of their fields. The course required approximately two hours of practical work in the library, two hours in the class room, and from four to six hours in preparation, five days of the week.<sup>11</sup>

In May 1904 Miss Shawhan, who had resigned, was succeeded by Miss Gertrude Buck,<sup>12</sup> a graduate of the Illinois State Library School. Miss Buck instructed a class in Greek history in addition to her classes in library science.

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<sup>11</sup> Ibid.

<sup>12</sup> Officers and Students of the Kansas State Normal School, Emporia, Kansas. 1903-04. p. 8.

The Library School In 1906.

In her report to President Joseph H. Hill for the biennium ending 1906, Miss Buck relates interesting facts concerning the students of the library science department.<sup>13</sup>

Since the summer of 1905, 500 students have availed themselves of the opportunity offered in the various courses. Forty of these have been seniors taking the ten weeks elective in library management; nine have been librarians, prospective or in fact; nine are now at work on the 160 weeks' work which gives credit for the arts degree; two have a record of this work completed. The others have had the library lectures only, for which no credits are given, and which are intended to help the new students to understand the arrangement of the library and how to use the catalog.

By 1906 a collection of over 200 books and pamphlets treating the subject of library science had been collected, classified and catalogued, thus making them easy of access to the students of the department.<sup>14</sup> This professional library collection was shelved in the library science seminar room. In addition bulletins from twenty-five of the libraries leading in public school library work had also been cataloged.

Miss Buck's report gives an excellent summary of the work offered by the library science department.<sup>15</sup> She wrote:

The Normal School Library supplies an excellent laboratory where students of these courses may have actual practice in library methods, and forty weeks of such work, averaging an hour a day, are required of each student completing the course. The course in library management consists of note taking and indexing, relation of public libraries to public school, publishing houses and their specialities, aids in selection of books for schools,

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<sup>13</sup> Fifteenth Biennial Report of the Board of Regents and Officers of the State Normal School Located at Emporia, Kansas, 1905-06, p. 68.

<sup>14</sup> Ibid.

<sup>15</sup> Ibid.

school library law, and making lists of books for grades. Those giving credit on the arts course are typewriting, reference, children's literature, classification and book numbers, cataloguing, library history, book making, public documents for schools, library extension, organization and administration, library economy, selection and buying, accession, shelf listing, preparation for the shelves and binding and repairs.

A notable increase in the number of library science students was in evidence in 1906. In January of that year the enrollment more than doubled that of the previous fall, and classes for the summer term were filled in early February.<sup>16</sup>

#### The Curriculum In 1908.

Consistent growth in the curriculum is noted, and by 1908 the library science department was offering thirteen courses which included special courses in children's literature, story telling for children, classification, and library history. The elective lecture course on the use of books in the library no longer was limited to special students or seniors who were completing a history course, but it was recommended that the course be taken by all students as soon as possible after entrance into the institution. While the more advanced courses were planned for the purpose of making the teacher's work easier and more effective, it was felt by the administrators that any one completing the courses should be fitted for a position as assistant in a public library, or librarian of a small city or college library.<sup>17</sup>

#### The Curriculum In 1910.

By the school year 1909-10 the Kansas State Normal School was offering

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<sup>16</sup> State Normal Bulletin, February 2, 1906.

<sup>17</sup> State Normal Bulletin, December 11, 1908.

enough courses in library science to constitute a year of work.<sup>18</sup> Nowhere else in the State of Kansas was this training available at that time. The content of the fourteen courses then offered by the department was described as follows:<sup>19</sup>

Course 1 is required of all students and is intended to enable them to use the library for their ordinary wants. Course 2, embraces methods of library instruction fitted to pupils in high schools and grades and selection of books for school libraries. Course 3, regular library routine, order, accession, shelf listing, mechanical preparation for the shelves, binding. Course 4 promotes familiarity with well known reference works. Course 5, children's literature, and course 6, storytelling, are especially useful to primary teachers. Course 7 includes decimal classification of books, and the use of the Cutter alphabet order table is taught. Course 8, a study of library history, with especial attention to the library in the United States; library commissions; travelling libraries etc. Courses 9 and 10, cataloguing, are especially useful, while course 11, bookmaking, is exceedingly interesting both from a historical and practical side. Course 12 is intended to familiarize the student with publications of various government departments, and the history of government publications, etc. Course 13, bibliography, should help both in the field of specialization and general culture. Course 14 deals with the organization and administration of school libraries and small public libraries.

In her report of 1910 to President Joseph Hill, Miss Buck stated that during the two years ending June 30, 1910, 696 students had received instruction in the department of library science. This represented a biennial increase of thirty in the number of students taking required work, while the number enrolled in the elective subjects was larger by 124.<sup>20</sup>

The summer courses for librarians had been maintained since their inauguration in the summer of 1904. The curriculum for the summer session of 1912 consisted of story-telling, children's literature, bibliography,

<sup>18</sup> Souvenir, The Kansas State Normal School, 1865-1909, p. 16.

<sup>19</sup> State Normal Bulletin, December 13, 1910.

<sup>20</sup> Seventeenth Biennial Report of the Board of Regents and Officers of the State Normal School, Emporia, Kansas, 1909-10, p. 81.

and library methods.<sup>21</sup> At this time it was recorded that the instructor, Miss Buck, held the distinction of being the only instructor in a normal school in the United States who taught library science exclusively.<sup>22</sup>

Library Methods Required.

Library conferences were substituted for the course in library methods and were first required of freshmen in 1917. All freshmen or others who had not had the former course in library methods were required to enroll for a series of six Saturday conferences which were conducted in room F of the library building.<sup>23</sup> The lectures were all of a practical nature and included such topics as: "How to Use the Card Catalog," "The Use of Reference Works," "How to Use the Readers Guide and Other Indices" and "Methods of Reading for Different Kinds of Material." One of the conference periods consisted of a conducted tour through the library. Each department was visited, and an explanation was made of the kinds of material found and the system of cataloging used.

During the spring term of 1918, the freshman lecture course on the use of the library was changed to one of actual investigation of the library and its resources. The practical use of the library by students, as an aid in the pursuit of all their courses, was the chief end in view. Personal library tours for students in the course were conducted by the instructor in 1919.<sup>24</sup>

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<sup>21</sup> State Normal Record, May 1, 1912.

<sup>22</sup> State Normal Bulletin, November 24, 1915.

<sup>23</sup> Ibid., September 19, 1917. (Mr. Kerr Quoted).

<sup>24</sup> Ibid., February 11, 1919. (Miss King quoted).



The year 1918 marked the beginning of a period of about two or three years during which no professional courses in library science were offered.<sup>25</sup>

The Curriculum Continued After The World War.

The library science department offered a curriculum of four subjects on its reestablishment during the summer session of 1921.<sup>26</sup> These subjects were: children's literature, accessioning, classification and cataloging, and library management. The subjects were taught by three members of the regular library staff. With the single exception of children's literature, no college credit was given during this term toward a degree, but upon satisfactory completion of the work a certificate was issued.

The summer library courses aroused great interest and 200 students enrolled in library lectures during the fall semester, in addition to a class in children's literature and one in reference books and reference work. Whereas three classes in library lectures had sufficed for the fall term of 1920, during the corresponding semester of the following year eight classes were necessary to accommodate the enrollment in the department.<sup>27</sup>

In 1923 the curriculum was extended to include the following professional courses:<sup>28</sup> school library administration (2 hours), reference books and reference work (3 hours), cataloging (3 hours), children's liter-

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<sup>25</sup> Kansas State Teachers College, Emporia. Library School, Circular of Information, 1924. p. 3.

<sup>26</sup> Kansas State Normal School, Summer School Schedule, 1921, p. 23.

<sup>27</sup> State Normal Bulletin, September 15, 1921.

<sup>28</sup> Kansas State Teachers College, Emporia. Summer School Schedule, 1923. p. 16.

ature (3 hours), book selection and classification (3 hours), and library economy and administration (2 hours).<sup>29</sup> In 1924, by the addition of a course known as "Literature of High School Subjects,"<sup>30</sup> the number of hours offered in library science reached a total of nineteen. The subjects were offered in summer school as well as during regular sessions and instruction was given in a room equipped with individual desks and a special library science collection.

#### Elective Courses In Library Methods Offered.

As the result of formal action taken in 1928, students were thereafter given the opportunity of choosing either "Use of the Library" (consisting of eighteen lectures and offering one hour of credit) or "Library Methods" (a non-credit course comprising nine lectures). The taking of one course or the other was made compulsory for freshmen, or for students new to the institution who had not had a similar course elsewhere. Prior to the adoption of this new policy twelve lectures were required without credit. Statistics gathered after the fall enrollment of 1928 revealed that of 500 freshmen enrolled, eighty per cent elected the course "Use of the Library," and twenty per cent chose "Library Methods."

#### The Curriculum In 1927.

Immediately prior to the reorganization of the library science program in the fall of 1928, the curriculum comprised a total of twenty semester hours. The courses were designed to train freshmen to make intelligent use

<sup>29</sup> Kansas State Teachers College, Emporia. First Semester Schedule, 1923-24, p. 21.

<sup>30</sup> Kansas State Teachers College, Emporia. Summer School Schedule, 1924, p. 17.

<sup>31</sup> Bulletin, January 27, 1928.

of the resources of the library, to prepare persons to become librarians of high schools, and to furnish a fundamental preparation for library work in general. The curriculum follows:<sup>32</sup>

- Course 1. Library Methods. One hour a week for nine weeks. Summer and each semester. Primarily for the instruction of Freshmen in the use of Kellogg Library.
- Course 2. Use of the Library. 1 hr. Summer and each semester. Serves much the same purpose as course one--the much more complete, consisting of eighteen lecture periods. Lectures, problems and practice work relative to the use of books and libraries, with particular attention to Kellogg Library.
- Course 26. Library Economy and Administration. 2 hrs. Summer and first semester. Book-ordering, accession work, mechanical preparation of books, repair and binding, shelf work, lending systems, and the ideals of librarianship.
- Course 27. School Library Administration. 2 hrs. Summer and second semester. Prerequisite, course 26. Library history, county libraries, library publicity, administration of school libraries.
- Course 29. Children's Literature. 3 hrs. Summer and first semester. Prerequisite, English 2 or 5. Consideration of the principles of the methods of interesting children of grades 1 to 8 in good literature; principles of book selection; study of types of the best modern children's books by actual examination and reading.
- Course 52. Book Selection and Classification. 3 hrs. Summer and first semester. Principles of book selection as applied to school libraries. Principles of classification, with practice in the use of the Dewey decimal system.
- Course 53. Reference Books and Reference Work. 3 hrs. Summer and second semester. Prerequisite, course 52. A study of reference books and material which should be accessible in a high school library and used with skill by teachers and students. Practice work in the reference department of Kellogg Library.

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<sup>32</sup> Kansas State Teachers College, Library School, Bulletin of Information, (mimeographed) Courses in Library Science Offered in K.S.T.C. Immediately Prior to the Opening of the One-Year Curriculum in the Fall of 1928. n.d.

Course 54. Literature of High School Subjects. 3 hrs. Prerequisite, English 50. A survey of book material suitable for reading and study by junior and senior high school students, with discussion of methods for its use in the teaching of the several high school subjects. Roosevelt High School Library is used as a practical working laboratory.

Course 76. Cataloging. 3 hrs. Summer and second semester. Prerequisite, course 53. Lectures and practice work in the use of the standard cataloging rules, Library of Congress printed cards, and the making of a simple dictionary catalogue.

### The Library School Reorganized.

Plans for the complete reorganization and expansion of the library science department were made early in 1928 by Mr. C. P. Baber who "assumed the directorship in 1927,"<sup>33</sup> --the purpose being to develop the department into a library school that would fulfill the requirements for accreditation by the Board of Education for Librarianship of the American Library Association, the authorized accrediting agency for library schools in the United States and Canada.<sup>34</sup>

In September 1928 a standard one-year library science curriculum was offered to prepare persons to become librarians of elementary schools, normal schools and junior colleges. The department did not attempt to produce librarians for the large universities and public libraries. The curriculum comprised a major of thirty-three hours leading to the degree of B. S. in Education plus the Library Certificate. In addition to this major two elementary library science courses were offered to freshmen--one

<sup>33</sup> C. P. Baber. (Librarian) Quoted, Emporia, Kansas, March 2, 1935.

<sup>34</sup> Kansas State Teachers College, Emporia, Library School, Circular of Information, 1934, p. 3.

or the other of which was required of students during their first year of residence.

The purpose and program of the library school were stated as follows in a publication issued by the department:<sup>35</sup>

- (a) Looking toward accreditation by the American Library Association Board of Education for Librarianship (in the group known as "Senior Undergraduate Library Schools") a major consisting of 33 semester-hours in library science is offered, leading to the degree of B. S. in Education, plus the Library Certificate issued by the library school.
- (b) Only students who are college seniors are admitted to the library science courses.
- (c) A student will not be permitted to enroll in any of the library science courses unless he takes all of them (with the exception of Course Number 29 which may be taken by any student after his freshman year, and Courses Number 1 and 2, one or the other of which this college requires of all freshmen.)
- (d) Of the required major no less than 30 semester hours must be taken in the senior year.
- (e) The chief emphasis, in all of the library courses, is upon the preparation of persons to become librarians of elementary schools, high schools, normal schools and junior colleges.

#### The One-Year Standard Curriculum.

The one-year standard curriculum consisted of thirty-three hours in library science leading to the Library Certificate, which is granted in addition to, and simultaneous with, the degree, B. S. in Education, is described below:<sup>36</sup>

1. Library Methods. One hour a week for nine weeks. No credit. Sum. and each semester. Primarily for the instruction of freshmen in the use of the library.

<sup>35</sup> Kansas State Teachers College, Emporia, Library School, Purpose and Program of the Library School. (mimeographed), July, 1928. n.d.

<sup>36</sup> Kansas State Teachers College, Emporia, Library School, Circular of Information. n.d. pp. 9-12.

2. Use of the Library. 1 hour. Sum. and each semester. Eighteen lecture periods with accompanying problems and practice work relative to the use of books and libraries, with particular attention to the library of Kansas State Teachers College of Emporia.
4. Library Economy and Classification. 4 hours a week. No cr. Sum. Mechanical preparation of books for circulation; the purchase of equipment and supplies; charging system, order, and accession; the Dewey decimal system of classification adopted to small public and school libraries.
6. Elementary Reference. 4 hours a week. No cr. Sum. The selection and use of dictionaries, encyclopedias, handbooks, yearbooks, indexes, and collections. Books most essential as reference tools in small public and school libraries.
8. Elementary Cataloguing. 4 hours a week. No cr. Sum. Simplified methods of cataloguing books and of indexing material for small public and school libraries.
10. Elementary Book Selection. 4 hours a week. No cr. Sum. Study and evaluation of books in their relation to the various courses in the high school and to the outside activities of the high school student, and consideration of the fundamental principles of book selection for the library in the small community.
29. Children's Literature. 3 hrs. Sum. and 2nd sem. Prerequisite, English 2 or 5. Consideration of the methods of interesting children of grades 1 to 8 in good literature; principles of book selection for children; study of types of the best modern children's books by actual examination and reading; famous illustrators of children's books.
78. Book Selection. 3 hr. 1st sem. Principles of book selection as applied to school libraries. The reading and reviewing of books in various fields and comparing them with other books in the same field. Practice in the use of book-selection tools and in the preparation of book lists. Evaluation of publishers, editors, and translations.
79. Library Administration I. 3 hr. 1st sem. Librarianship as a profession, training, professional ethics, history of books and libraries, legislation, certification, standardization, extension, buildings, and quarters, equipment, organization and staff management, book ordering and trade bibliography.

80. Library Administration II. 3 hr. 2nd sem. Prerequisite, course 79. School library management, methods of instruction in the use of books and libraries, records, accessioning, mechanical preparation of books, mending, binding, printing, lending systems and interlibrary loans.
85. Reference I. 3 hr. 1st sem. Reference books and materials which should be accessible in high school, normal school, and junior college libraries, and which should be used with skill by teachers and students.
86. Reference II. 3 hr. 2nd sem. Prerequisite, course 85. Continuation of course 85, including indexing, the compiling of subject bibliographies, and the study of federal, state and municipal documents as to methods of procuring, organizing and using them as reference tools in the school library.
87. Library Work With Children. 2 hr. 1st sem. Problems of library organization and administration as applied to work with children. Plans for children's book week, book contest, and story hours.
88. Supervised Practice I. 2 hr. 1st sem. Planned to supply as much first-hand observation and library practice as possible in the library of Kansas State Teachers College of Emporia and in other libraries.
89. Supervised Practice II. 2 hr. 2nd sem. Prerequisite, course 88. Continuation of course 88, including a field project of from one to three weeks' duration.
90. Literature of High School Subjects. 3 hr. 2nd sem. Prerequisite, English 50. A survey of books and material suitable for reading and study by junior and senior high school students, with a consideration of methods for their use in the teaching of the various high school subjects. Roosevelt High School Library is used as practical working laboratory.
91. Cataloguing and Classification I. 3 hr. 1st sem. A study of the theories and principles governing the classification and cataloguing of books, together with the analyzing of the physical book. The actual classifying of books by the Dewey decimal system and the assigning of subject headings.
92. Cataloguing and Classification II. 3 hr. 2nd sem. Prerequisite, Course 91. A continuation of course 91, with an introduction to the Library of Congress scheme of classification, together with the ordering and adapting of Library of Congress cards and the actual laboratory practice of cataloguing books. Also the making of a dictionary catalogue and related records.

### The Special Summer Curriculum.

In response to a need applying to persons already engaged in library work in Kansas who had never had professional training nor the time and means to go to school for the proper academic and special preparation, the library school offered during the June-July summer session only, four non-credit courses, namely, numbers four, six, eight, and ten. These four courses together constituted a full summer school program. They were open only to persons already serving on the staffs of small public libraries, or teachers who, in addition to their teaching, had been assigned the part-time duty of administering the school library. They formed no part of the school curriculum proper.<sup>37</sup>

Since its reorganization in 1928, the library school has been conducted under the administration of Prof. C. P. Baber as Director. Instructors whose full time has been devoted to the work in library science include Mrs. Elsie Howard Pine, a graduate of the University of Wisconsin Library School, and Miss Beatrice Holt, a graduate of the University of Illinois Library School.

### Library School Projects.

"The Kel-Log-Gian, a publication of the library school, was first issued by the School Library Administration class on October 9, 1928."<sup>38</sup> The purpose of the periodical was to give current library news and develop school spirit.

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<sup>37</sup> Ibid., p. 9.

<sup>38</sup> Elsie Howard Pine, Ibid.



The September, 1929, issue of "Teaching," a professional magazine issued by the Kansas State Teachers College of Emporia, was prepared jointly by students of the School Library Administration class and members of the library and library school staffs. It was a library science number, entitled "The High School Library." It was devoted to practical and simple instructions on the organization and administration of a school library. The circulation of this issue was a very wide and its influence far reaching.

In fulfillment of the requirements of the course in supervised practice, library school students have been assigned to practice work in various departments of Kellogg Library and in other Emporia libraries; also to field projects over the State. "Practice work has been done in the following types of Kansas libraries: private, city, junior and senior high school, junior college, college, teachers college, and university."<sup>39</sup>

#### The Library School Accredited.

Subsequent to the establishment of the library school by Mr. C. P. Baber, provisional accreditation was granted the school following an inspection by Miss Sarah C. N. Bogle, Secretary of the Board of Education for Librarianship of the American Library Association. Still later Miss Anita M. Hestetter, Acting Secretary of the Board, officially inspected the school and, as the result of her favorable report to the American Library Association authorities, "the library school of the Kansas State Teachers College of Emporia was fully accredited as a senior under-

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<sup>39</sup> Ibid.

graduate library school specializing in school library work."<sup>40</sup> Thus the institution became one of the three teachers colleges in the United States to offer an accredited library science curriculum. In the vast region extending from the Mississippi River to the Pacific Ocean and from Canada to the Gulf of Mexico there are but seven fully accredited library schools. These few institutions are widely scattered and are distributed as follows: one in California, one in Minnesota, one in Washington, one in Missouri, one in Oklahoma, one in Colorado, and one in Kansas.<sup>41</sup>

The graduates of the library school are holding prominent positions in fifteen states, ranging from California to New York and from the Great Lakes to South America.<sup>42</sup>

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<sup>40</sup> Kel-Log-Gian, (mimeographed) October 5, 1928. (G. P. Baber quoted).

<sup>41</sup> Kansas State Teachers College, Emporia, Library School. Circular of Information, n.d. p. 3.

<sup>42</sup> Kel-Log-Gian, (mimeographed) November 27, 1929.

## CHAPTER V

### THE MAIL LOAN SERVICE

In December of 1912 post cards were mailed to Kansas teachers announcing the offering of library's use "in any way that is practical without interfering with its service to the school here." The announcement further stated that "in cases where duplicate copies of books were available, they will be sent the borrowing teacher to use and return. No fee is charged for this service."<sup>1</sup>

#### The Nature And Purpose Of The Service.

The mail loan service of Kellogg Library--the second of its kind in the United States--was inaugurated in January, 1913.<sup>2</sup> The original policy of the department was to send:<sup>3</sup>

books, pamphlets, mounted pictures and clippings through the mails to responsible parties, for high school debates, orations and essays; for papers and addresses by teachers and school officers; for papers by club women, and for correspondence study courses conducted by the school.

From the first this department has mailed, on request, to teachers, school officers and other responsible parties, materials for essays, orations, debates, papers and addresses, helps for school contests and entertainments, books for the general reading of Kansas residents, and materials needed in connection with study group classes and for the use of alumni and correspondence study students.

The only charge the mail loan service exacts from the recipients

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<sup>1</sup> State Normal Bulletin, December 2, 1912.

<sup>2</sup> W. H. Kerr, Catalogue, Fiftieth Anniversary Number, February 1915, p. 47.

<sup>3</sup> Ibid.

is the payment of postage both ways. The period of loan varies from a few days to four weeks, depending upon the subject and nature of the material. The usual period is three weeks.

It has not been the intention that the mail loan service should attempt to take the place of the school or public library in the borrower's home community, but rather to supplement it. Applicants have always been expected to first consult local libraries.

#### The Public's Response To The Mail Loan Service.

The response to the announcement of the inauguration of the service was immediate on the part of the teachers of Kansas. Within the first four months seventy-one packages of books and clippings were mailed to thirty-nine counties in Kansas. The number of packages loaned readers in Kansas and other states as revealed by the circulation records of the Mail Loan Department shows a consistent growth for the first decade of the department's existence. The annual growth was approximately ten per cent.<sup>4</sup> The number of packages of library books, pamphlets, clippings, pictures and magazines, according to the records of the department, is given below for the years 1915 to 1930.

YEAR	PACKAGES
1915	832
1916	1018
1917	1044
1918	1150
1919	1165
1920	1207
1921	1423
1922	1766

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<sup>4</sup> Mail Loan Circulation Record, Kellogg Library, 1922.

YEAR	PACKAGES
1923	1831
1924	2003
1925	2013
1926	1835
1927	1746
1928	1398
1929	1208
1930	1309

It may be inferred by a glance at the mail loan circulation records, that this service has been playing a more and more important part in the lives of men, women and children in many counties of this and adjoining states. By means of the mail loan service and information bureau, the facilities of the library have been extended to all who have cared to use them.<sup>5</sup> The requests for material have come most frequently from club women, farmers' unions, correspondence study students, and those preparing high school debates and orations. A large number of the requests received have been for material bearing upon current social problems.<sup>6</sup>

#### Analysis Of The Loans.

A study of the records of the department for the years 1915 and 1919 shows that the number of packages ranged from 832 in 1915 to 1165 in the latter year, an increase of 40.024 per cent. By 1922 the department had served 668 persons who borrowed 1766 packages containing 4,519 books, pamphlets, clippings and pictures. The material that year was sent to 381 cities in one hundred counties in Kansas and to fourteen other

<sup>5</sup> The Register, White City, Kansas, March 16, 1922, Mr. Kerr quoted.

<sup>6</sup> Topeka State Journal, Topeka, Kansas, March 10, 1922, Mr. Kerr quoted.

states. Since the establishment of the department the service had grown steadily up to 1922, about ten per cent each year. The increase for 1922 over 1921, however, was twenty-four per cent.<sup>7</sup>

In 1923, 1,831 packages serving 1,340 persons with a total of 4,662 pieces of library material were mailed to readers in 403 Kansas towns in ninety-nine counties of the State. During the period 1919-1924 the number of packages loaned ranged from 1,165 to 2,003,<sup>9</sup> representing an increase in growth of 71.92 per cent.

During the four-year period 1921 to 1924 inclusive, the number of books loaned ranged from 3,304 in 1921 to 4,831 in 1924 and the number of total pieces ranged from 4,187 in 1921 to 5,912 in 1924.<sup>10</sup>

The high mark, in the number of packages loaned by mail, was reached in 1925. Beginning in 1926 there followed a decline which continued through 1929. In 1930 a moderate increase occurred.<sup>11</sup>

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<sup>7</sup> Mail Loan Circulation Record, Kellogg Library, Feb. 12, 1923.

<sup>8</sup> Mail Loan Circulation Record, Kellogg Library, Feb. 15, 1924.

<sup>9</sup> Mail Loan Circulation Records, Kellogg Library, 1919 to 1924.

<sup>10</sup> Ibid., 1921-1924.

<sup>11</sup> Ibid., 1930.

## CHAPTER VI

### CONTRIBUTIONS TO KANSAS LIBRARY PROGRESS

To Kellogg Library belongs the distinction of having done more extension work than any other Normal School library in the United States in 1914.<sup>1</sup> Its contributions to Kansas library progress have been far reaching and have embraced the dissemination of library information, the conducting of library institutes and round table discussions, the delivering of addresses promoting the organization of Kansas libraries, the preparation of exhibits, the writing and distribution of publications on the organization of libraries, and the promotion, through field work, of high school and public library organization.

#### Dissemination Of Library Information.

The administrators of Kellogg Library inaugurated a practical service to Kansas libraries when, during the fall of 1911, letters were mailed to over 500 Kansas educators, offering the advisory services of the Kellogg Library staff in the organization of school libraries, and asking for information which would enable the staff to give advice of a practical nature. The response was immediate, and assistance was promptly given to school and public librarians in the systematization of their library resources.<sup>2</sup> The staff answered questions, sent library aids, and offered practical suggestions on how to organize libraries. In 1912 it was

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<sup>1</sup> W. H. Kerr, Catalogue, Fiftieth Anniversary Number, Kansas State Normal School, Emporia, Kansas. February, 1918, p. 47.

<sup>2</sup> State Normal Monthly, October 1, 1911. (W. H. Kerr, quoted).

recorded that no other department had received from over the State as many requests for assistance as had the library.<sup>3</sup> "This advisory and informational service had been maintained continuously since the date of its origin."<sup>4</sup>

#### Publications.

Many and varied publications have been prepared and distributed in the interests of library advancement. In 1918 two series of informative circulars--"The Kansas Library Newsletter" and the "Library Extension Circular"--were edited, published and distributed, by Kellogg Library among the libraries of the state. The library published and distributed a directory of Kansas librarians, a series of library extension circulars, booklets containing lists of recommended books for children, high school debate bibliographies, lists of books added to the library, compilations of Kansas public library statistics, copies of the Kansas country library law, and library tax information circulars.<sup>5</sup> Two especially valuable publications were the issues of "Teaching" which appeared in 1917 and 1929. These handbooks were designed for small libraries and contained lists of books, simple instructions in the organization and administration of a school library, reading lists for teachers and pupils, directories of publishing houses, sources for obtaining supplies and equipment, directions for acquiring and organizing pamphlets, clippings and pictures, and stand-

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<sup>3</sup> State Normal Record, May 15, 1912.

<sup>4</sup> Elsie Howard Pine, (Assistant Professor of Library Science)  
Quoted, Emporia, Kansas. February 23, 1935.

<sup>5</sup> W. H. Kerr, Library Extension Activities, February, 1924. p. 2.



ards for adequate library organization. Thirty-eight publications were available for free distribution in 1924,<sup>6</sup> and the list has been augmented in late years.

Institutes, Addresses And Round Table Discussions.

In 1912, with a view to awakening a greater interest in the progress of Kansas libraries, "lectures and addresses were delivered by staff members at community gatherings and teachers' association meetings."<sup>7</sup> Frequent trips were made throughout the State. Staff members conducted round table discussions on library subjects before teachers' associations and library boards.<sup>8</sup> Members of the staff lectured at the annual state-wide Institute held each summer on the campus and conducted daily conferences with those who desired help with the problems of the school library. "A state library conference was sponsored by the staff and held in the library in July, 1921."<sup>9</sup> The library staff was host to the State Library Association in 1903<sup>10</sup> and in 1924,<sup>11</sup> and participated in the program.

Field Work.

Beginning in 1912 the library offered free personal service to the

<sup>6</sup> Op. cit., pp. 3-4.

<sup>7</sup> Maude E. Shore, (Circulation Department Librarian) Quoted, Emporia, Kansas, March 2, 1935.

<sup>8</sup> State Normal Bulletin, May 2, 1917.

<sup>9</sup> Shore, op. cit.

<sup>10</sup> State Normal Bulletin, November 12, 1903.

<sup>11</sup> Kansas Library Association, Program, Twenty-Third Conference, Emporia, Kansas. October 15-18, 1924.

libraries of the state as a means of improving library conditions in Kansas. In 1916 the staff offered nine weeks of service-a-week each in nine cities--in systematizing school libraries.<sup>12</sup> The service was offered free with the exception of personal expenses incurred. "In 1922 a school library supervisor was added to the staff. This librarian devoted one half of her time to the organizing and improving of high school and city libraries in Kansas."<sup>13</sup> In addition to the half-time field work of this librarian, all staff members were available for occasional field trips.<sup>14</sup> After preliminary correspondence and the obtaining of necessary supplies, a visit of several days was made--the work being done by teachers and pupils under the direction of the field librarian. This same service was extended to public and institutional libraries. In 1928 this field work was carried on by the library science class under the supervision of the library school faculty.<sup>15</sup> "In 1930 the students were assigned field work in various sections of the State."<sup>16</sup> The types of libraries served by these students, who were completing the library science courses, included: private, city, high school, junior college, college and university."<sup>17</sup>

<sup>12</sup> State Normal Bulletin, November 1, 1916.

<sup>13</sup> Pine, Ibid.

<sup>14</sup> W. H. Kerr, Library Extension Activities, February, 1924, p. 2.

<sup>15</sup> Kel-Log-Gian, May, 1930.

<sup>16</sup> Pine, Ibid.

<sup>17</sup> Ibid.

### State Library Legislation.

The librarians of Kansas State Teachers College, both past and present, have been interested in attempts to secure state legislative enactments that would further library progress in Kansas. In 1915 the librarian sponsored a program for the promotion of the idea of the county unit of library organization. He became chairman of a committee which kept the matter before the public and which gradually worked toward legislation permitting the establishment of county libraries. The Kansas Legislature in 1921 passed the County Library Law, which was an enabling act authorizing the county commissioners or the voters of a county to establish a county free public library or to contract with some library for service in the county, thereby securing public library privileges for the farmer and his family.<sup>18</sup> The librarian was also much interested in the possibility of the development of the township library.

### Kansas High School Librarianship.

The staff of Kellogg Library inaugurated the movement which eventuated in the organization of high school librarians of the State into a professional group now known as the "Library and Study Hall" division of the Kansas State Teachers Association. The initial meeting in this organization effort was called "at Wichita" in 1919 by the librarian of Kansas State Teachers College.<sup>19</sup>

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<sup>18</sup> State of Kansas. Revised Statutes of Kansas, 1923. Article 17, Section 19--1701 to 1712.

<sup>19</sup> Shore, Ibid.

Other Contributions.

"Kansas Friends of Reading," an informal reading club, was organized by the librarian in April, 1923.<sup>20</sup> The club had a membership of several hundred Kansans, and several chapter branches were organized. The sole rule of the club was that members should try to read a book a month and to convene at least once a year with other Friends of Reading to talk about books and reading and the affairs of men. A convocation of Kansas Friends of Reading was held at Kellogg Library in November, 1923.<sup>21</sup>

Staff members of Kellogg Library have held active and prominent positions in the Kansas Library Association and in the American Library Association. Addresses have been frequently read by them before both state and national organizations.

"The librarian and staff served the state and nation in contributing to the opening and maintenance of the war library at Camp Funston."<sup>22</sup> The librarian served as librarian of the camp library during 1917-1918, dividing his time between his Emporia duties and those of the camp.

The librarians and staff members have been liberal contributors to professional periodicals of state and national circulation.

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<sup>20</sup> W. H. Kerr, Library Extension Activities, February, 1924, p. 2.

<sup>21</sup> Ibid.

<sup>22</sup> Shore, Ibid.

## CHAPTER VII

### PRESENT NEEDS OF THE LIBRARY

#### The Position Of A Library In Modern Education.

In the promotion and diffusion of knowledge a college library occupies a position of strategic importance. Of late years a clearer conception of the increasing importance of the library as an element in the teaching process has been generally noted in the educational world, and there has been manifested a more eager desire on the part of educators and librarians alike to know how the library can be so administered as to make its greatest contribution. On its richness and variety, on its convenience and the accessibility of its resources depends, in no small degree, the success of a student in securing an education.

#### Critical Need For A New Building.

The principal needs of the Library of the Kansas State Teachers College of Emporia can be remedied only by the erection of a new library building.<sup>1</sup> The need for such a building is critical. Erected in 1901, the present building met the needs of a student body of 250.<sup>2</sup> In recent years the enrollment has increased approximately 500 per cent over that of 1901,<sup>3</sup> and the use of the library has increased in a very large way due to new methods of teaching. With a college enrollment of 1500 to 1600

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<sup>1</sup> Thirty-third Biennial Report of the Kansas State Teachers College of Emporia, Emporia, Kansas. 1929-30. p. 43.

<sup>2</sup> Ibid.

<sup>3</sup> Ibid., p. 19.

students the library is serving from seven to eight times as many students as it did when it was first erected.<sup>4</sup> The demands of the student body can not efficiently be met by the present facilities.

Any satisfactory plan for a library building on the campus of the Kansas State Teachers College of Emporia, must meet four major demands-- sufficient space for undergraduate study, special rooms for study of a more advanced type either by graduate students or members of the faculty, suitable quarters for the administrative staff, and ample capacity for the storing and shelving of books. In addition, and this can not be stated too strongly, the plan must be sufficiently elastic to provide for the possibility of future enlargement in all of these respects. If a building satisfied these major needs it may be said to be successfully planned to fit modern educational requirements. To the extent that it fails to do so it hampers the proper development, not only of the library as such, but of the institution which it serves.

#### Present Deficiencies And Means For Their Correction.

Computed on the basis of the commonly used unit of twenty-four square feet of floor area per student,<sup>5</sup> the main reading room has a seating capacity of 138 students; but the pressure of actual use demands that enough chairs and tables be crowded into the room to accommodate 206 students. Frequently students are required to stand or be turned away from the reading

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<sup>4</sup> Ibid., p. 44.

<sup>5</sup> American Library Association, School Library Yearbook, 1932, pp. 17-38.

rooms. "A new building should be immediately erected that would provide seating capacity for at least 500 students."<sup>6</sup>

The theoretical stack room capacity of Kellogg Library is 35,000 volumes, and with the present collection of 65,000 volumes, the books are of necessity stuffed into every available nook and corner. The present library needs of the institution call for a shelving capacity of 70,000, and to provide for future expansion the new building should have a capacity of 140,000 volumes.<sup>7</sup> This extremely crowded condition has made necessary the placing of heavy steel supports under floors that were never intended to bear such a weight of books.

The present building makes no provision for research quarters for faculty members and graduate students, an accommodation which modern educational theory and practice have necessitated. It is as important that adequate provision be made for the faculty as for the students. If they are to remain intellectually alive, instructors must continually refresh themselves by excursions farther and farther afield in their chosen domain. The college has a very definite obligation to provide for its teachers such leisure and library accommodations as will encourage continual self improvement.

The new building should contain individual and seminar rooms in or adjacent to the stack room for the use of faculty members and graduate students. There is a growing tendency to introduce into the upper years of the undergraduate curriculum methods of independent study which are

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<sup>6</sup> Bulletin, February 8, 1929. (C. P. Baber quoted).

<sup>7</sup> James Thayer Gerould, The College Library Building Its Planning and Equipment, 1932, p. 33.

closely allied to those formerly characteristic of the graduate school. Students doing work of this character need a degree of retirement, and the facilities to assemble and retain, while a specified problem is being pursued, the books and papers essential to it. No such accommodations are provided in the present building. The larger the number of seminar rooms included, the more readily will the library building adapt itself to the development of research.

Only a new modern building can meet the pressing need for suitable offices for the administrator, instructors in the library science department, staff workers, and for additional rooms for library school use. In order to conform to accepted standards making for convenience and efficiency, a generous amount of floor space is necessary for such purposes. An allowance of one hundred square feet of floor area (which includes space for the necessary furniture, the movement of book trucks, etc.) should be made for each member of the staff.<sup>8</sup> The administrative and instructional offices and the order and cataloging rooms should be on the same floor as the public card catalog and as close to it as possible, and there should be direct access to the stack. A defect in the present library plan is that these offices and work rooms are of necessity located a flight of stairs away from the main catalog,--a fact that results in a loss of time and an expenditure of strength which, during the year, proves extensive.

That the present library building is wholly unsuited to library purposes is further illustrated by the manner in which the main stairway is built. Rising from the main entrance lobby through the floor of the

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<sup>8</sup> Gerould, op. cit., p. 83.



reading room above it, it serves as a perfect funnel to carry into the main reading room all the noises incident to student traffic. "This one feature reduces by fifty per cent the efficiency of the library."<sup>9</sup> The erection of additions or annexes will not remedy such essential evils of construction and interior arrangement as have just been pointed out.

Due to progressive administration policies, the library standards for teachers colleges and normal schools as recommended by accrediting associations have thus far been met by Kellogg Library. But the handicaps, presented by cramped quarters and by an interior arrangement unsuited to modern library administration, are assuming such proportions that if a new structure is not erected soon, the library will inevitably cease to function on a scale commensurate with advancing educational standards, and will therefore retard the progress of other units on the campus.

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<sup>9</sup> Bulletin, op. cit.

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