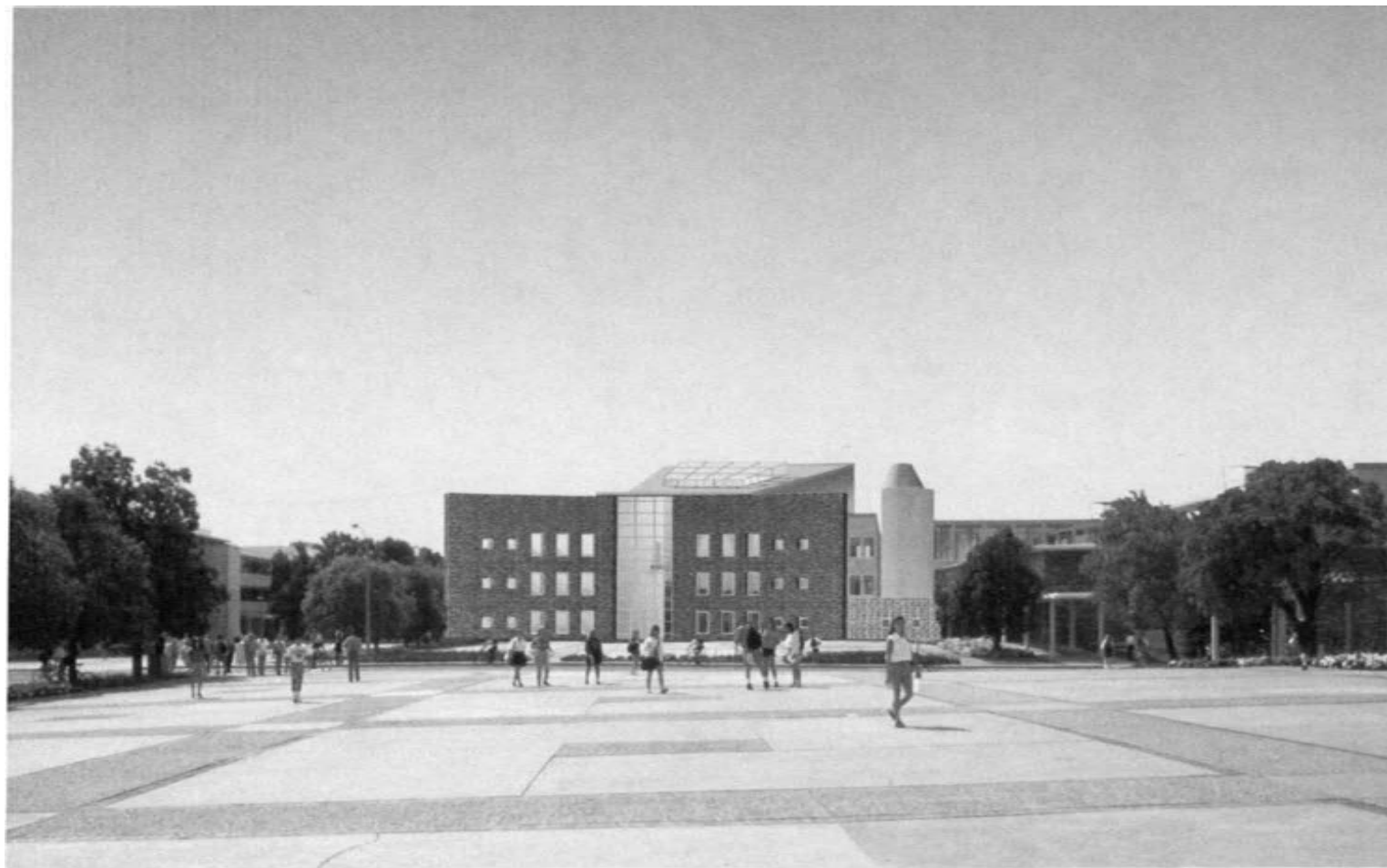


AGRICULTURAL FRONTIER *To* ELECTRONIC FRONTIER

By Douglas J. Ernest

Colorado
State
University

A History
of Colorado State
University Libraries
1870-1994



View of expanded Morgan Library (Artist's rendition by Timothy Johnson of Johnson Design/Build)

**AGRICULTURAL FRONTIER TO ELECTRONIC FRONTIER:
A HISTORY OF COLORADO STATE UNIVERSITY
LIBRARIES, 1870-1995**

Douglas J. Ernest

**Colorado
State
University**

1996

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Douglas J. Ernest
June 1995

ABBREVIATIONS

ACRL	Association of College and Research Libraries
ALA	American Library Association
ARL	Association of Research Libraries
ASCSU	Associated Students of Colorado State University
BCR	Bibliographical Center for Research
CAC	Colorado Agricultural College
CAM	Computer Access Morgan
CARL	Colorado Alliance for Research Libraries
CCHE	Colorado Commission on Higher Education
CD-ROM	Compact Disk Read-Only Memory
CLA	Colorado Library Association
CWA	Civil Works Administration
DPL	Denver Public Library
EIL	Electronic Information Lab
FERA	Federal Emergency Relief Administration
ILL	Interlibrary Loan
LAN	Local Area Network
LTS	Library Technology Services
NCA	North Central Association
NOTIS	Northwestern Online Totally Integrated System
NYA	National Youth Administration
OCLC	Ohio College Library Center (later Online Computer Library Center)
RLG	Research Libraries Group
RLIN	Research Libraries Information Network

CHRONOLOGY

- 1870 Legislation establishes Agricultural College of Colorado under the Morrill Act
- 1877 State Board of Agriculture established
- 1879 Colorado Agricultural College opens
- 1880 Reading room established in Main Building
- ca. 1880 First librarian authorized (possibly Lillian Stroud)
- 1887 Lerah Stratton appointed librarian
- 1890 Library expands into a second room
- 1892 May Southworth appointed librarian
- 1892 Anna Jones bequest to the library
- 1894 Marguerite "Daisy" Stratton appointed librarian
- 1901 Death of Daisy Stratton; Joseph Daniels, first professional librarian, hired
- 1903 Federal depository collection established
- 1904 Library moves from Old Main to the Commercial Building
- 1906 Charlotte Baker hired as assistant librarian
- 1909 Baker replaces Daniels as library director
- 1915 Structural addition increases library space
- 1917-1918 Library involved in war effort
- 1918 Summer library school initiated
- 1924 Library occupies entire Commercial Building
- 1925-1926 Library stacks closed to students
- 1928 "Oval" library opens
- 1932 Summer library school discontinued
- 1933 Library begins employing workers under New Deal programs
- 1934 Bibliographic Center for Research opens in Denver
- 1936 James Hodgson succeeds Baker as library director
- 1938 Library damaged in flood
- 1940 First branch library, Veterinary Medicine, opens
- 1941 Library acquires its 100,000th volume
- 1942-1945 Library involved in war effort
- 1948 Industrial Research Building used for remote storage of library material

- 1949 School librarian certification program begins
- 1951 Second flood damages library
- 1957 Bucks for Books fund drive initiated
- 1957 LeMoyne W. Anderson succeeds Hodgson as library director
- 1959 North Central Association criticizes library
- ca.* 1960 Library acquires its 200,000th volume
- 1960-1961 Closed-stack system ends
- 1962-1963 North Central Association again critical of library
- 1963 School librarian certification program discontinued
- 1965 William E. Morgan library opens; branch libraries and remote storage discontinued
- 1969 Forward CSU fund drive initiated
- 1974-1975 Branch-library system reinstituted
- 1975 Harmony Street warehouse opens
- 1975 Library admitted to Association of Research Libraries (ARL)
- 1976 Library acquires its 1,000,000th volume
- 1976 Library joins the Ohio College Library Center (OCLC), initiating the computer era
- 1977 On-line computerized subject searching begins
- 1979 Library joins Research Libraries Group (RLG)
- 1980 Separate government documents reference desk established
- 1983 Fourth floor built in Morgan Library
- 1985 InfoTrac® computer system acquired
- 1985 Lake Street storage facility opens
- 1985 Joan Chambers succeeds Anderson as library director
- 1988 First subject-orientated CD-ROMs acquired
- 1988 CAM online catalog becomes available
- 1990 Anheuser-Busch Current Periodicals Room opens
- 1990 CARL online catalog replaces CAM
- 1992 Episode of sick-building syndrome
- 1994 Printed card catalog removed
- 1994 State Legislature authorizes addition to Morgan Library
- 1995 Joan Chambers announces she is stepping down as director
- 1995 Construction of addition begins

A NOTE ON INSTITUTIONAL NOMENCLATURE

During its history, Colorado State University has undergone several name changes. From 1870 to 1935, the college used three official names simultaneously, under different statutory provisions: Agricultural College of Colorado, Agricultural College at Fort Collins, and The State Agricultural College. Unofficially, it was often called Colorado State Agricultural College, Colorado Agricultural College, or CAC. In 1935, the official name became Colorado State College of Agriculture and Mechanic Arts. Because the shortened version Colorado State College created confusion with the Colorado State College of Education in Greeley, the college was generally called Colorado A&M, or simply A&M. In 1951, the official title became Colorado Agricultural and Mechanical College. Finally, in 1957, the official name became Colorado State University. In general, this text uses shortened versions—such as CAC, Colorado A&M, and Colorado State—to refer to the institution at various periods of time.

PROLOGUE

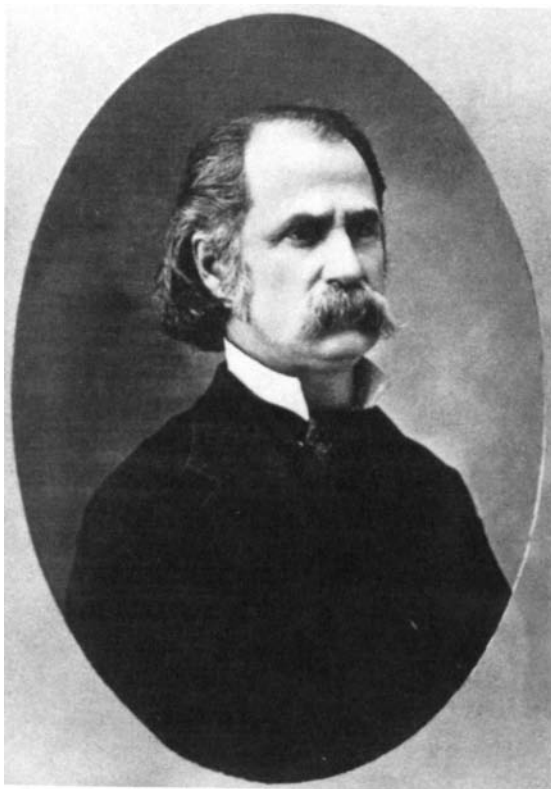
Elijah Edwards, first president of Colorado Agricultural College, walked into his office bearing a Webster's Dictionary under his arm. Thumping the book onto a table, he exclaimed, "Now we have started our library."¹

This anecdote illustrates the modest circumstances that marked the beginning of the Colorado State University Libraries and the university itself. Fortunately, the college came into being at a time when higher education and libraries were embarking on radical change. To fully understand the history of the library of Colorado Agricultural College (CAC) in its formative years, one must first examine the history of collegiate education in the 1800s.

In the first half of the nineteenth century, the number of colleges expanded steadily as the frontier moved westward from the original thirteen colonies. Regardless of location, however, nearly all colleges offered the same stultifying curriculum. Study from textbooks, classroom recitations, and an emphasis on classical, moralistic, and pedantic instruction were the norm. A few schools taught scientific subjects, but most colleges offered only Latin, Greek, and rhetoric. Enrollments were small and the curriculum undemanding, at least for the brighter students.²

Under these circumstances, college libraries remained rudimentary at best. Most consisted of a single room with a member of the teaching faculty acting as part-time librarian. Regulations regarding library use were lengthy and usually punitive, emphasizing administrative needs rather than student convenience. An undergraduate wishing to check out a book—if he could at all—

faced many restrictions. Students were often assessed a library fee intended to fund the library but often applied to other college needs as well. Little money was devoted to the purchase of books. Instead, most collections were accumulated through donations, which resulted in a miscellany of subjects.



President Elijah E. Edwards (Colorado State University Photographic Services)

Some libraries took a modest step forward by issuing printed catalogs of their holdings and eventually assembling a card catalog.³

The traditional form of collegiate education began to change with the onset of the Civil War. One of the first breaks with the past was the passage of the Morrill Act in 1862. Justin S. Morrill, Vermont congressman from 1854 to 1898, had an abiding interest in agricultural issues. The Morrill Act, which reflected this interest, established a system of agricultural and mechanical arts colleges throughout the country. The act granted each state federal lands, with the provision that proceeds from the sale of these lands were to be invested in safe securities. In turn, these securities would provide a permanent endowment to establish agricultural schools. The Morrill Act reflected the aspirations and demands of a nation that was rapidly becoming industrialized, a nation that would find little use for the classical form of education characteristic of colleges before this time. Establishment of agricultural and mechanical arts colleges that stressed practical, useful instruction represented a sharp break from the academic norm.⁴

A second, equally radical, change in higher education began in the 1870s. Founded in 1873, Johns Hopkins University took the German university system as its model. German universities emphasized research based on primary sources as the major responsibility of faculty members. Advanced students began learning through the seminar method, which required extensive use of library materials. As the innovations at Johns Hopkins spread to other colleges and universities, improved libraries with better collections became imperative.⁵

The trend toward both "practical" education and research was enhanced by additional federal legislation late in the nineteenth century. The Hatch Act of 1887 established agricultural experiment stations, where research could be directly applied to farming. The experiment stations, and such libraries as they possessed, became departments of the land-grant colleges. Then, in 1890, a second Morrill Act provided direct appropriations to these institutions.⁶

Concurrently, librarianship began to emerge as a profession. Farsighted individuals recognized the distinction between librarians as mere custodians of books and librarians as active agents in the educational process. The year 1876 was a watershed year for the profession and included the founding of the American Library Association (ALA); publication of the *Library Journal*, the first American periodical aimed at librarians; Melvil Dewey's promulgation of his decimal system for classifying books; and Charles Cutter's distinctive organization of dictionary card catalogs. Gradually, librarians promoted ways for making their collections more accessible to students and faculty. Easier circulation rules, comprehensive card catalogs, increased service hours, and reference service became common professional goals. Although limited budgets often deferred objectives, the impetus was real.⁷

The fortunes of the libraries at newly established American land-grant colleges varied from region to region. In the eastern United States, long-established colleges sometimes received land-grant designation, or newly established schools benefited from donations from private libraries and individual benefactors. In the South or West, on the other hand, almost all land-grant institutions started from scratch. The founders of Colorado Agricultural College, who struggled to create a college and library in a frontier location, shared their difficulties with similar institutions.⁸

Many Morrill Act schools began with a single building that could be easily expanded to serve a multitude of purposes, including the housing of a library or reading room. In an effort to build their collections, many colleges exchanged their own local agricultural publications for those of other colleges and attempted to obtain inexpensive U.S. government publications, often with congressional assistance. Library budgets were usually "pitifully small." Even when additional funds became available, they seldom kept up with the continual expansion of courses and subject matter. Agriculturally oriented experiment-station collections provided some relief by enabling the main library to make more general science purchases. To extend their meager resources, many libraries turned to interlibrary loan. Typically, the smaller, western institutions borrowed from the more established, eastern libraries. The difficulties of managing interlibrary loans and book purchases and of cataloging and classifying books increasingly demonstrated the need for trained professionals. The part-time professors or other amateurs who had expediently filled the post of librarian no longer sufficed. These trends, common to land-grant libraries throughout the country, characterized CAC as well.⁹

Land-grant libraries were not alone in being small in size. With very few exceptions, academic libraries in the last two decades of the nineteenth century possessed collections that were tiny compared with the standards of the next century. CAC, as a newly established college, would spend the nineteenth century building basic programs, but the reforms that were sweeping higher education and libraries would make themselves felt when the college began maturing after 1900.¹⁰ And the library, after a halting start, would confront the same challenges in the twentieth century as the rest of the institution.



Endnotes

¹Charlotte A. Baker, "The Library of the Colorado Agricultural College," *Colorado Libraries* 3(September 1922): 5.

² Arthur T. Hamlin, *The University Library in the United States, Its Origins and Development* (Philadelphia: University of Pennsylvania Press, 1981), pp. 7-8, 22-25.

³ *Ibid.*, pp. 26-36.

⁴ James E. Hansen II, *Democracy's College in the Centennial State: A History of Colorado State University* (Fort Collins, Colo.: Colorado State University, 1977), pp. 6-7; Hamlin, *The University Library*, pp. 46-47.

⁵ Edward G. Holley, *The Land-Grant Movement and the Development of Academic Libraries: Some Tentative Explorations*, a lecture presented October 30, 1976, under joint sponsorship of the Texas A&M University Libraries and Beta Eta (Texas) Chapter, Beta Phi Mu (College Station, Tex.: Texas A&M University Libraries, 1977), pp. 1-6; Hamlin, *The University Library*, pp. 46-48.

⁶ Evangeline Thurber, "The Library of the Land-Grant College, 1862-1900: A Preliminary Study" (Master's Thesis, Columbia University, 1928), pp. 13-18; Hamlin, *The University Library*, p. 46.

⁷ Hamlin, *The University Library*, pp. 45-49, 51-52; Orvin Lee Shiflett, *Origins of American Academic Librarianship* (Norwood, N.J.: Ablex Publishing Corporation, 1981), pp. 131-135, 138-139, 143-149; John Y. Cole, "Storehouses and Workshops: American Libraries and the Uses of Knowledge," in *The Organization of Knowledge in Modern America, 1860-1920*, Alexandra Oleson and John Voss, eds. (Baltimore: Johns Hopkins University Press, 1979), pp. 370-377.

⁸ Evangeline Thurber, "American Agricultural College Libraries, 1862-1900," *College and Research Libraries* 6 (September 1945): 347.

⁹ *Ibid.*, pp. 347-351.

¹⁰ Hendrik Edelman and G. Marvin Tatum, Jr., "The Development of Collections in American University Libraries," in *Libraries for Teaching, Libraries for Research: Essays for a Century*, Richard D. Johnson, ed. (Chicago: American Library Association, 1977), pp. 50-55.

CHAPTER 1: The Nineteenth Century

Founded in 1864 as a military post guarding the Overland Trail, the small community of Fort Collins, Colorado, faced a situation similar to that of other infant western communities: How could it attract the economic, transportation, and institutional facilities that would enable it to thrive? One of those who applied his energy to this question was Harris Stratton, who arrived in



Old Main, 1881 (Colorado State University Photographic Services)

the northern Colorado town in 1865. Stratton, a native of Massachusetts, possessed considerable political experience, gained as a Union activist and officeholder in Kansas during the turbulent period beginning with the Border Ruffian troubles and extending through the Civil War.¹

The Morrill Act soon drew Stratton's attention, for he recognized the benefits that a state agency would bring to Fort Collins.

Boulder had already received the state university, and other communities were vying to be the site of the penitentiary. Why should Fort Collins not receive both an economic boost and cultural prestige as the designated site of an agricultural college? Stratton served in the territorial legislature during 1868-69 but was unable to introduce an agricultural college bill. Following Stratton's lead, Mathew S. Taylor, another Fort Collins legislator, did succeed in introducing legislation in 1870; and a bill establishing the Agricultural College of Colorado was enacted in February of that year.²

For several years, the college existed only on paper. Trustees were named, but the legislature failed to appropriate funds to enable them to purchase property and construct buildings. A one-hundred-acre site in Fort Collins was obtained, but only in 1874 did the legislature appropriate \$1000. Even then, it asked for a matching sum from the trustees. Two years later, Colorado achieved statehood. Prodded by Stratton, the state legislature in 1877 approved a new law, modeled on a Michigan enactment, that not only provided for a state agricultural college similar to that in Michigan but also established the Colorado State Board of Agriculture. The new law ensured that the agricultural college would receive the benefits of Morrill Act legislation.³

The fact that the General Assembly had approved an agricultural college, however, did not indicate that that body had any great faith in the project. Many believed it painfully obvious that only mining and grazing could flourish in a desert state like Colorado. Some considered the college a “burlesque” and a potential waste of money. Nevertheless, a mill levy enacted as part of the law enabled the State Board of Agriculture to defy the doubters and make the college a reality.⁴



Lerah Stratton 1887 (Archives)

An imposing central building, known, perhaps inevitably, as the Main Building, was soon constructed; and the college opened for classes in September 1879. Other than the Main Building, the vista presenting itself to new arrivals was unprepossessing. One early faculty member remembered that the building stood “in the most populous prairie-dog town in Larimer County” and was fronted with a barbed-wire fence. A natural drainage fed a duck pond and swamp in the area later occupied by the college Oval. Since Fort Collins lacked a sewer system, privies were among the first amenities added to the campus. The Colorado Agricultural College catalog, however, tended to paint a rosy picture; and the 1881-1883 edition assured readers that

[Fort Collins] is having a thriving and steady growth, and is well governed, and more orderly than most towns of its size.

and

There are fewer and less-disastrous storms and sudden changes than at any other point on the [Front Range] slope.⁵

Even before the construction of the Main Building, the State Board of Agriculture anticipated the need for a library, directing the board secretary to acquire the annual reports of the various state agricultural colleges, state agriculture boards, horticultural societies, and dairymen’s associations as a nucleus. One hundred dollars was appropriated for this purpose. The secretary, none other than Harris Stratton, hastened to fulfill this task, for on February 6, 1878, he reported that a letter sent to the specified organizations had resulted in the

acquisition of 150 volumes. CAC hoped to reciprocate as soon as it began to issue reports of its own. Zealously pursuing the subject, Stratton obtained the approval of the State Board in November 1879 to allocate funds from matriculation fees to faculty for the purpose of purchasing "scientific and literary publications for the library and reading room."⁶

Just when a room was set aside in the Main Building for the use of a library is uncertain. The accumulation of materials made such an action necessary by 1880, however; for, in March of that year, the faculty set up regulations for the withdrawal of periodicals. This library, actually only a reading room, was located just inside and to the south of the front entrance of the building.⁷ An addition in 1890 made it possible to enlarge the library with a second room, followed the next year by fitting out a basement room with shelving.⁸

Establishment of a reading room signaled the need for a librarian to care for the place. In March 1880, the faculty authorized the president to appoint a librarian whose duties, in addition to staffing the room, included collecting the college mail twice daily. Details on early library personnel are lacking, but the first librarian might have been Lillian Stroud, a sister-in-law of Charles Ingersoll, president of CAC from 1882 to 1891, though Stroud is not mentioned in official library records. She was not professionally trained and might have served only as a volunteer. It is also possible that members of the faculty shared responsibility for the library during the 1880s, for such was the case at other land-grant institutions at the time.⁹ In 1887, Lerah G. Stratton received the post of librarian, though she is not named in the college catalog until 1890-91. Stratton was one of four graduates from CAC in 1887; one of the other three was her sister Marguerite. Both women were daughters of Harris Stratton. The practice of assigning the library to a female relation of a CAC official thus became established and would prevail until the end of the nineteenth century. Lerah Stratton appears to have taken her responsibilities seriously, for she forwarded annual reports to the State Board in 1888 and 1891. Her career terminated after only four years when she married Dr. P.J. McHugh. After serving as secretary of the Alumni Association, she put her library experience to work as a member of the Fort Collins Public Library board for several years.¹⁰

Celia May Southworth, easily the most colorful library staff member of the nineteenth century, succeeded Lerah Stratton in January 1892. Southworth, still a student at the time, had been born in Illinois in 1872 and was the daughter of R.A. Southworth, who not only was a member of the State Board but also served on the Faculty, Library, and Courses of Study Committee in 1892 and, therefore, would have been in a position to influence the selection of a librarian. May Southworth established herself as a young woman of decided opinions. An 1894 biography of her in the *Rocky Mountain Collegian*, the student newspaper, noted that she "is fond of literary work" and "never afraid to soil her hands with honest toil." Southworth stated a



May Southworth (Fort Collins Public Library)

desire to study journalism, possibly as a means to further her deep interest in industrial questions.¹¹

Southworth used the pages of the *Collegian* to elaborate her opinions even after she graduated in the spring of 1894. In 1895, she discoursed upon the injustices done the Indians by whites, then took the not uncommon view that the Indians were children who required weaning from barbarism and superstition so as to enjoy the benefits of "civilization." She saw education of the younger generation as the means to this end. Earlier, in 1894, she visited the State Industrial School in Golden, where she met boys with faces "already marked with lines of crime and viciousness." Perceptively, she observed that society needed to recognize the effects of poverty, alcohol, and poor parenting upon the development of youthful criminals.¹²

Her two-year stint as librarian left her with an unfavorable view of student literary tastes. Southworth found that students were more inclined to read Nick Carter detective stories than *Pilgrim's Progress*. She pointed out that the library actually did include interesting books, including *The Scottish Chiefs*, *The Arabian Nights*, and *The Prince and the Pauper* all of which she recommended, along with authors such as Shakespeare, Scott, Irving, and Bronte. About the same time, she inveighed against student misconduct in the library, sarcastically suggesting that the following rules be posted at the library entrance:

Suggestions to boys:

1. When entering the library, make as much noise as possible.
2. Close the door with a bang.
3. Throw your books on the table.
4. Look about for someone to converse with, and hail the fellow on the other side of the room.
5. Tip your chair back, place your feet on the window-sill and enjoy yourself.

Suggestions to girls:

1. Enter the library with a smirk and a giggle.

2. Go to the magazine rack, take up the nearest number and idly turn the leaves until a young man enters.
3. Cast a languishing glance in his direction.
4. If he approaches, ask him why he was not at the last club dance.
5. Never put a book back where you found it and remember that the Library is a place for fun and conversation.

Perhaps it was well that Southworth was no longer librarian when her list of suggestions appeared.¹³

Southworth graduated in 1894, eventually married, and moved to New Mexico. Her replacement was Lerah Stratton's sister Marguerite, familiarly known as "Daisy." Like her predecessors, Daisy Stratton lacked formal training, but she approached her duties conscientiously. Charlotte Baker, who worked with her in the 1890s, remembered that Stratton occasionally went to Denver to seek professional advice about her work, almost certainly from staff at the Denver Public Library. She began the first catalog, "a model of clear even script." Baker noted that Stratton "must have spent many hours at work when she should have been off duty." Despite her devotion, Stratton's catalog went unfinished, for she died of typhoid fever in February 1901. In its obituary, the *Collegian* referred to her as "our well beloved and faithful librarian."¹⁴

* * * * *

During the period 1880-1901, the library remained a small operation that could be handled by a single person. Growth was fitful, especially at first. In addition to the agricultural publications collected by Harris Stratton, the library benefited from donations made by faculty members and private individuals. President Charles Ingersoll loaned his private library to the reading room; and, in 1880, professor Frank Annis donated twenty-four volumes, all publications of learned societies and government agencies. In 1881, the widow of William H. Loomis of Fairplay presented the college with twenty-six items from her late husband's collection. Some were periodical volumes, while others were textbooks; many reflected Loomis' interest in fruit culture, which could hardly have received much gratification in the frigid, arid climate of Fairplay. The reliance of the library on materials loaned by professors had its dangers—supposedly, when Charles Crandall left for another position, he took the entire botany collection with him.¹⁵

If the library were to progress, however, it would have to receive regular funding from the college rather than have to rely on donations. Such appropriations were soon forthcoming. In February 1881, the faculty assigned fifty dollars in matriculation fees for the renewal of newspapers, and five hundred dollars was spent on the library in 1882.¹⁶

Commanding such paltry sums, the library progressed only slowly. In 1883, the collection numbered four hundred volumes plus numerous pamphlets. By 1885, the number of volumes had increased to one thousand and,



Corner of library, circa 1896 (from CAC Catalogue 1896-1897)

by the end of the decade, had reached 1,431. Growth was more spectacular in the 1890s. By 1895, the count was up to 4,838 bound volumes and 7,500 pamphlets; while, by 1899, an inventory showed 10,056 volumes on hand.¹⁷ Donations continued to be an important source for strengthening the library collection. Four hundred volumes were donated in 1886 and two hundred in 1887. Donors the latter year included the U.S. Department of the Interior,

Michigan Agricultural College, and various other colleges, experiment stations, and individuals.¹⁸

Given the number of gift volumes, library holdings tended towards the eclectic. The most unusual item on hand in 1881 was the *Deaf-Mute Index*; no explanation is given for its presence. In 1888, the reading room could boast of histories of the world, the United States, the Netherlands, and England; travel and biographical works; fiction; and "a complete set of the *Encyclopaedia Britannica*." Still, the collections showed an agricultural and scientific bent, particularly among periodicals, with titles such as *Prairie Farmer*, *American Grange Bulletin*, *Scientific American*, *American Shorthorn Gazette*, *Chemical News*, and *Veterinary Review* among the library's subscriptions. Newspapers from Colorado communities—such as Denver, Greeley, Longmont, and Loveland—rounded out the collection.¹⁹

Despite its small size, the library already faced a dilemma that would vex it far into the twentieth century: What should be the proper balance between scientific and agricultural materials, on the one hand, and acquisition of traditional liberal-arts books and periodicals, on the other? An 1881 newspaper article describing the library stated, "The Agricultural College is not a literary school masquerading as an agricultural college, nor is it on the other hand merely a manual labor school." Obviously, the college wanted to persuade Colorado citizens of the practical value of an education at CAC, while avoiding the stigma of being seen as a vocational school. Some recognition of the difficulties in balancing library collections came in 1886, when the State Board recommended a "small outlay" for general literature. Expenditures for periodical subscriptions otherwise precluded purchase of much "general literature." That the library enjoyed a modicum of success in the purchase of liberal-arts items is indicated by the fact that it was viewed in 1890 as the "workshop" of history and literature classes. Yet the same year, mathematics professor Vasa Stolbrand urged a "liberal appropriation" for the library to acquire math books and periodicals. Five years later, in 1895, several science faculty called upon the State Board to allocate \$1000 for botany, chemistry, irrigation engineering, and zoology books. Clearly, the library would have to determine how best to distribute its slender resources; the question would be taken up in earnest when professional librarians arrived in the twentieth century.²⁰

The problem of appropriate collection development paled beside another difficulty confronting early librarians, that of inadequate space. As early as 1888, Lerah Stratton reported that the single reading room occupied by the library was too small. Neither shelf space for bound volumes nor storage for newspapers and current periodicals was readily available. On recognizing the problem, President Charles Ingersoll in 1889 cited a library addition as one of twelve campus priorities. Action took place shortly thereafter, for an addition to the Main Building allowed the library to expand into at least one

more room. The college catalog for 1889-90 boasted that the Main Building included a "large and commodius Library."²¹

The claim that the college possessed a "commodius" library soon proved to be mere hyperbole. By 1892, President Alston Ellis reported

Books fill all available space in the room now used as a library and reading room. The basement beneath is piled with pamphlets, valuable but unserviceable by reason of their location and unbound condition. . . . Further additions to the library are a necessity, and equally necessary is the room for their accommodation. It is thought that the expenditure of \$3,000 would provide the much needed room.²²

In 1893, May Southworth stated that crowded shelves made systematic classification almost impossible. In 1895, the faculty Committee on Library recommended the expedient of placing additional book shelves above existing ones and purchasing ladders to permit access. The committee also advised that a textbook room be converted to shelving for reference and science works. The following year, the committee noted that no room existed for an addition, making it advisable to construct a separate library building.²³

In 1896, provision of a new building ranked third, behind a chemical lab and the Commercial Department, among college priorities. Nevertheless, despite the concern over library crowding, nothing would be done for the next several years. It is no small irony that a library the size of that at CAC in the nineteenth century could be experiencing problems with space. Moreover, the need for an adequate building would become almost an obsession during the twentieth century.²⁴

* * * * *

Little can be discerned regarding student attitudes toward the library during these early years. One alumnus recalled that most of the books were of little worth but that many students remained unaware of the fact since libraries were not "indigenous" to the frontier—presumably, rustic students could hardly differentiate between good books and bad. According to a perhaps apocryphal tale, a state legislator visiting the library remarked, "That's all the books the students can read in their spare time in four years." Possibly "Aggie" students agreed with this assessment.²⁵

Yet there can be little doubt that students made use of the library even in its nascent stages, for by 1888, a set of library rules had been issued. The first rule specified that "The library is a place for study and no unnecessary conversation will be permitted." Other rules indicated that books could be checked out for two weeks and renewed for the same time period. Returned books were to be left on the librarian's table, and persons damaging books were responsible for paying for them. Library hours were 8:00 A.M. to 5:00 P.M. weekdays, except noon to 1:00 P.M.²⁶

The irrepressible May Southworth endeavored to instruct students in library use. In an 1893 *Collegian* article, she first penned the stock adage, "The library is the heart of the College," then went on:

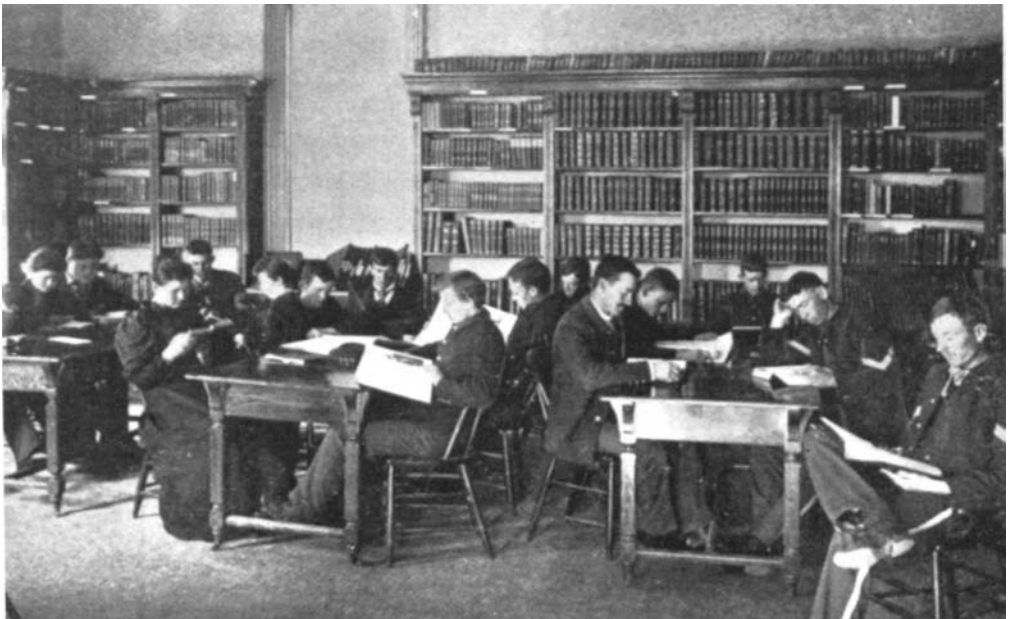
The novice on entering a library feels entirely at sea. The long row of volumes possess no charm for him, and their number and apparent similarity is bewildering.

She advised students to consult the catalogs, learn the system of classification, and ask the librarian for assistance. Finally, Southworth stated, "Learn where the reference books are kept and be able to place your hand quickly on any one of them."²⁷

Like other librarians, Southworth encouraged students to read good books but advised against too much fiction:

A steady diet of fiction unfits the mind for more substantial reading. The student who devotes his time exclusively to novels is usually an idle dreamer, who abhors solid work and seeks to win his diploma without mental or muscular exertion.

She added weight to this judgment by warning students that library records were open to inspection; a perusal of the list of books checked out by an individual would give a reasonably accurate appraisal of that person's character.²⁸



Library reading room in the 1890s (Archives)

Maud Bell Crandall, a former faculty member, took a more positive approach to recreational reading. In an 1895 *Collegian* article, she noted that *Uncle Tom's Cabin* and *Jane Eyre* were the most popular books in the library. She disliked the depiction of women in the novels of Cooper and Scott, finding them silly or idealized. Instead, she recommended the Greek history of Herodotus. Crandall urged students to take time to read, with one caveat: "[Reading] is a delightful and elevating habit, when not carried to excess."²⁹

If some students used the library to elevate their reading habits, stray comments hint that others posed a discipline problem. In 1896, the faculty Committee on Library stated that "good order in the library is preserved at all times . . ." by the librarian; however, much time was taken up that otherwise could be put to good use. A *Collegian* humor column noted in 1901 that "[President] Aylesworth has condemned the Library as a place unsuitable to carry on courtships." Despite the levity implied, "courtships" and other social activities were significant enticements. The college lacked a student center building until the 1930s. Until then, the library would be a place for students to rendezvous for reasons that had nothing to do with studying or reading.³⁰

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After comparative obscurity during the 1880s, in the 1890s, the library began receiving increased attention in the records of the time. For example, Alston Ellis, president of the college from 1892 to 1899, complained of crowded conditions in the reading rooms and asked for funding to alleviate the situation. Notwithstanding, he believed

The work that is done in this library is of almost untold value. . . . Here at all hours of the day may be seen thoughtful, eager students seated at reading tables, or searching for some desired books on the close-touching shelves with their double rows of books.

Ellis' view of student researchers might have been somewhat idealized, but there is no doubt that he held libraries in high esteem. He cited authorities such as Carlyle, Emerson, and Gibbon on the importance of libraries. Ellis saw books as a means of reinforcing character and strengthening the mind rather than merely creating bookworms. In 1895, he declared that the library should be an "educational force" at the college and that every instructor should be a "professor of books." Ellis advocated increased expenditures for the library, for "the atmosphere that pervades a library of choice books is morally wholesome."³¹

Although CAC was an agricultural and mechanical college, Ellis believed that some effort should be made to purchase books that would contribute to the general culture of students rather than narrow scientific treatises that might never be read. This opinion probably stemmed from Ellis' own back-

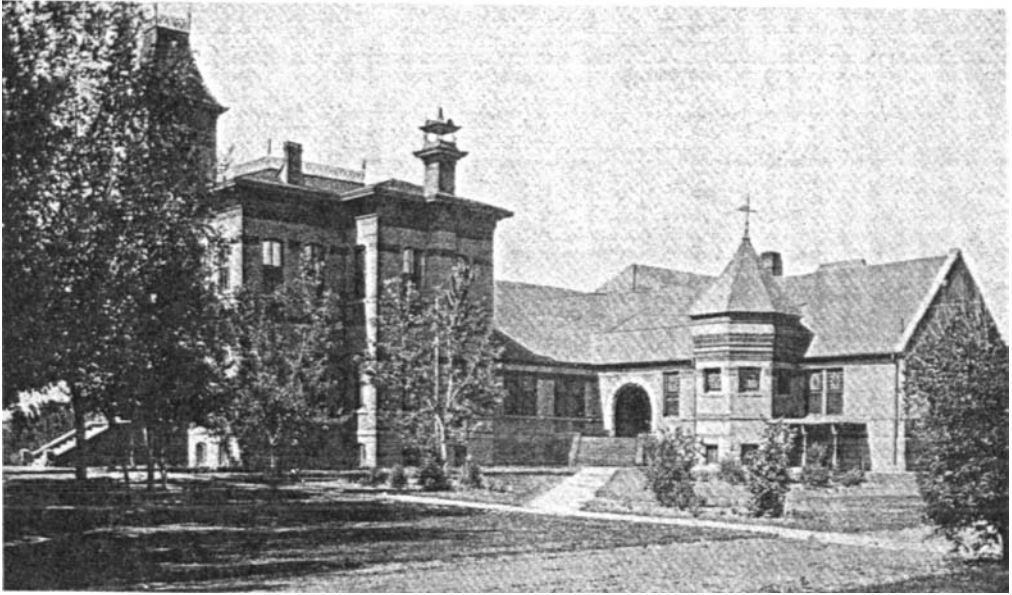
ground in the classics. An unhappy episode of the early 1890s might have reinforced his low opinion of scientific texts. Taking the advice of "certain individuals," Ellis purchased several scientific works, including *Micro-Chemistry of Poisons* and *Manual of Quantitative Blowpipe Analysis*, for resale to students, intending the profit to go to the college. After three years, Ellis acidly noted in 1895 that student purchasers for these tomes had failed to present themselves, and the books were still gathering dust.³²

An opportunity to obtain the general books that Ellis so desired occurred unexpectedly in 1892, when Anna Jones, a resident of Fort Collins, died, leaving her property to the college, with proceeds from its sale to benefit the library. "Annie" Jones, a native of Ireland, had lived for a time in Memphis. After she and her husband lost their property there, they moved to Cheyenne, Wyoming, where they rebounded by amassing a small fortune in the hotel business. In 1878, the couple purchased a home and other properties in Fort Collins, where they remained until their deaths. The source of Annie Jones' interest in the library is uncertain. According to one tale, Jones, whose husband predeceased her, called a lawyer to her home at intervals, ostensibly to change her will. In reality, she wanted only to talk to a man. During these visits, the lawyer, a CAC booster, persuaded Jones to leave her estate to the college since she had no immediate relatives. Whatever her reasons, the property she bequeathed to CAC was valued at five thousand dollars, no small sum at that time.³³

This bequest occasioned some anxious thought among college officials. Jones had specified that the collection of books purchased with proceeds from her estate "be named and forever known as the 'Anna Jones Library'." Ellis recommended that general books, rather than scientific treatises, be purchased. The Library Committee, however, was preoccupied with the need to fulfill the intent of Jones' will, despite the lack of specifics. It finally made recommendations for purchasing, marking, and cataloging the Annie Jones collection. The task would be of such complexity that the committee asked that a trained librarian be hired, for "librarianship is almost reduced to a science."³⁴

Although the college did not hire a professional librarian, it did obtain the services of Charlotte A. Baker on loan from the Denver Public Library. Baker assisted Daisy Stratton in cataloging the Jones collection, incidentally beginning an association with the college that would not end until 1936.³⁵

The library received another important gift at the very end of the century when Barton O. Aylesworth, who succeeded Ellis as college president in 1899, placed his private library in the Main Building for the use of advanced students. Aylesworth's collection reputedly constituted the strongest private library of modern literature in the state. Another source of strength at that time was the placement of the Experiment Station library in the Main Building. Placing that library, though small (in 1890, it numbered 353 bound



Main college building, circa 1895 (from CAC Catalogue 1894-1895)

volumes, compared with the 2,070 then in the main library), in a separate location would have seriously diluted scarce library resources.³⁶

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At the beginning of the twentieth century, CAC officials could look upon their small library with a measure of pride. Beginning with nothing and working with very slender resources, they had created in only twenty years a collection of ten thousand volumes. Furthermore, the librarians, though untrained, had fulfilled their duties responsibly and had obtained important gifts, including those of Anna Jones and Barton Aylesworth. The “main” library and the Experiment Station library were housed together, or at least in close proximity, avoiding a potentially ruinous competition for resources. In short, according to statistics gathered in 1899, the CAC library seemed to be doing well compared with libraries in peer institutions. A U.S. Department of Agriculture survey of land-grant college libraries indicated that CAC ranked twenty-fourth in size of collection among forty-eight libraries. CAC had a larger library than institutions such as the University of Arizona, the University of Arkansas, Purdue, Oklahoma A&M, Clemson, and Texas A&M.³⁷

A closer look, however, reveals problems that had to be confronted for the library to progress. A solution to the overcrowded library rooms would have to be found, and a proper balance in collection development between the liberal arts and the sciences would have to be struck. Indeed, to some extent, the Experiment Station library was purchasing scientific texts, while the main library purchased history and literature.³⁸ Such a division of responsibilities could not last long without creating difficulties. In 1900, the Department of

Botany and Horticulture asked for funds to add reference books to its small departmental library, signaling the danger that resources might become spread across even so small a campus as that of Colorado Agricultural College.³⁹ And the relatively high ranking obtained by CAC in the survey of land-grant libraries was deceptive—only four of the institutions had libraries of 50,000 volumes or more. CAC might have been twenty-fourth; but, in reality, it was in the middle of a pack of small and weak libraries.

Finally, the difficulties associated with cataloging the Anna Jones collection, not to mention the need to create a catalog for the entire library, revealed the need for a trained librarian. The death of Daisy Stratton in 1901, unfortunate though it appeared, gave the State Board of Agriculture an opportunity to hire a professional librarian. Joseph F. Daniels was the man selected to bring the library into the twentieth century.



Endnotes

¹ Hansen, *Democracy's College*, pp. 19-22.

² *Ibid.*, pp. 22-23.

³ *Ibid.*, pp. 23, 25.

⁴ *Ibid.*, p. 26.

⁵ James R. Miller, "Pioneer College President" (bound typescript, 1962), pp. 58, 60; State Agricultural College, *Register of the Officers and Students and Courses of Instruction . . . 1881-82—1882-83* (Fort Collins: State Agricultural College, 1883), pp. 46-47 (hereafter cited as *Catalog*, with the appropriate dates).

⁶ *Report of the State Board of Agriculture, 1878* (Denver: Daily Times Printing House, 1879), p. 43 (hereafter cited as *Report SBOA*, with appropriate dates and page numbers); Miller, "Pioneer College President," pp. 113-114.

⁷ Miller, "Pioneer College President," pp. 113, 117; Charlotte A. Baker, "The Library at College," in George H. Glover, "Early History of the Colorado Agricultural College" (bound typescript, 1923), p. 1.

⁸ *Catalog, 1889-1890*, p. 61; *Report SBOA, 1890*, pp. 38-39; 1891, p. 69.

⁹ Miller, "Pioneer College President," p. 117; Laura I. Makepeace, "History of Colorado Agricultural College Library," n.d., pp. 12-13, Colorado State University Libraries Archives, Box LIM-1 (hereafter cited as CSUL Archives, with the appropriate collection and/or box number or name); Arthur J. Klein, *Survey of Land-Grant Colleges and Universities*, U.S. Office of Education Bulletin No. 9, 2 vols. (Washington, D.C.: Government Printing Office, 1930), 1:610; "Home Matters," *Fort Collins Courier*, March 29, 1883, p. 4.

¹⁰ *Catalog*, 1890-1891, pp. 6, 12; 1891-1892, pp. 4, 10-11, 13; *Report SBOA*, 1891, p. 69; Makepeace, "History of Colorado Agricultural College Library," p. 13; Ruth Jocelyn Wattles, "The Mile High College: The History of Colorado A&M" (microfilm transcript, 1946), p. 81; Colorado Agricultural College Library, *Reports and Inventory, 1888-1919* (bound typescript), 1888? (hereafter cited as *Library Reports*, with appropriate date and/or report name); Ansel Watrous, *History of Larimer County, Colorado* (Fort Collins, Colo.: The Courier Printing and Publishing Company, 1911), p. 90.



Marguerite "Daisy" Stratton 1887 (Archives)

- ¹¹ Laura I. Makepeace, "The History of the Library of Colorado State College, 1879-1943" (bound typescript, 1943), p. 2; *Catalog*, 1891-1892, pp. 2-4; "Celia May Southworth," *Rocky Mountain Collegian*, May-June, 1894, p. 65 (hereafter cited as *RMC*); Files of the Fort Collins Public Library, Local History Department.
- ¹² Celia May Southworth, "Civilization and the Indian," *RMC*, May 1895, pp. 98-99; Celia May Southworth, "Society and Crime," *RMC*, September 1894, p. 3.
- ¹³ Celia May Southworth, "What Shall We Read?" *RMC*, December 1894, p. 35; Celia May Southworth, "Discipline," *RMC*, November 1894, p. 22.
- ¹⁴ *Catalog*, 1895-1896, pp. 7, 18, 22; Baker, "The Library at College," p. 4; "Alumni Notes," *RMC*, May 1901, p. 87.
- ¹⁵ Miller, "Pioneer College President," pp. 116-117; Makepeace, "History . . . 1879-1943," p. 1.
- ¹⁶ Miller, "Pioneer College President," pp. 114-115; *Report SBOA*, 1881-1882, p. 40.
- ¹⁷ *Catalog*, 1881-1882—1882-1883, p. 50-51; 1884-1885, p. 47; 1894-1895, p. 59; *Library Reports*, 1888?, 1899.

- ¹⁸ *Report SBOA*, 1885-1886, pp. 19-20; *Library Reports*, 1888?.
- ¹⁹ *Catalog*, 1881, pp. 17-18; *Library Reports*, 1888?.
- ²⁰ "The State Agricultural College of Colorado," *Fort Collins Courier*, March 31, 1881, p. 3; *Report SBOA*, 1885-1886, pp. 19-20; 1890, pp. 38-39, 56; Wattles, "History," p. 82.
- ²¹ *Library Reports*, 1888; *Report SBOA*, 1889, p. 32; *Catalog*, 1889-1890, p. 61.
- ²² *Catalog*, 1891-1892, report bound between pp. 68 and 69.
- ²³ *Report SBOA*, 1893, pp. 77-78; 1896, pp. 51-52; *SBOA*, "Record," I:484 (minutes of the State Board of Agriculture, hereafter cited as *SBOA*, "Record").
- ²⁴ *Report SBOA*, 1898, pp. 45-46.
- ²⁵ Wattles, "History," p. 82.
- ²⁶ *Library Reports*, 1888?.
- ²⁷ May Southworth, "The College Library," *RMC*, October 1893, p. 10.
- ²⁸ *Ibid.*
- ²⁹ Maud Bell Crandall, "Some Books in Our Library," *RMC*, December 1895, pp. 35-36.
- ³⁰ *Report SBOA*, 1896, pp. 51-52; Ray Murphy, "Local Department," *RMC*, February 1901, p. 47.
- ³¹ *Catalog*, 1891-1892, report bound between pp. 68 and 69; *Report SBOA*, 1894, pp. 38-39; 1895, pp. 48-52.
- ³² Hansen, *Democracy's College*, p. 101; *Report SBOA*, 1895, pp. 48-52.
- ³³ "The State Agricultural College of Colorado," pamphlet bound with 1891-1892 and 1892-1893 catalogs, n.p.; "Our Benefactor," *RMC*, May-June 1894, p. 64; CSUL Archives: Makepeace, "History of Colorado Agricultural College," pp. 21-22.
- ³⁴ "The College Library," *RMC*, December 1894, p. 38; *Report SBOA*, 1895, pp. 48-51; *SBOA*, "Record," II:504.
- ³⁵ Baker, "The Library of the Colorado Agricultural College," p. 6.
- ³⁶ *Catalog*, 1899-1900, p. 94; *Report SBOA*, 1890, pp. 38-39; Makepeace, "History . . . 1879-1943," p. 3.
- ³⁷ U.S. Department of Agriculture, *Yearbook*, 1899 (Washington, D.C.: Government Printing Office, 1900), pp. 757-758.
- ³⁸ Makepeace, "History . . . 1879-1943," p. 2.
- ³⁹ *Report SBOA*, 1900, p. 40.

CHAPTER 2: Joseph Daniels and His Difficulties

In 1901, almost all land-grant college libraries were small and without significant resources. The nineteenth century was strictly a formative period for most. Not until the arrival of the twentieth century, which coincided with the hiring of professionals and, in some instances, better funding, would real growth begin. When Joseph Daniels assumed the post of librarian at Colorado Agricultural College, the circumstances he faced were not unusual. He also found a college struggling to define its mission and responsibility to the public.¹

From the beginning, the college had taken seriously its goal of practical service to the citizens of Colorado. With the arrival of the twentieth century, it began to feel the stress of fulfilling this mission while also responding to the movement toward faculty research then sweeping higher education. As early as 1879, CAC had instituted a series of farmers' institutes that brought faculty into direct contact with agriculturalists throughout the state. Later, "demonstration" railroad trains took the results of applied research projects to communities across Colorado. Indeed, "[CAC] did more than any other agency to make farming in Colorado a paying concern for those who heeded its counsel."²

Danger lurked, however, in too close an association between the college and the general culture. One authority put it succinctly:

Those who judged the value of higher education by its social and vocational utility were likely to entertain a marketplace idea of learning wherein education was conceived as a commodity. . . . When education was defined as a commodity, however, the ancient defenses of academic freedom and autonomy were dismantled, standards of value were confounded, and unpopular professors and subjects were placed in jeopardy. Ironically, the more the colleges sought the protective coloration of the culture, the less able they became to protect themselves against injurious external intervention. . . . The problem was to relate the college to the culture without allowing it to be totally absorbed into the culture.³

The spectre of external intervention in college affairs became evident at Colorado Agricultural College in the first decade of the twentieth century. Most educators at the college were adherents to what best can be called a "broad gauge" approach to higher learning. They believed that

. . . applied knowledge required a foundation of basic principles and underlying theories. Instruction should be both expansive and specific, with a "liberal" background serving as preparation for intensive specialization.⁴

Proponents of a more “narrow gauge” approach to education, in contrast, saw practical training as the standard for an agricultural and mechanical college. The liberal arts and abstract theoretical concepts were suspected of being impractical and elitist, a throwback to the classically oriented colleges of the early nineteenth century. Narrow-gauge supporters believed that CAC should serve as a vocational school for agriculturalists. Both sides could turn to the Morrill Act for support. The act mandated that land-grant colleges foster the “mechanical arts.” Lacking any other definition, this phrase could be interpreted to mean the training of mechanics and technicians, or it could be construed to include engineering in all of its various branches. The latter interpretation would place land-grant institutions in an arena where professional education would take precedence over vocational training.⁵

The differences between broad-gauge and narrow-gauge ideas became more than philosophical in 1908. Professor William Carlyle, the director of the college’s agricultural programs and a believer in narrow-gauge concepts, attempted to gain control of the irrigation-engineering curriculum. He was resisted by Louis Carpenter of the engineering faculty, an adherent of the broad-gauge position and a product of the Johns Hopkins graduate program. No stronger champion of theoretical research and the community of scholars could have been found on the CAC campus. President Barton Aylesworth supported Carpenter, as did most CAC faculty. Carlyle, the darling of Colorado stockgrowers, called upon his ranching friends for assistance. They responded by filling the pages of the state’s newspapers with accounts of the controversy. Despite fierce pressure from the stockgrowers, the college eventually triumphed and forced Carlyle to submit his resignation. Although Aylesworth lost his own position as a result of the uproar and the college suffered a temporary eclipse in the esteem of both legislators and citizens, the outcome of the controversy was highly significant. CAC would go on to solidify its role as a research institution, while simultaneously carrying out its land-grant service mission to the people of Colorado.⁶ Although the crisis of 1908 strengthened the role of pure research and the sciences at CAC, the place of the liberal arts remained less well defined. The college library, associated with the liberal arts like other academic libraries, would have to adjust to this circumstance.

Finally, in addition to the disagreement over the educational philosophy of the college, faculty and staff at CAC had to face certain mundane realities. Higher education in Colorado was funded through a mill levy system that provided reliable income each year but was vulnerable to economic depression and the propensity of county tax assessors to undervalue the property of their constituents. Consequently, state-supported colleges never had enough money to function with full effectiveness. As a further irritant, the state lacked fully accredited high schools in the nineteenth and early twentieth centuries, meaning that high-school graduates were not prepared for college-level work. Hence, entrance standards had to be lowered to ensure a large

enough student body for the colleges to survive, and remedial work for such students became a necessity.⁷

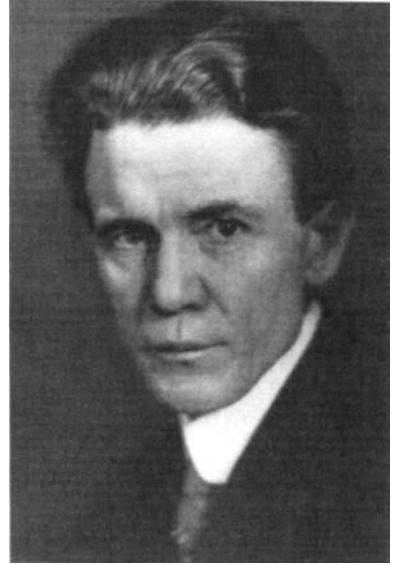
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Such was the situation facing Joseph Daniels when he arrived in Fort Collins. Although a native of the East, he was no stranger to Colorado. Born in 1865 in Boston, Daniels was the son of a railroad master mechanic and received a comparatively humble education in public schools. For a number of years, he pursued a career in architectural design. His interests were diverted to librarianship in 1884, when he began studying the Dewey Decimal system in an effort to organize an employer's collection of architectural books. During the next several years, he variously pursued architecture, newspaper work, teaching, and the study and practice of library procedures. In 1893, in an effort to improve his health, he migrated to Colorado, where he soon obtained a job at the Greeley Public Library. From there, he moved to the position of librarian at the State Normal College, where he remained until accepting a similar position at CAC. Although Daniels lacked a college degree, his prior experience qualified him as the first formally trained librarian at CAC.⁸ His position was not uncommon, for formal library education was still in its infancy. Although Melvil Dewey established the first library school at Columbia College (now University) in 1887, most training programs were affiliated with technical institutes or large public libraries. Not until 1900 did the American Library Association establish a Committee on Library Examinations and Credentials, the beginning of accrediting programs.⁹

Daniels wasted no time in assessing the needs of the CAC library. In his 1901 annual report, he outlined an ambitious agenda of goals: cataloging and classification of the entire library; establishment of a course in library science and handicraft; establishment of an apprentice program; and creation of one of the "best scientific libraries" in the West. He went on to point out a number of specific deficiencies. The library was "far behind the other departments in efficiency." More floor space was needed for book stacks, reference books, and reading areas. A library fee, such as that in place at the State Normal College in Greeley, should be assessed students. The library budget, including funds for salaries, should be increased. Daniels reported that past records were conscientious but incomplete. Equally irksome, the library was divided into three separate collections: the college library, the Annie Jones collection, and the Experiment Station collection. The general lack of organization impeded student use and contributed to many lost books. Daniels helpfully provided a lengthy list of the missing items.¹⁰ The formidable list of problems, however, failed to daunt the new librarian, who plunged into his work with zeal. A newspaper reporter who visited the library in 1902 praised Daniels for his industry and enthusiasm. In something of an understatement, the reporter found the library "a little crowded for room" but predicted great things when it moved into expanded quarters, an event expected shortly."

Perhaps in gratitude for the favorable publicity, Daniels invited the reporter home for dinner and had him stay all night.¹¹

The long-overdue need for additional space for the library soon became a priority for Daniels. Early in his tenure at CAC, construction of a new Civil and Irrigation Engineering Building was expected to free up space for the library. In the interim, crowding in the Main Building became acute. In 1902, the library occupied three small rooms where "every inch of space available is used." Books were shelved over windows and doors, stacked "higher than one's head," and occupied most of the floor space. Daniels lamented that



Joseph Daniels (Archives)

There is no room for a small part of the students who try to get into the library every period during the morning, and in the late afternoon and evening the jam is too great.¹²

Conditions continued to worsen during the next two years. In 1903, the library was forced to distribute some three thousand volumes to departmental collections in chemistry, agriculture, civil engineering, electrical engineering, mechanical engineering, horticulture, and botany. A basement room in the Main Building was filled with boxed items in storage, as was a room in the basement of the Chemistry Building. Daniels feared that the next step would be storage of books in hallways. By 1904, he was showing signs of anxiety:

It is only a question of time and patient waiting, this building of a library, but I often wish that things could move faster toward the realization of our plans.¹³

The delay in moving to new quarters was caused in part by Daniels himself. He rejected a move to the Civil Building because he considered that structure too small, weak, and lacking in fire safety. Various compromises ensued; finally, a new addition to the Main Building allowed the Commercial Department to exchange places with the library, which occupied the former Commercial Building. Daniels welcomed the new arrangement, for he considered the original library hazardous:



The "Commercial" Library from the east (Colorado State University Photographic Services)

The hall below, in the basement, is as nearly a "fire trap" as I have ever seen in a public building. I try not to think about it, because there seems to be no remedy at hand.

The move took place in December 1904. In a newspaper article, Daniels praised college officials and attributed the long delay in obtaining new library quarters to lack of money.¹⁴

The so-called Commercial Building, a single-story structure at the north-east corner of the Oval, had had a checkered history. Erected in 1882 as a barn, it had experienced piecemeal additions and variously housed a tool house, the Commercial Department, and a physiology laboratory. When the library moved in, it had to share the building with a veterinary-medicine laboratory, located in the basement, and a plant-disease greenhouse. The H-shaped building contained a single entrance in the middle section. Initially, the south wing encompassed the reading, reference, and document rooms, while the north wing included a "stack room for general literature and for state and department documents." A delivery room, the card catalog, newspapers, and a general business area occupied the center section. The space allocated to the library, the first floor only, amounted to four times the area vacated in the Main Building.¹⁵

At first, the new library was received with accolades. The *Collegian* observed:

The new library in its new quarters is very nicely arranged. There is plenty of room now for all who wish to use it.

In his May 1905 report, Daniels praised the facility as one of the best in Colorado. It had a good floor plan, despite steam pipes that lessened shelf space. He did suggest a number of renovations. The wallpaper should be stripped, a brighter paint job applied, and pictures hung in an "attempt at elegance and refinement." The installation of a skylight, though expensive, would improve upon the inadequate natural lighting from the windows.¹⁶

Disillusion soon set in, however. Within a year, Daniels sounded a warning about the Commercial Building, stating gloomily that eventually it would be "bursting." The removal of books from storage in the Chemistry Building and elsewhere on campus made available items that had previously been in boxes but took up shelf space in the new building, while incidentally requiring a great deal of time to reassemble. Even with the new floor space, the department libraries could not be included in the Commercial Building. In short, either Daniels had failed to plan well or he had been forced to accept an inadequate building.¹⁷

One unpleasant aspect of the new location soon made itself known. The veterinary lab in the basement housed a number of animals used for experimental purposes. Odors emanating from that region sometimes emptied the library of all except Daniels and his assistants, who dutifully stuck to their posts. Someone observed that the fumes resembled the odor of dead dogs being poached. This instance of indoor air pollution would plague library staff for a decade.¹⁸

In a pattern that would become all too familiar, the new facility quickly began to fill. As early as 1906, Daniels requested additional shelving to avoid a resumption of storage in boxes. A year later, he groaned that "the building is littered with piles of boxes and books, the students have to pick their way through the mess" Not only did the library often resemble "the shipping room of a warehouse," space was lacking for a desk for himself. About the same time, the *Collegian* noted books piled on the floor and concluded, "The freehanded manner in which the books are handled accounts for some of the losses incurred." By 1909, Daniels was requesting that the basement be turned over to the library, claiming that the Veterinary Department found it almost "impossible" anyway. That same year, some relief was obtained when a stack area was constructed in the north basement and mezzanines were added to the first floor.¹⁹

Meanwhile, Daniels busied himself with plans for an addition to the Commercial Building. In 1907, he submitted a plan that called for the addition of another reading room, mezzanines in several locations, and another book stack. Two years later, he once again urged adoption of his plan for an expanded reading room, while simultaneously discounting idle talk about the erection of an entirely new edifice. Although Andrew Carnegie and John

D. Rockefeller had been approached and there was "hope that some rich man will help us in time," Daniels felt that a new building was unrealistic because of the expense involved, the need to improve the collection, and the uncertainty surrounding its location. Indeed, another two decades would pass before a new building was constructed, and even his expansion plan of 1907 would receive no action until after he had passed from the CAC scene.²⁰

* * * * *

Between bouts of wrestling with the difficulties presented by inadequate library quarters, Daniels turned his attention to collection development. At the beginning of his tenure, CAC had good, if small, collections in history, literature, fiction, biography, and bibliography, all supplemented by the private collection in President Aylesworth's office. Publications were being exchanged with organizations in the U.S., Argentina, Australia, Canada, Costa Rica, England, Finland, France, Germany, India, Jamaica, New South Wales, and Peru, not to mention the "country" of Hawaii. Nevertheless, the library was deficient in reference books and scientific books in the fields of agricultural engineering, domestic science, architecture, veterinary science, horticulture, botany, nature study, fine arts, and commerce. Daniels also advocated acquisition of photographs and lantern slides, indispensable for nature study and engineering lectures.²¹

Daniels enunciated his philosophy of collection development in his 1906 annual report. He believed in collecting comprehensively in certain fields. Such a policy "breeds specialists within the library staff and reinforces all the work of faculty and students. . . ." By contrast, a general collection scattered its resources without adequate return in any area and only duplicated the mediocrity of other, nearby libraries. He recommended that CAC collect intensively in the fields of agriculture, engineering, domestic science, and public health, making itself a leader in the West.²² Elaborating further, Daniels explained that while a new library building was important, service to library users, including the development of collections, took precedence. A commentary appearing in the college catalog, unsigned but almost certainly written by Daniels, assured the reader that the areas of agriculture and engineering would be cultivated. As for the humanities,

Of course we shall touch the student life and sufficient of the so-called humanities to make the library useful to all . . . but our aim is to make an agricultural college library of note.²³

In 1907, Daniels received two hundred and fifty dollars from the college to attend the American Library Association conference. In his travels, he visited nine institutions in the East where he obtained eleven thousand pounds of books, mostly as exchanges and duplicates. Shipping cost to the college amounted to six hundred dollars; Daniels spent two hundred of his

own money. This was not his only jaunt to build the library's collections, for he visited Topeka in 1904 and went west to Los Angeles in 1906 for this purpose. He hoped for a second trip in 1907, despite uncertainty about funding, remarking cryptically, "It's a case of life or death with me at that season [May] and I have to plan for it every year."²⁴

Despite his efforts, there was still room for improvement. In 1907, he grumpily remarked that Professor Carpenter had a better irrigation collection than the library did, and he reminded college officials that Professor Crandall had "absconded" with the botany books when he left CAC. In 1908, he admitted that the collections in fiction and biography were on hand because CAC served as a public library for the community; moreover, the needs of student literary and debating societies also had to be met.²⁵

To supplement the library's collections, Daniels turned to that cornucopia of free information, the federal government. The 1900 census revealed enough population growth in Colorado to allow for the designation of another library in the state as a depository for federal-government publications, joining four other libraries that had already obtained depository status. Congressman Franklin Brooks secured this coveted status for CAC in December 1903. Daniels' collecting trips around the country, then, had filled gaps in government publications published before the designation. His "scouring" of all regions of the U.S. had also resulted in a fairly comprehensive collection of experiment-station publications; indeed, Daniels considered the documents collection "tantalizing" in its richness.²⁶

In 1907, Morrill Act legislation confirmed the library's depository status by requiring all land-grant libraries to perform this function. Ironically, as early as 1906, CAC had resorted to storing these materials in boxes, limiting public access, contrary to the federal depository law. Still, the government depository represented a success story. Daniels boasted that the collection was "unusually good and in great demand"; in fact, the series of U.S. Department of Agriculture and experiment-station publications were so complete that he knew "of no better collection west of Washington"—obviously, a rather imposing claim.²⁷

The drive to improve the science collections was hampered by the simultaneous existence of the Experiment Station library and various departmental libraries. The status of the Experiment Station collection remained murky throughout this period. In 1907, library assistant Charlotte Baker reported that a card catalog for the Experiment Station was in preparation, indicating a close relationship between the two units. On the other hand, the 1907-1908 *Catalog* stated that the Experiment Station collection was not reckoned with the rest of the library; and Daniels remarked in 1909 that the Experiment Station had one of the best irrigation collections locally. Daniels was probably right in asking for a meeting with college administrators to determine the status of the Experiment Station; whether such a meeting took place is unknown.²⁸

Equally annoying was the status of departmental libraries. Such collections existed even before crowding in the Main Building forced the library to send books to the departments in 1903. The *Catalog* for 1901-1902 bragged that departmental collections were “especially rich.” By 1906, students had access to a reference library in the Physical Laboratory in the Main Building, a development followed in 1909 by the opening of a reading room and library in the Mechanical Engineering Building. Meanwhile, the Veterinary Department, with the assistance of the Veterinary Medical Association, built a library of its own that the association felt was one of the best in the U.S. by 1912. Daniels viewed these developments with dismay. Even those departmental libraries housing books from the main library regularly lost them. Overall, the departmental libraries were a “hopeless jumble of administration” and “one of the difficult problems of the college.”²⁹

By the first part of the century, then, the CAC found itself confronting three situations that appeared intractable without the expenditure of large sums of money. Lack of space and inadequate collections would remain problems until budgets and institutional priorities changed. Departments would continue to collect their own materials as long as they perceived the main library as unable to meet their requirements. The mission of CAC as a land-grant college meant that emphasis would be placed on scientific research, laboratories, and field work rather than the liberal arts and library books. In all, the situation was one that Daniels could do little to ameliorate.

* * * * *

In the first decade of the twentieth century, the library became more than a single-person operation. Within a year of his arrival, Daniels had both an apprentice system and a class in library handicraft that grew out of the apprentice scheme. While Daniels was sincere in his intent to give students a grounding in library work that might lead to future employment for them, it is also apparent that he saw these students as a potential source for assistance at little or no expenditure for salaries. For example, among his initial duties at CAC, Daniels was responsible for teaching drawing to the sub-freshman class for two hours every day. Although he enjoyed the work, Daniels asked to be relieved from teaching to complete the card catalog. In his absence, however, the student trainees kept the library functioning by creating inventories, handling accessions, making portfolios, and binding books. Unfortunately, the work of the training class suffered from lack of space, forcing the students to use the window sills as a work area.³⁰

The *Catalog* for 1902-1903 outlined the instruction given and indicated that two current students had jobs waiting for them, although no credit was given for this library work, for no courses were officially listed. When the library moved into the Commercial Building, Daniels began to de-emphasize the apprentice program and stress library coursework instead. Applicants had to meet exacting qualifications: high grades; a knowledge of French,

German, or Spanish (ideally, all three); and awareness that "library work is not light and good health is the very first requirement." Despite the stiff requirements, two or three students were always in the program.³¹

By 1907, the library course became part of the curriculum. In an effort to improve curricular options for women, the college established a program that combined domestic science with general science and cultural studies and with electives such as horticulture, landscape gardening, entomology, dairying, and library science. For some reason, library handicraft was offered as an alternative to plant breeding for women in their senior year. The library handicraft curriculum included bookbinding; drawing boards (which involved the design of book plates, book covers, and title pages); and lectures on book printing, history, and production. Lest students be misled, the *Catalog* stressed

... this is not a course in Library Science. It is a handicraft course with a tendency toward decorative design and bibliography.

Apparently the class allowed Daniels to apply his architectural drawing skills as well as his library knowledge.³²

The number of students rose from four in 1908 to six or seven in 1909, a trend that encouraged Daniels to begin thinking about instituting a certificate program. Despite the fairly informal nature of the training, several "graduates" had already obtained library jobs in Colorado or elsewhere.³³

Despite its modest successes, the library academic program was not satisfactory as a source of on-the-job assistance. As early as 1903, Daniels reported that the current class of two students was incapable of any effort beyond janitorial work or the sorting of pamphlets. Prospects of securing good assistants through coursework were bleak because of "crowded condition, lack of desk room or ventilation, or because of a better place, or because of regular class work." Daniels' complaints met with some success, for, by 1903, he no longer shouldered the extra duty of teaching drawing to sub-freshmen and, in 1904, hired his first full-time assistant, Anna Albert. Albert, though not a trained librarian, was a graduate of an eastern college and, by 1905, had advanced to the duty of cataloging. Despite her aptitude, Albert chose to leave CAC shortly for unspecified reasons.³⁴

Alberts' departure caused Daniels to hire Charlotte Baker, who relinquished a position at the New Mexico Agricultural College to begin a thirty-year association with CAC. As assistant librarian, Baker began her employment in the summer of 1906 by working entirely with government documents. Daniels praised her as a "good all-around, mature and well-prepared helper" and asked that her salary be raised to nine hundred dollars in 1907. By then, too, the library had two student assistants, Helen Newton and Helen Ver Steeg, on hand.³⁵

An increase in library personnel meant an increase in services. Daniels himself advocated bibliographic instruction for students, seeing it as a means to save the time of both the librarian and faculty members. In 1907, for example, he lectured to domestic science classes and to agriculture students on the use of publications in their fields. In an effort to promote library use, the *Catalog* for 1907-1908 encouraged students to "always ask for what you want; the library staff is on duty for you and it is the plan to help all who wish it." In a workmanlike article in the *Collegian*, Baker recommended the *Reader's Guide*, then a new publication, over *Poole's* as an index to periodical articles, mentioning the green color of the *Reader's Guide* to assist students in locating it. The periodicals themselves were arranged A to Z, ending with *World's Work*, "near the wash bowl." These efforts began a long-term trend of librarians publicizing their services to their Aggie clientele.³⁶

Circulation statistics for library materials indicate that during this first decade of the twentieth century, the 600 (Useful Sciences) section of the Dewey Decimal system saw the greatest number of checkouts, while fiction also received heavy use, sometimes amounting to twenty percent of the whole. Periodicals could be checked out overnight and, in 1904, accounted for twenty-five percent of circulation. As always, some items were stolen rather than checked out. A 1901 list of missing items included classics such as *David Copperfield*, *Hamlet*, *The Merchant of Venice*, *Uncle Tom's Cabin*, and Francis Parkman's *The Oregon Trail*; agricultural publications such as *How The*



"Commercial" Library interior (Archives)

Farm Pays and volumes of the *Breeder's Gazette*; and vaguely libidinous books such as *The Arabian Nights*, *Moll Flanders*, and *Harem Life In Egypt and Turkey*. The latter group apparently supplied the same temptation to undergraduates as *Playboy* did decades later.³⁷

Although literature and history students were expected to spend four hours a week reading in the library, other students sometimes used the premises only to socialize. Daniels expected this situation to be rectified with the move to the Commercial Building, where the quarters were comparatively spacious and well-lighted and therefore more conducive to study. New rules in the Commercial Building forbade talking in the reading room and assessed fines for overdue books; fines had not been possible in the Main Building because there was no place to keep the money. Daniels assured students that these rules were reasonable and not caused by his "indigestion or bad temper."³⁸

Improved quarters did indeed lead to an increase in library use, for, by 1906, Daniels could report, "This little library fairly boils with business. . . ." Students soon began asking for the library to remain open in the evenings and on Sunday. Those taking short courses, particularly, needed longer library hours. Daniels sympathized, noting that when he worked at night, students saw his light and tried the door, thinking the library was open. But funds were still insufficient to extend hours. Likewise, the chronic shortage of space and staff hampered his plans to extend services to citizens around the state. Farmers, ranchers, and rural teachers often contacted him for book lists, lectures, and "personal services." Daniels recommended that the library supply books to rural people "on the lines of other state agricultural extension work."³⁹

Finally, in 1909, funds allowed for a successful experiment in keeping the library open at night, although evening use came from the four-year students rather than the short-course students, contrary to expectations. About that time, the library received one of the few student assessments to survive from this period. A correspondent for the *Collegian* described the library as useful rather than beautiful and added that the stack area permitted not only conversation but even flirting, "if you do not mind having the library girls who may be in the stack room hear what you say."⁴⁰

* * * * *

Initially, Joseph Daniels appeared content at CAC and visibly participated in campus activities. In 1903, he enlivened a celebration of the 100th anniversary of Ralph Waldo Emerson's birth by recounting reminiscences from the lives of Emerson and his Concord friends. In 1908, he and other campus dignitaries raised money for the football team by sponsoring a contest to select the most popular young lady at the college.⁴¹ As time passed, however, Daniels became increasingly restive. His annual reports became a vehicle for him to announce his dissatisfactions. Some complaints were trivial, as when he

grouched about the proximity of the railroad tracks to the Commercial Building and the "hideous device" used by one model of locomotive to signal its presence. On another occasion, he claimed that while his relationship with most professors was cordial, a few treated him as a "hired man," a phrase that obviously rankled despite his disclaimer that "I place this subject in this report for impersonal reasons, absolutely."⁴²

More serious were his repeated attempts, always fruitless, to obtain a meeting with either the Library Committee or the State Board of Agriculture. He believed that the problems of the library could be explained successfully only through such a meeting. The growth of the library had led to "confusion," and a number of questions had to be settled. He also found it scandalous that he himself was not a member of the Library Committee. By 1909, he felt that ongoing problems with lack of space and money had left the library in a "fairly battered condition," but hope remained that it could become "the greatest scientific collection in the west [sic]." Still, he could not forego tweaking college administrators for refusing to meet with him. His exasperation showed when he offered to gather information on a library extension service but added snidely, "I suppose that you would not care for conditions of that sort."⁴³

Under these circumstances, it is not surprising that Daniels left CAC under something of a cloud. His resignation was announced in December

1909, but there is some indication that he was actually fired. Decades later, library director James Hodgson wrote that Charles Lory, who had succeeded Aylesworth as president, had fired Daniels. Hodgson was a confidant of Charlotte Baker, who worked with Daniels, so his story must be given some credence. Given the tensions that gripped CAC during the crisis of 1908,



Entrance of the "Commercial" Library (Colorado State University Photographic Services)

Daniels' carping attitude probably did not serve him in good stead. On the other hand, college officials did think well enough of their errant librarian to confer an honorary master's degree on him in 1910. Following his departure from Fort Collins, he obtained a position as librarian at the Riverside, California, Public Library, where he enjoyed considerable success. His organization

of a rather unorthodox library school there earned him national attention. He died in Riverside in 1921.⁴⁴

Daniels, however, should be credited for his accomplishments at CAC. In addition to overseeing the move to the Commercial Building and setting a policy for collection development that emphasized science and agriculture, he promoted a card catalog designed to encompass the entire collection. Although unfinished at his departure, the catalog benefited when college authorities adopted his suggestion to purchase printed cards from the Library of Congress to replace the handwritten or typed cards previously used. The designation of the library as a federal depository significantly augmented collections. In addition to the Annie Jones and Aylesworth donations, two other significant gifts supplemented the CAC collection: In 1907, three hundred volumes were donated from the estate of Judge Louis B. France of Denver; and a memorial fund was established in 1908 in the name of Theodosia Ammons, an early instructor at the college. The fund would support domestic-science collections in the library.⁴⁵

Daniels demonstrated an admirable commitment to library service, and his contributions included additional service hours, Sunday hours, and a policy of collecting intensively to serve scholars. James Hodgson, who became library director in 1936, felt that Daniels, with his policy of collecting and purchasing government publications and other relevant materials, had laid the foundation for an exceptional library.⁴⁶

The library did face several problems on Daniels' departure, not all of them of his making. Like most land-grant-college libraries, CAC's was small and poorly supported. Locally, Daniels attempted to improve the library's finances by recommending that a fee be assessed all students. A one dollar charge was approved in 1908, and the library collected almost four hundred dollars that year. Daniels hoped to raise the assessment to five dollars in the future, but his initial success proved illusory. Although the fee remained in place for decades, the money collected mostly went into the general fund of the college and the library failed to benefit.⁴⁷

Of greater significance was Daniels' policy for collection development. Undoubtedly, he was correct in demanding that the library collect intensively in areas specific to the interests of a land-grant college, rather than trying to be a general library serving all areas equally. Nevertheless, this policy raised the danger that some areas would be unduly neglected. The humanities were especially at risk, for Daniels paid little attention to them in his collection-building endeavors. While he cannot be characterized as an advocate of the "narrow gauge" philosophy of land-grant education, his collection-development philosophy fell somewhat short of a truly "broad gauge" approach to the curriculum.

Finally, Daniels bequeathed to his successor continuing problems with an unsuitable facility. Despite his work, the Commercial Building would prove to be a white elephant for years to come. Charlotte Baker, who was promoted

to the position of CAC librarian on Daniels' departure, would become more than familiar with inadequate accommodations and budgets and collections that could not properly meet the school's needs.

■

Endnotes

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- ²⁸ *Catalog*, 1907-1908, pp. 133-134; *Library Reports*, 1905 Annual Report; May 1907 Semi-Annual Report; 1909 Annual Report.
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CHAPTER 3: Miss Baker



Charlotte Baker, 1923 (Colorado State University Photographic Services)

In the 1890s, women in the infant profession of librarianship were attracted to the western U.S. because of the opportunity for independence and self-sufficiency. The attractions of a frontier atmosphere offset such deficiencies as sparse populations, low salaries, and minuscule budgets. Western colleges and normal schools, such as CAC, often predated public libraries and, therefore, were looked to for professional advice. One resourceful woman who found herself mentoring librarians around Colorado was Charlotte Baker.¹

Baker graduated from New York State Normal College in 1892, hoping to pursue a career in teaching. Incipient problems with tuberculosis, however, caused her to “break down.” Convinced that a career in teaching, which required continual use of her voice, was unrealistic, Baker decided to enter librarianship. For the sake of her health, she moved west and, in 1894, entered a training program at the Denver Public Library conducted by John Cotton Dana, head librarian at Denver Public from 1889 to 1898 and a dynamo whose wide-ranging ideas energized the library profession for decades. During her years at Denver Public, Baker loaned her services to help catalog the Annie Jones collection at CAC, simultaneously making her first acquaintance with Fort Collins. Afterwards, she gained employment as librarian at New Mexico Agricultural College for six years before coming to CAC in 1906. Given her experience, she seemed to be an excellent replacement for Daniels. Moreover, Baker found Fort Collins to be a congenial locale. Although her sojourn in Las Cruces had enabled her to travel in nearby Mexico, Fort Collins had the advantage of “closets, electric lights and bath tubs”—amenities lacking in southern New Mexico.²

Baker faced the same formidable problems that had confronted her predecessor, but her wry wit enabled her to cope with numerous difficulties over the coming years. The following examples are indicative:

I often see the girls with their elbows on the pages of books. Now you can not absorb knowledge thru [sic] your elbows. . . . The boys do not use their elbows. They clutch a book violently by the whole arm and carefully hold their coat sleeves over the page they are reading.

We have got religion in this town and got it hard. The Evangelist [sic] prayed publicly by name for Dr. Lory who is a prominent Unitarian, for Doctor Gillette who is an elder in the Presbyterian Church and believes in evolution, for Dean Johnson who is also an elder in the Presbyterian church and two other professors. . . . You want to fumigate this letter before you read it, or you may get some evolutionary heretical microbes.

The newspaper room has been moved into the basement. This has helped the quiet in the main reading room by removing their rustle and the constant interchange of ideas about our most important college activity which is football.

Referring to increases in the price of British periodical subscriptions, she observed, "Libraries are finding that they must contribute their share to the English war debt in order that England can pay what she owes the United States."³

* * * * *

Baker wasted little time in acquainting President Lory with the deficiencies of the barnlike Commercial Building. Poor lighting, poor ventilation, and the damp, leaky condition of the basement contributed to the general dankness. George Glover, whose veterinary lab occupied the basement, could often be seen pacing to and fro outside the building to get warm, even in midsummer. During the winter, irregular heating caused the stack area to "sizzle," while the offices were frigid. Outside, water dripped on the steps and froze, creating a hazard that was demonstrated when a "heavy middle-aged man" sustained a fall one winter. The building lacked even a restroom, although Baker pointed out that a toilet in the basement would become available if the lab vacated the building and the toilet were disinfected and painted. Others agreed that the library was a disaster. In March 1911, more than one hundred legislators and CAC friends toured the campus; one, after examining the Commercial Building, stated, "What you need is enough dynamite to blow up this old death-trap and money enough to build a new one."⁴

The poor condition of the library had an inevitable effect on the morale of the staff. One woman who resigned upon her marriage had lost some of her strength after only a year's employment, for she had arrived as a "healthy girl." This led Baker to remark that the college ought to consider the health of humans as much as it did that of Carmen, a blooded horse at the government breeding station. Baker herself fretted that the inadequate lighting was causing her to lose her eyesight and, by extension, her livelihood. Nor was her temper improved when repairs to the building were assigned to student labor. Lackadaisically, the students placed stepladders on newly varnished tables, ruined books by scattering plaster over them, and turned on no fewer

than seven light bulbs while vacuuming when the light from one would suffice.⁵

Ideally, completely new quarters would resolve these shortcomings; but, in 1915, Baker noted pessimistically, "We are working on plans for a new library which we will not get." Still, some relief was in sight. Late that year, an addition to the back of the original Commercial Building was completed, doubling the size of the library. The ground floor of this renovation became the main reading room. About the same time, another source of annoyance received attention. The smell emanating from some guinea pigs used for hydrophobia experiments in the veterinary lab became so overpowering that Baker sent Lory a memo suggesting that the animals be sprinkled with cologne, or "Florida water." Shortly afterward, the lab—and the offending creatures—were removed. For several years thereafter, the library shared the basement with the Forestry Department.⁶

The new addition came equipped with skylights and an improved heating system. The *Catalog* crowed that the main reading room was "exceptionally well-lighted and ventilated." Nevertheless, that familiar bugaboo, lack of space, continued to plague the library. By 1921, students were forced to hunt for places to sit, even when the weather was pleasant. A few years later, staff began boxing and storing government documents in the basement because of a shortage of shelf space; and books had to be shelved on top of the cases in the main reading room.⁷

Baker commented on other problems associated with the Commercial Building. She considered the place a fire hazard, a danger evidenced when a male student, after lighting a cigar, tossed the match into a wastebasket and walked off. Returning a short time later, he found the basket in flames. Another such incident, she worried, might cause the library to lose its irreplaceable documents collection. Nor was fire the only danger to employees, for when the female employee on duty closed the library at 9:30 P.M., the campus was both deserted and dark. Thus, Baker asked for more campus lighting in 1923:

If a woman is ever frightened on this campus at night, it will be disagreeable for all concerned.

Overall, rather than the college's symbol of intellectual vitality, the library, according to Baker, was literally an old barn.⁸

In the fall of 1924, the library obtained custody of the entire Commercial Building for the first time. Ironically, this development proved a burden, for the library lacked a male employee to handle heavy lifting. Now that the library included more than one floor, the women on the staff were forced to haul loads of books up and down the stairs. Baker launched a series of requests for an elevator, or "lift," as she termed it. Reasons given were:

To save my back. To save my time. To save wear and tear on the books. To save my clothes and to encourage neatness. To keep my good disposition.

In June 1924, Charles Lory responded, "We have given much thought to your needs for a book-lift," explaining that he hoped to have a lift designed on campus or to correspond with manufacturers in an effort to obtain something suitable. He had little choice, for by then Baker was protesting:

A variety of physical ills come to women who do heavy lifting. Has an educational institution the moral right to deliberately break down its workers? Is it economic [sic] to wear out the mental worker with physical labor?

The lift was finally installed in July 1925, and its availability significantly improved staff morale during the short remaining time that the library would occupy the Commercial Building.⁹

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During the first sixteen years of Baker's tenure as director, the library staff increased modestly. In 1910, personnel included two full-time assistants, Ida Walker and Arlene Dilts, and increased to four full-time workers by 1916. A fifth position was added in 1918, when Laura Makepeace joined the ranks, beginning a CAC career that would last nearly forty years. The library staff remained at five members for some time. In 1919-20, Baker was librarian; Dilts, assistant librarian; and Nellie Robertson, head cataloger. Iva Watson performed the duties of loan department and bibliographer, and Makepeace split duties between cataloging and bibliography.¹⁰

Professional staff were necessarily supplemented by student labor from various sources. In 1910, the staff included two student apprentices; but the apprentice program was abandoned a year later. In its place, a male student assistant worked at night shelving books, packing and unpacking boxes, and performing odd-job carpentry. The presence of a male student or janitor was always welcome, since he could handle chores requiring heavy lifting. By 1916, the apprentice program reappeared, with two students in training, a situation still in force in 1920. By 1925, however, the library had reverted to student assistants. Five women students rotated duties at the loan desk, a not entirely satisfactory situation, since the students needed constant supervision and committed egregious errors that a full-time staff member would have avoided.¹¹

From Baker's point of view, the staff was always insufficient to fulfill its duties, an idea she reiterated continually in her reports. In 1912, the staff was straining "every nerve" to handle the usual workload, threatening a discontinuation of government documents activities, despite a "moral obligation" related to the library's status as a depository. Ten years later, personnel

felt discouraged by “institutional indifference and lack of support.” Everyone, including Baker, assisted at the loan desk and with reference work, since the needs of students and faculty had to be met; but other duties suffered accordingly. Additional assistance, probably from students, in the spring of 1924 brought a brief surge in morale. Temporarily, adult staff experienced better health and reduced friction and seemed less “ground down” by reference and loan-desk duties. Only a few months later, unfortunately, the workload again had reached the breaking point.¹²

From time to time, particularly during the First World War, Baker unhappily reported that a staff member had “broken down.” Ethel Hull and Marian Higgins broke down in 1917, as did Clara Glidden in 1918. All three left the library. Baker attributed the breakdowns to overwork, although she felt that Higgins left partly because of many family and social demands, unlike Glidden, who conspicuously lacked a social life. Baker then split the loan-desk work between Makepeace and Iva Watson, noting that with only one woman responsible, “she gives out before the winter is over.”¹³

Exacerbating staff tribulations were dubious decisions made by Baker’s predecessor. Daniels left behind six hundred “memorandum” cards for books yet to be cataloged, not to mention piles of unsorted personal and business correspondence, some of it dating back to 1902. Worse, he purchased cards for series of books the library did not own—but that he had hoped to obtain later—and placed them in the catalog, to the confusion of Aggie students. Not until the early 1920s were the last of these cards removed. As late as 1927, Baker reported that the library had just inventoried some foreign sets acquired by Daniels.¹⁴

Cognizant of these difficulties, President Lory did what he could to increase the library staff and improve facilities. At other times, he offered moral support. In 1919, for example, he commented:



Arlene Dilts Maxwell (Colorado State University Photographic Services)

The library has been called upon for much extra service this past year. It has been a source of pride, in a way, the way you all responded. . . . That it was appreciated is testified by the very free use that was made of the library by the soldiers and students.



*Laura Makepeace (Colorado
State University
Photographic Services)*

In 1923, Lory assured Baker that he was “looking forward eagerly to the time when we may have a new building.”¹⁵ Lory was as good as his word; for a new library was indeed erected in only a few more years.

* * * * *

During the first decades of Baker’s tenure, the library staff busied itself with much-needed instruction for students. In 1911, four talks were given to freshmen at the beginning of the school year; and, by 1914, seniors were receiving a lecture on government documents. Gradually, this instructional program became more ambitious. By 1916, seventeen freshman lectures were given, each including a tour of the premises that encompassed the Dewey Decimal system, the

card catalog, reference books, periodical indexes, and bound periodical shelves. These educational sessions exemplified Baker’s philosophy toward the library’s main users:

We try to help the students as much as possible in a personal way, and above all to help them help themselves. We help in writing toasts, long themes, personal letters, or whatever seems to trouble them.¹⁶

In 1920-21, library staff spent ninety-six hours teaching freshmen and other students. A year later, they gave no fewer than seventy-four lectures to freshmen alone. This ambitious program temporarily collapsed in 1923, when the freshman lectures were discontinued because of lack of staff. Extra funding for a halftime assistant allowed the lectures to resume in 1924.¹⁷

Equally ambitious was a formal course in the use of books, offered for the first time in 1913. The course included lectures and practical problems regarding the use of such library tools as the card catalog, periodical indexes, and reference books. Each student was required to prepare a subject bibliography and a recitation. The course was worth two credits; as an inducement, the *Catalog* stated that student library workers would be selected from those completing the course. Only two students registered in 1913, although the numbers rose to three or four in ensuing years. The course description hints at the thinking of Baker and other library staff in teaching library skills formally. In 1917-18, the description asserted, “[The course] is not designed to train librarians, but to teach students how to use books readily and intelligently.” Elaborating on this theme, the 1923-1924 *Catalog* stated:

... we believe that educated men and women should know how to use a library, and how to look up the literature of their speciality,

rather than depend upon the limited time of the average librarian. There is also the education which comes from being acquainted with books, and knowing how to handle them quickly and independently.

By then the course was worth three credits.¹⁸

These statements reflect a feeling prevalent among academic librarians that the library had an important role to play in introducing students to general culture and to inculcate in them a love of reading and, by extension, respect for learning and the responsibilities of citizenship. As early as 1877, some theorists were calling for librarians to act as “professors of books and reading,” a sentiment echoed by President Ellis at CAC in the 1890s. Since the rest of the curriculum focused on discrete, narrowly defined subjects, only the library could provide a broad cultural overview. This belief was still in force throughout the nation as late as the 1930s. For example, a newly appointed librarian at Stephens College in Missouri had as part of his charge to stimulate students not only to read for pleasure but also to love books.¹⁹

Baker agreed with this philosophy. In 1912, she fretted that CAC was failing to make readers of its students. She urged that “all the big emergencies that come to an individual must be met in the main alone” and cited a story of a mentally distressed man who saved his sanity by reading aloud to his wife, a process that helped him to forget his troubles. Her views on the importance of the library and reading were repeated a decade later in a library information sheet that asked students to use the library for both study and reading and reminded them that seldom in their adult lives would they have an opportunity to visit a library as regularly as they did in their collegiate years.²⁰

Some students agreed; in 1917, a *Collegian* article criticized the library for its poor fiction collection. Of an alleged one thousand volumes, four hundred were unpalatable classics and five hundred others by authors who were unknown, leaving only one hundred that were “readable.” Among these were Rex Beach’s *The Barrier* and Owen Johnson’s *Stover at Yale*. Perhaps in response, the library later established a shelf of inexpensive “ten-cent” current-fiction books.²¹

In addition to indoctrinating students with the love of reading, the library sought to present itself as a campus cultural attraction. Various artworks decorated the interior. In 1924, this rather heterogenous collection included paintings titled “Dieppe Fisher Girl” and “Two Old Soldiers”; framed copies of both the U.S. and student-body constitutions; photographs of Bierstadt Lake, Sheep Lake, a chariot race, Mark Twain, Milan, Westminster, and San Diego; and statuary of Abraham Lincoln, Theodore Roosevelt, and “Laughing Boy.” In a more active approach to cultural enlightenment, the library often set up exhibits and book displays. Baker saw exhibits as a way for the library to advertise and make itself more attractive. Among the subjects displayed

were Egypt, Shakespeare, biographies and autobiographies, and fitness. The latter, in particular, was aimed at faculty, with the catchy slogan “Fit or Fat at Forty.”²²

As the years progressed, Baker expressed some disillusionment with student reading habits. Speaking before an assembly of women students in 1924, she tactlessly suggested that boys read only the sports section of the



Magazine Shelf in “Commercial” Library (Colorado State University Photographic Services)

newspaper and that girls read even less. Three years later, she claimed that students read little, including fiction; as an example, she cited an employee of the *Denver Times* who read only the sports page. Baker was also known to prowl the reading room seizing comic magazines smuggled in by Aggies unattuned to the cultural delights of the library. Despite the staggering indifference of students,

the librarians seemed never to desist in efforts to encourage them to acquaint themselves with reading and culture.²³

* * * * *

In general, relations between the library and its Aggie clientele appear to have been reasonably harmonious. There were occasional untoward incidents, however. In 1916, librarians became increasingly irritated by student use of the telephone, for staff had to interrupt their own duties to page youths whose friends had called. A few years later, the library attempted to deal with student conversations by designating certain rooms where talking was allowed and others where it was banned. For example, the large reading room sported a sign stating, “Consideration for others demands SILENCE.” About the same time, Baker, dismayed by the moral standards of the 1920s, issued a furious blast at women students, using a *Collegian* article as her vehicle:

I don’t want to be a crank on the subject of co-eds, . . . but I do feel that the young girls have deteriorated. They lack honesty and honor. The girls do not place their obligations to society in their proper sphere.

Perhaps not by coincidence, Baker found herself lampooned in the *Collegian* the following year. An article on romance in the library advised aspiring swains to come equipped with “a lot of Gall, a hoarse Whisper, and an Innocent Expression,” for it was not unknown for Baker to cast baleful glances at overbold romeos or even to eject them from the premises. Other staff members were considered “Easy Marks,” however.²⁴

Some Aggie hijinks were innocuous. Many decades afterwards, student employee Helen Shoffner Michoski recalled that she and reference librarian Ena Crain sometimes placed telephone orders for ice cream cones on hot summer days. The delivery boy would then hand the cones through the library’s basement window to the two young women.²⁵

A more serious problem was theft. As early as 1914, students reported their fountain pens and notebooks stolen in the library. In 1917, thieves made off with 149 library books; and, four years later, someone absconded with many books on sex hygiene. One incident was particularly outrageous. A student worker failed to report another Aggie who stole library books. An inquiry by Baker revealed that student employees adhered to the following ethos:



“Commercial” Library, 1915 (Archives)

We are college employees only a few hours a day, but we are students all the time. If I were to report a fellow student I would go way down in the estimation of the campus. I would try to make the man return the property, but I would not tell on him.²⁶

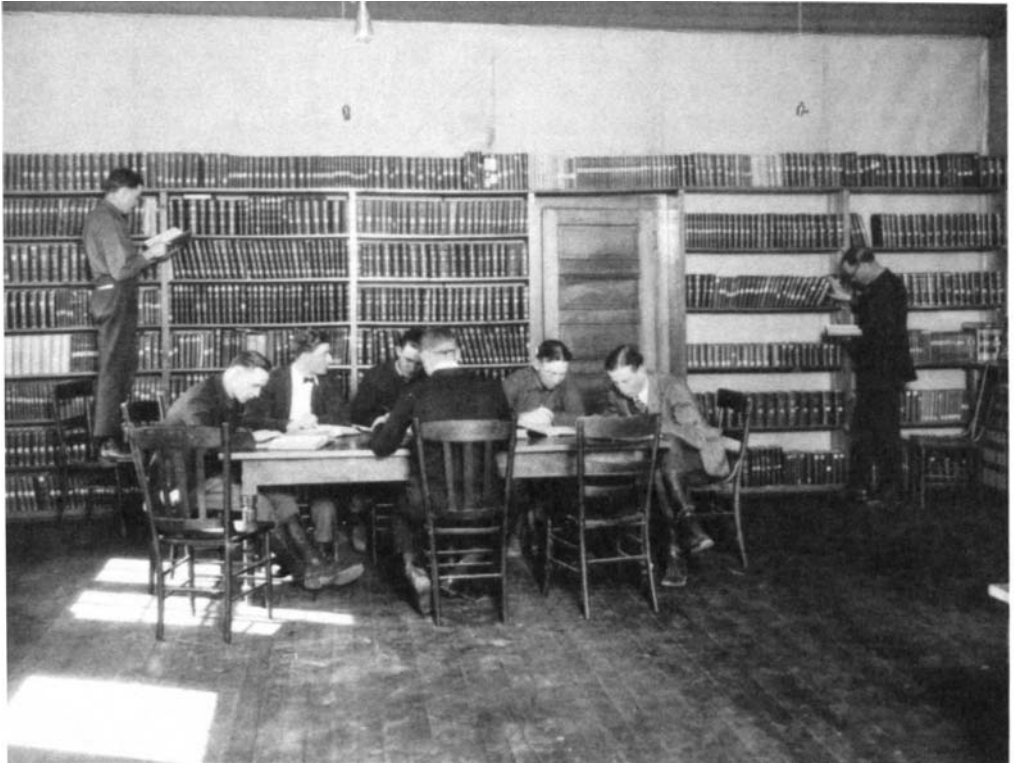
During a two-year period in the early 1920s, approximately four hundred books were stolen. Feeling that the situation had gotten out of hand, Baker temporarily closed stack areas to undergraduates until the wave of thefts passed. The new system worked; only thirty-three items were missing in 1926. The "temporary" closed-stack system then remained in place for nearly four decades, creating much friction between students and the library. The stacks remained open to faculty and eventually to graduate students. James Hodgson, writing thirty years later, believed that President Lory was even more adamant about closing the stacks than Baker was.²⁷

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Collection development at the library changed little since the days of Joseph Daniels. Baker complained repeatedly that the budget was inadequate and, in the mid-1920s, received substantiation from standards published by national sources. In 1925, she informed Lory that American Library Association figures indicated that while the volume count at CAC (54,564) was about right for the enrollment of 1,306, the book budget should have been \$12,000 (instead of \$2,000) and expenditures per student needed to be \$8.00 rather than the existing \$1.47. Several months later, the North Central Association of Colleges (NCA) released data showing the desirable expenditure per student to be \$5.00, less than the ALA figure but still well above what CAC was spending. By the fall of 1926, Baker claimed that the CAC expenditure had fallen to ninety cents per student, placing CAC eighty-two percent below the minimum. She further lobbied Lory with the argument that the college was collecting a book fee of four dollars per student but not returning the full value in library expenditures. It appears that the library fee first advocated by Daniels was still in effect, but the funds raised did not go directly to the library. Beyond the immediate situation, Baker's use of national standards inaugurated a practice by CAC librarians to persuade administrators to bolster the budget lest the library fall too far behind its peers.²⁸

Unlike Daniels, Baker said little in her reports about her philosophy of collection development, but she evidently approved of and followed Daniels' ideas regarding specialization. She continued to build the collection of government documents, particularly in agriculture, and noted in a brief history of the library that Daniels achieved "fine constructive work" during his tenure. Laura Makepeace, a longtime subordinate of Baker's, also praised Daniels:

Mr. Daniels built a sound foundation upon which the library has been built. . . . Until his regime, the library had purchased books in the



One of the Departmental Libraries in 1924 (Colorado State University Photographic Services)

humanities only. . . . His collecting trips brought in much material that was scientifically valuable.²⁹

Baker did recognize that the library might be falling behind in collecting humanities materials. In 1919, for example former president Barton Aylesworth donated nearly two thousand religion and literature books, subject areas that Baker admitted were “weak” in the library. The library emphasis upon the sciences, agriculture, home economics, and related subjects might have been unconsciously reinforced by Charles Lory. By training and predilection, he supported such disciplines and, though not a narrow technocrat, accepted the idea that the University of Colorado was the state institution devoted to the liberal arts and that CAC had a different role to play.³⁰

Of greater concern to Baker than collection development was the proliferation of departmental libraries across the campus. At various times, local newspapers publicized the existence of libraries in the departments of Electrical Engineering, Mechanical Engineering, Forestry, and Chemistry. Still others existed unheralded. The connection of these libraries to the main library was tenuous at best. During the early part of Baker’s tenure, the departmental

libraries were receiving allocations from the college; and, in 1915, nine of the eleven had subscriptions paid with funds from the main library. Yet Baker had no control over these outlying collections.³¹

Naturally, Baker protested against this situation. She enumerated the reasons against departmental libraries: They were closed Saturday and evenings; their books were listed in the card catalog but were often unavailable; students were discouraged to find books scattered across campus; and faculty failed to spend their entire allocation. Further, she had attended an ALA conference session that criticized departmental libraries for costly duplication, inadequate hours, and theft. In her mind, only the Veterinary Medicine library could be justified. But these protests had little effect. By 1925, the number of departmental libraries had risen to twenty-two, and even her efforts to inventory the outlying collections met with resistance from professors protective of their turf. By contrast, Baker paid little attention to the Experiment Station library. A remnant of the nineteenth century, it presumably was of small consequence.³²

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From 1917 to 1926, the CAC library staff became involved in two unusual episodes. The first was World War I. Baker's participation began in August 1917, when ALA named her "Campaign Director for your locality" in a



Christmas in the "Commercial" Library (Colorado State University Photographic Services)

nationwide effort to raise one million dollars to purchase books for military training camps. By October, \$702.62 had been raised in Fort Collins; and the following April, she reported proudly that the state of Colorado had exceeded its quota for supplying books. The target had been 49,755 volumes (five percent of the population), but the number raised was 54,412. Other staff members took part in liberty loan and Red Cross drives, so Baker was not alone in her enthusiasm.³³

Wartime conditions soon had an effect. By November 1917, Baker could report that student use of the library was quite heavy, for "the students appreciate the fact that this may be their last year and are working hard." The following summer, the library remained open on Sundays and evenings for the first time ever, for the benefit of soldiers training on campus. A library was also established at the barracks. The main library provided one of the few resorts on campus for trainees; this role was enhanced late in the fall of 1918, when a "hostess room" was opened in the basement. Here soldiers could relax with suitably sedate activities while under the watchful eye of a "lady" who supervised the room. After the Armistice, use decreased markedly. Library attendance in the winters of 1918 and 1919 was enhanced by a coal shortage, for the Commercial Building, despite its age, provided a warm refuge in the long evenings.³⁴

For a short time, the library staff coped with the Student Army Training Corps (SATC), a War Department effort to give preliminary officer and technician training to college and high-school students. SATC students, who arrived on campus in October 1918, were required to be in the library when not in class. Consequently, seating space was thoroughly taxed. While the SATC trainees amused themselves by reading required texts on modern European history, the library staff rushed about performing not only their usual duties but also taking roll to prevent the trainees from going AWOL. Makepeace remembered that "everyone was working at top speed." Fortunately, the war ended before the staff collapsed completely.³⁵

The SATC trainees brought with them the influenza plague that killed millions around the world in the winter of 1918-19. Fifteen people on the CAC campus succumbed to the disease. None of the fatalities occurred among the library staff; but as late as June 1920, Baker could report that "illness has effected [sic] the library as well as other parts of the campus," making it impossible to keep the usual statistics.³⁶

The second episode affecting the library in these years actually began before the end of the war. In the summer of 1918, Charlotte Baker, seeing a need for training Colorado librarians and using funds from her own pocket, initiated a summer library school. Although the school was advertised nationwide in *The Library Journal*, most of the twelve students that year came from within the state. Two were teachers, the rest librarians. Courses taught by Margaret S. Williams of the University of Illinois and Elfreda Stebbins of the Fort Collins Public Library included cataloging and general library work.

The school, the first of its kind in the state, lost money; but Baker nevertheless considered it a success and decided to continue it the following year.³⁷

Once again, the school received nationwide advertising with some effect, since six of the eleven students were from outside Colorado. Illinois, Iowa, Kansas, Nebraska, New Mexico, and New York were all represented. Perhaps the fact that Fort Collins boasted "many attractions . . . in addition to an ideal summer climate" accounted for the presence of students from less salubrious regions. CAC library staff, including Baker and Arlene Dilts, were among the teachers.³⁸

The summer of 1919 set the pattern for ensuing years. Enrollment grew modestly until it reached thirty in 1925. Increasingly, the students came from outside Colorado, some from as far away as California and Indiana. In 1924, the school enrolled its first male student, a man on his "wedding tour." Such was the success of the school that in 1920 Baker could state that eighteen of the twenty-two graduates of the first two summers had found library positions.³⁹

The school was not without its problems, however. Since library staff were involved as teachers, they had difficulty finding time to take summer vacations. In 1922, for example, Dilts and Makepeace split their vacations between May and late summer. Even Baker doubted the wisdom of this procedure, fearing that neither woman would return to the fall term fully rested. Funding remained minimal, so when ALA sent an inspector to the school in 1925, Baker wondered whether the program would be found up to standard. About the same time talk began about founding a full-scale library school in Denver. Baker urged that the school be established at CAC to take advantage of the eight years of experience gained; otherwise, a Denver location would inevitably curtail enrollment in Fort Collins. Still, the fact that a library as small as CAC could establish such a program in the midst of wartime and maintain it over a number of years is a tribute to Baker's indomitable energy and resolution.⁴⁰

Nor was the summer school the only service activity to involve the library staff. Some visited other libraries, while others prepared bibliographies for farmers. When ALA met in Colorado Springs in 1920, four members of the CAC staff not only attended but oversaw a dinner that took western friendliness for its theme and featured the motto "Out Where the West Begins." Two years later, when the Colorado Library Association (CLA) met in Fort Collins, a reception, art exhibit, dinner, and play took place on the CAC campus. Baker herself hosted a tea at her home.⁴¹

Baker considered activities such as consultation visits by herself and other library staff to libraries around Colorado extension work, as was the travel of a library representative who spent four weeks accompanying the demonstration train around the state explaining an exhibit of government publications on poultry and other subjects of interest to farmers. When funds and staff

time permitted, package libraries were mailed to rural districts. Baker explained the contents:

Such libraries should consist of an attractive book on the [local] club topic, half a dozen bulletins in cheap binders, a book on games, and perhaps a parlor play.

She also announced through the CAC *Catalog* that the library was willing to lend books to other libraries, schools, and “responsible individuals” throughout the state.⁴²

No one set a better example of service to the citizens of Colorado than Charlotte Baker. Indefatigable in her library interests, she not only visited libraries around the state to consult and encourage her colleagues but also conducted busman’s holidays, during which she toured large libraries throughout the country while traveling to ALA conferences by train. She was elected president of CLA in 1911 and was instrumental the same year in having the library association separate from the state teacher’s association. She helped publish the *CLA Occasional Leaflet*, which she considered vital to keep Colorado’s librarians in touch. In 1919, she worked for the passage of a county library bill in an effort to strengthen rural libraries, but the bill failed to pass the state legislature. Baker’s leadership during the First World War and her summer library school are additional indications of her commitment. Much of what she did was at her own expense.⁴³

Despite her hectic professional life, she still found time for pleasure. In 1910, she toured Hawaii and, sixteen years later, spent two months in Great Britain, where she visited libraries, museums, and publishers. The *Collegian* reported several times on “Miss Baker’s” adventures on this trip. Baker found the damp, foggy weather of Scotland disagreeable but survived an auto accident there unscathed, an episode that reinforced her dislike of that mode of transport. In general, she was “impressed by the insecurity of economic conditions” that she found in Britain. Her attitude toward all her work and travels is best summed up in a statement she made in 1916:

“We are anticipating a successful winter. The work here has the reputation of being hard and heavy, but in spite of it we do manage to have a good deal of fun by the way.”⁴⁴

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During the first sixteen years of Baker’s administration, the CAC library grew from a two-person operation to a full-fledged college library employing a number of full-time staff and students, each with specific responsibilities. CAC librarians concerned themselves with bibliographic instruction, collection development, cataloging, and the imparting of cultural values to students—duties familiar to academic librarians elsewhere. The prestige of the

library probably was enhanced by Baker's commitment to professional activities, particularly her summer library school, which received national attention and attracted students from a number of states.

Collegiate institutions in Colorado enjoyed a period of comparative prosperity in the decade following the end of the war. Enrollments were up, standards of teaching raised, buildings constructed, and public visibility enhanced. Locally, CAC suffered somewhat from the effect of a poor farm economy in the 1920s, a situation reflected in reduced enrollment in agricultural courses. President Lory fought back successfully with an emphasis on extension work. One objective was improvements to rural home life, and librarians did their part through the package-library program. Lory made all units of the college aware of the importance of the reputation of the institution, which needed rehabilitating following the highly public crisis of 1908. Charlotte Baker and her staff could take pride in their involvement in this undertaking; the CAC library was highly visible to other members of the Colorado library community.⁴⁵

In a larger context, the CAC institution shared the fortunes of other academic libraries of its time. In the first quarter of the twentieth century,



"Commercial" Library, circa 1920 (Archives)

TABLE I. "Independent" Land-Grant Libraries, 1920-1950

College	1920	Number of volumes		
		1930	1940	1950
Auburn		47,000	81,000	150,000
California-Davis		23,000	54,000	66,000
Colorado State	32,000 (7)	64,000 (7)	96,000 (8)	142,000 (10)
Iowa State	77,000 (1)	180,000	297,000	413,000
Kansas State	68,000	96,000	125,000	160,000
Michigan State	45,000	75,000	152,000	416,000
North Carolina State	10,000	30,000	55,000	108,000
Oklahoma State	25,000	30,000	139,000	275,000
Oregon State	41,000	93,000	172,000	252,000
Purdue	53,000	110,000	154,000	286,000
Texas A&M				175,000
Virginia Polytechnic	30,000	61,000		135,000
Washington State	74,000	200,000 (1)	406,000 (1)	600,000 (1)

SOURCE: Hendrik Edelman and G. Marvin Tatum, "The Development of Collections in American University Libraries," in *Libraries for Teaching, Libraries for Research: Essays for a Century*, ed. Richard D. Johnson (Chicago: American Library Association, 1977), pp. 50-56. (Numbers in parentheses indicate ranking by volume count for each decade.)

great strides were made. Not only were college enrollments up, so were volume counts in libraries. In 1920, forty-one libraries boasted collections larger than 100,000 volumes. Yet problems remained. Far more college and university libraries were below the 100,000 mark than above, and faculty at many institutions complained of library holdings small in relation to graduate programs.⁴⁶

These difficulties were exacerbated at many land-grant institutions, where libraries tended to fare more poorly than their counterparts at liberal-arts institutions. Colorado's Morrill-Act institution is best compared with those similar in nature: schools charged specifically with the land-grant mission in competition for funding with a separate state-supported multipurpose university, such as the University of Colorado, offering both liberal-arts and professional programs. There are approximately twenty such "independent" land-grant institutions.⁴⁷ In 1920, statistics for ten of these land-grant libraries, including CAC, indicated that none possessed more than 100,000 volumes (see Table I, above). Iowa State, with 77,000, was the largest. CAC ranked seventh, but the differences among most of the libraries were measured by only ten thousand to twenty thousand volumes. As a group, the land-grant libraries were well below the strongest liberal arts and multipurpose universities of the day, forty-one of which possessed more than 100,000 volumes.⁴⁸

At CAC, library resources were further dissipated through the scattering of books and periodicals in departmental libraries across campus. Another source of concern lay in weak collections in the liberal arts. Lory preferred

departments in the areas of agriculture, engineering, veterinary medicine, home economics, and the sciences, all of which contributed directly to research or to the land-grant mission. Liberal-arts units found themselves somewhat neglected, a circumstance reflected on the library's shelves.⁴⁹

Valid as these concerns were, they were overshadowed in 1926 by a piece of very good news: At long last, the college began plans for a new library building.



Endnotes

- ¹ Joanne E. Passet, "Bringing the Public Library Gospel to the American West," *Journal of the West* 30 (July 1991): 45-46, 49-52; Joanne E. Passet, *Cultural Crusaders: Women Librarians in the American West, 1900-1917* (Albuquerque, N.M.: University of New Mexico Press, 1994), p. xiii.
- ² Makepeace, "History . . . 1879-1943," p. 10; Baker, "The Library at College," p. 5; Rose L. Vormelker, "John Cotton Dana," in *ALA World Encyclopedia*, pp. 244-245; Charlotte A. Baker, "Life As It Comes," *Alumni Quarterly of the New York State College for Teachers* 17 (Spring 1936): 4; Passet, *Cultural Crusaders*, pp. 143-144. Dana not only established an apprentice course for his employees but also served the profession, in general, through publication of the *Public Library Handbook*.
- ³ Charlotte A. Baker, "Library Notes," *RMC*, February 7, 1913, p. 3; CSUL Archives: Charlotte A. Baker to Mr. Richie, May 17, 1915, Library Archives, Box Lib 1, "Charlotte Baker letters"; *Library Reports*, November 1924; May 1926.
- ⁴ *Library Reports*, 1910 Semi-Annual Report; May 1912; "Legislators Visit College," *RMC*, March 22, 1911, p. 5.
- ⁵ Makepeace, "History . . . 1879-1943," p. 11; *Library Reports*, May 1912; November 1912; May/June 1916.
- ⁶ CSUL Archives, Charlotte A. Baker to Mr. Carter, March 3, 1915, Box Lib 1, "Charlotte Baker letters"; *Library Reports*, November 1915; Baker, "The Library of the Colorado Agricultural College," p. 6.
- ⁷ *Catalog*, 1917-1918, p. 102; *Library Reports*, November 1916; November 1921; November 1925.
- ⁸ *Library Reports*, May 1923; November 1923; "School's Standard Is Judged by Its Library," *RMC*, March 31, 1925, p. 1.
- ⁹ *Library Reports*, November 1923; April 1924; 1924-1925 Budget Estimate; June 1924; November 1924; November 1925.

- ¹⁰ *Library Reports*, 1909-1910 Budget; May/June Report; November 1918; 1919-1920 Library Budget Estimate; February 1926.
- ¹¹ *Library Reports*, 1910 Annual Report; 1911 Annual Report; May 1912 Report; November 1916; June 1920; May 1925; November 1925.
- ¹² *Library Reports*, June 1912; November 1922; May 1923; May 1924; November 1924.
- ¹³ *Library Reports*, November 1917; May 1918 Budget Estimate; 1919 Report; Makepeace, "History . . . 1879-1943," Appendix II, "Library Staff, 1881-1944."
- ¹⁴ *Library Reports*, 1910 Semi-Annual Report; May 1927; Makepeace, "History . . . 1879-1943," p. 9; Wattles, "History," p. 133.
- ¹⁵ *Library Reports*, July 3, 1915, Letter from Charles Lory; July 8, 1919, Letter from Charles Lory; June 27, 1923 Letter from Charles Lory.
- ¹⁶ *Library Reports*, 1911 Annual Report; May-November Report; May-June Report.
- ¹⁷ *Library Reports*, May 1921; June 1922; May 1923; May 1924.
- ¹⁸ *Catalog*, 1913-1914, p. 94; 1917-1918, p. 105; 1923-1924, pp. 99-100; *Library Reports*, November 1913; May-June 1916.
- ¹⁹ Shiflett, *Origins of American Academic Librarianship*, pp. 147-149; Edward G. Holley, "Academic Libraries in 1876," in Johnson, *Libraries for Teaching*, p. 22; David Kaser, "A Century of Academic Librarianship, as Reflected in Its Literature," in Johnson, *Libraries for Teaching*, p. 229; Passet, *Cultural Crusades*, p. 22.
- ²⁰ *Library Reports*, November 1912; November 1922.
- ²¹ Fred D'Amour, "CAC Library Deficient in Fiction," *RMC*, November 16, 1917, pp. 3-4; *Library Reports*, June 1922.
- ²² *Library Reports*, May 1923; November 1923; December 1924 Inventory.
- ²³ "Miss Baker Speaker at Girls Meet," *RMC*, December 5, 1924, p. 1; "Students Prefer Home Papers, Even to Fiction," *RMC*, March 15, 1927, pp. 1, 4; interview with Helen Michoski, October 13, 1994. (Mrs. Michoski was a student employee in the library in the early 1920s. Her maiden name was Shoffner. She was employed again from 1944 to 1967 as Helen Griffith, the name of her first husband.)
- ²⁴ *Library Reports*, May-June 1916; November 1923; "Charlotte Baker Relates Experiences with Co-eds," *RMC*, March 21, 1923, pp. 1, 3; "Romance Course in Library Necessary to Graduation," *RMC*, December 17, 1924, p. 1.
- ²⁵ Michoski interview.

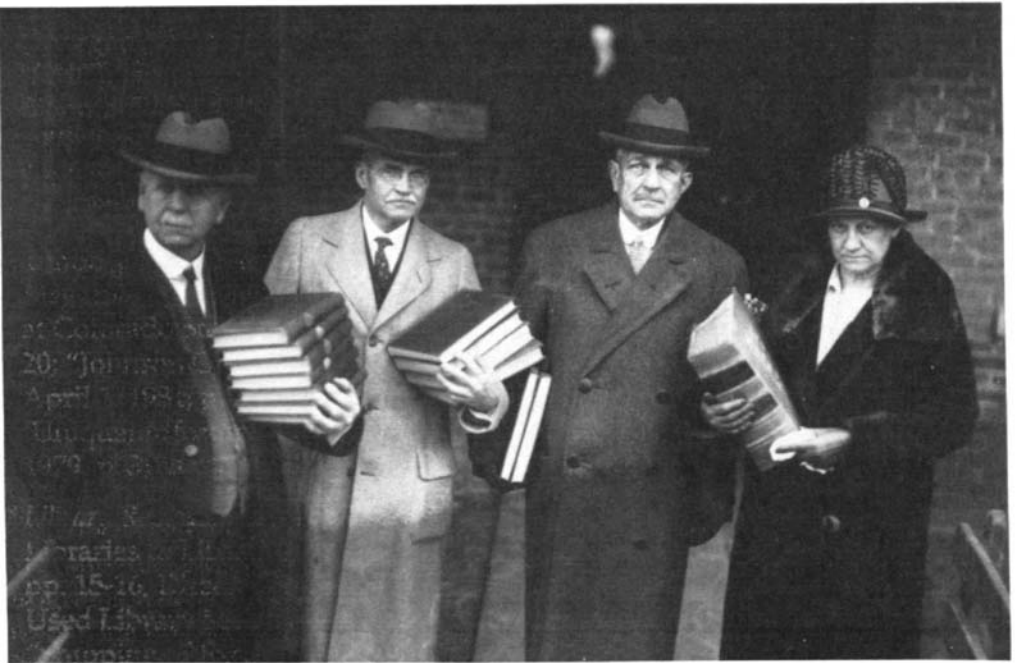
- ²⁶ *Library Reports*, May-June 1914; November 1917; June 1920: November 1921.
- ²⁷ *Library Reports*, November 1924; November 1926; "Loss of Library Books Is Four Hundred Yearly," *RMC*, March 31, 1925, p. 1; James G. Hodgson, "Notes for a Successor," page titled "Open Stacks."
- ²⁸ *Library Reports*, November 1925; May 1926; November 1926.
- ²⁹ Charlotte A. Baker, "How to Build Up a Document Library," *RMC*, March 10, 1914, p. 4; Baker, "The Library of the Colorado Agricultural College," p. 6; Makepeace, "History . . . 1879-1943," p. 9.
- ³⁰ *Library Reports*, November 1919; Makepeace, "History . . . 1879-1943," p. 12; Hansen, *Democracy's College*, p. 192.
- ³¹ "The Electrical Engineering Department Library," *Fort Collins Weekly Express*, April 13, 1911, p. 11; "The Mechanical Engineering Library," *Fort Collins Weekly Express*, May 25, 1911, p. 6; "W.G.M. Stone Forestry Library for C.A.C.," *RMC*, November 9, 1916, p. 1; "Chemistry Department has Interesting Library," *RMC*, October 16, 1923, p. 1; *Library Reports*, May 1912; November 1915.
- ³² *Library Reports*, May 1912; November 1912; November 1916; *Catalog*, 1925-1926, p. 105.
- ³³ CSUL Archives: Frank P. Hill to Charlotte Baker, August 30, 1917, personal correspondence, Library Archives, Box 2, "ALA War Service"; "War Library Fund Closes with \$700," *RMC*, October 4, 1917, pp. 1, 6; "Report of March Book Drive," *Colorado Library Association Occasional Leaflet* 2 (April 1918): 71-72; *Library Reports*, June 1918.
- ³⁴ *Library Reports*, November 1917; June 1918; November 1918; November 1919; Makepeace, "History . . . 1879-1943," p. 12.
- ³⁵ Hansen, *Democracy's College*, p. 274; *Library Reports*, November 1918; Makepeace, "History . . . 1879-1943," p. 12.
- ³⁶ Hansen, *Democracy's College*, pp. 274-275; *Library Reports*, June 1920.
- ³⁷ "Colorado Agricultural College—Summer Library Course," *The Library Journal* 43 (May 1918): 364; *Library Reports*, June 1918; November 1918; "Summer Library School a Success," *RMC*, September 26, 1918, p. 6; Laura I. Makepeace and Jean Fonda Price, comps., "Members of the Faculty of Colorado State College, 1879-1943" (bound typescript), p. 129.
- ³⁸ "Summer Schools," *Public Libraries* 24 (May 1919): 182; *Library Reports*, November 1919.
- ³⁹ *Library Reports*, November 1920; November 1924; November 1925; "Colorado Agricultural College Library Summer School," *The Library Journal* 45 (April 15, 1920): 370.

- ⁴⁰ *Library Reports*, November 1922; May 1925; November 1925.
- ⁴¹ *Library Reports*, May-November 1914; November 1915; June 1920; November 1922.
- ⁴² *Library Reports*, 1911 Annual Report; June 1912; May-June 1913; May-June 1915; *Catalog*, 1917-1918, p. 105.
- ⁴³ *Library Reports*, May-June 1914; May-June 1915; November 1916; November 1919; Holley R. Lange and Christine Hamilton-Pennell, "The First Thirty Years, 1892-1921," *Colorado Libraries* 18 (September 1992): 9-13, 15.
- ⁴⁴ Charlotte Baker, "Impressions of a Molihini," *RMC*, May 21, 1910, p. 4; "Miss Baker Visits Europe," *RMC*, September 14, 1926, p. 5; "Aggie Librarian Visits Scotland," *RMC*, October 5, 1926, pp. 1, 5; "Aggie Librarian Returns Home," *RMC*, November 16, 1926, pp. 1, 6; *Library Reports*, November 1916.
- ⁴⁵ McGiffert, *Higher Learning*, pp. 166, 174, 182; Hansen, *Democracy's College*, pp. 198, 257.
- ⁴⁶ Hamlin, *University Library*, pp. 57-59; Edelman and Tatum, "The Development of Collections. . .," pp. 40-41, 50-55.
- ⁴⁷ Other than Colorado State, "independent" land-grant institutions include Auburn, University of California-Davis (which hosts traditional land-grant programs for the University of California system), Purdue, Iowa State, Kansas State, Michigan State, Mississippi State, Montana State, New Mexico State, North Carolina State, North Dakota State, Oklahoma State, Oregon State, Clemson, South Dakota State, Texas A&M, Utah State, Virginia Polytechnic, and Washington State. For a complete list of land-grant institutions, see National Association of State Universities and Land-Grant Colleges, *Land-Grant Colleges and Universities as of 8/93* (Washington, D.C.: National Association of State Universities and Land-Grant Colleges, 1993), n.p.
- ⁴⁸ Holley, "The Land-Grant Movement. . .," pp. 10-11; Edelman and Tatum, "Development of Collections. . .," pp. 50-55.
- ⁴⁹ Hansen, *Democracy's College*, p. 232.

CHAPTER 4: New Building, New Deal

In 1917, Colorado's public institutions of higher learning successfully campaigned for approval of a ten-year building mill levy that eventually aided in the construction of fifteen new buildings at CAC, including a new library. This edifice, built near the end of the ten-year period, was one of several to be constructed on the west side of the Oval as part of a campus master plan.¹ The library staff began meeting with architects in the spring of 1926, and Charlotte Baker then visited new academic libraries in Iowa and Kansas and toured facilities at the University of Colorado. The cornerstone of the new building was laid in August 1927 in an elaborate ceremony that included officers of the state Masonic Order and the chief justice of Colorado. Mementos, including a history of the library by Baker and Alvin Steinel's *History of Colorado Agriculture*, were laid in the cornerstone. Since the capacity of the new structure was 150,000 volumes, nearly three times the size of the collection in 1927, it was expected to last for some time. The occasion was marred only by the fact that Steinel, by an odd coincidence, died the same day.²

When construction was completed in the spring of 1928, Baker supervised the move from the old Commercial Building. Despite cold, snowy weather, the task was completed in less than eight days by a crew of eighteen men and six women using two trucks. Makepeace attributed the smooth transition to



Campus dignitaries assist in moving the library in 1928: A.A. Edwards, C.P. Gillette, J.W. Lawrence, and Mrs. Lawrence (Colorado State University Photographic Services)

careful planning by Baker, "one of the most systematic and forehanded persons I have ever known."³

The new building, located near the northwest side of the Oval, boasted a seating capacity of five hundred. The loan desk, reserve book room, and card catalog were all on the second floor near the main reading room, which extended the entire length of the building. In an effort to prevent unnecessary visiting, tables stretched clear across the room without an aisle. On the first floor were the newspaper room and the "technical" reading room. The latter represented the first effort by the library to provide specialized reference service, for it included agricultural periodicals and indexes, USDA publications, and files for series from many state experiment stations. After enduring the Commercial Building for twenty years, the library staff made certain that the new structure was more livable. Supposedly soundproof linoleum would reduce noise, stale air would be removed by a ventilating system, and three sides of the building would provide direct lighting, supplemented by skylights. The only ominous note was the assignment of "temporary" space to classrooms and the Animal Husbandry Department.⁴

Inevitably, the new library experienced unforeseen problems. Surprisingly, the windows lacked screens; consequently, flies and other insects merrily buzzed in during the summer and fall. Heating proved a greater concern. During the first winter, the temperature in the reading rooms could not be raised above sixty-five degrees. Baker packed openings in the radiator vents with cotton in an effort to correct the problem but succeeded only in making the south side too hot, while the north side of the building remained uncomfortably cold. A man sent to effect repairs spent each day for several weeks adjusting thermostats, wearing a coat throughout, all to no avail. Finally, President Lory walked in, removed the front of one of the heating units, and discovered that the contractors had failed to install motors to circulate the warm air. The problem was soon remedied.⁵

These were only minor difficulties, and no one was more pleased with the new library than Lory. Addressing the student body in the fall of 1928, he pointed out how crowded the old building had been: study space was at a premium, and new books could not be purchased for lack of room. With the new library, a whole new order was in place:

A vast amount of research work can now be done, and much better scholarship is expected of the students.⁶

* * * * *

Such optimism would be needed in ensuing years as Aggie students, faculty, and staff struggled to survive the Great Depression. Only eighteen months after the new library opened, the stock market crashed, initiating years of hardship. Two years, however, passed before the full effect of the economic



Charles Lory, 1927 (Colorado State University Photographic Services)

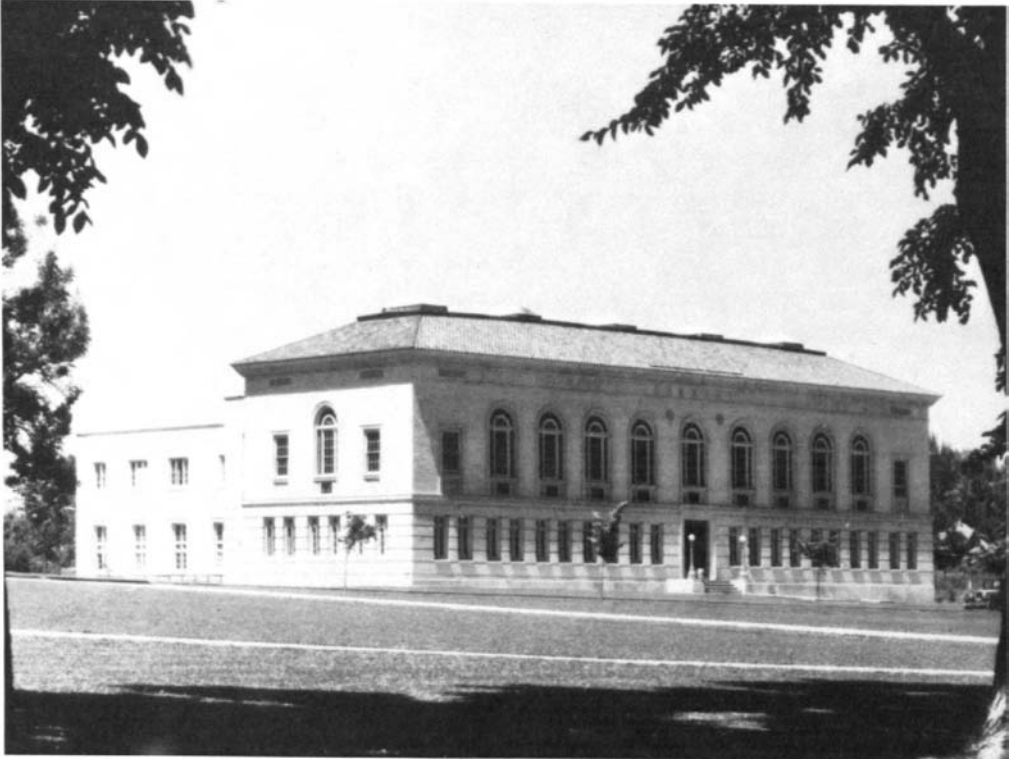
downturn was felt in Colorado. Then state valuations and tax receipts dropped sharply each year in 1931 and 1932. State institutions, including CAC, had to slash their budgets accordingly. Construction projects were scaled back, and CAC employees had their salaries cut by five to ten percent in 1932. Lory urged his faculty and staff to reduce costs in administration, operations, and maintenance while protecting instruction as much as possible.⁷

Libraries were not spared. Ironically, despite budget cuts, many experienced increased use as unemployed and underemployed citizens flocked to libraries as a source of free diversion. At CAC, budget reductions totaled forty-six percent by December 1932. The book budget, in particular, suffered. Noting that new professional periodicals could

not be purchased, reference librarian Irene Coons expressed hope that faculty would collectively chip in to pay for library subscriptions. The decline in new acquisitions did have a beneficial side effect, as library staff caught up on work that otherwise had languished for years. Associate librarian Arlene Dilts Maxwell, for example, urged that more cataloging of government documents be accomplished.⁸

Hard times created intense student interest in library jobs. In 1931-32, eleven students found employment at the loan desk, earning approximately ten dollars a month. Even though wages fell to an average of \$8.65 monthly the following year, applications for employment far exceeded the library's capacity to provide jobs.⁹

Franklin Roosevelt's New Deal came to the rescue of both students and librarians by providing employment through several federal relief agencies. The Civil Works Administration (CWA) was a temporary agency designed to provide work during the winter of 1933-34; it ceased to exist in March 1934. The Federal Emergency Relief Administration (FERA) subsidized jobs for



The "Oval" Library in 1928 (Colorado State University Photographic Services)

college students until 1935, when it was replaced by the National Youth Administration (NYA).¹⁰

In 1933-34, the CAC library enjoyed the services of two CWA and six FERA workers. Two CWA men received training at a Denver book bindery, then came to CAC to mend books. Meanwhile, six FERA "girls" compiled a list of duplicate magazines that the library hoped to exchange with other institutions. Altogether, they contributed 880 hours of labor entirely funded by the federal government. In following years, the hours of federally paid workers increased dramatically. By November 1934, ten FERA students were contributing 365 hours monthly to the loan desk, and fifteen students working under NYA authority provided 409 hours monthly in 1935-36. Although some of the FERA and NYA workers initially needed extensive training, they generally proved satisfactory. Among other duties, they dusted, rearranged, and reshelfed books in sections of the library that were already becoming crowded.¹¹

The general economic malaise eventually claimed the summer library school as one of its victims. Ironically, the school flourished as never before during the early years of the Depression. In 1929, before the stock market crash, enrollment numbered thirty-four students, and thirty-six each year in

1930 and 1931. The school had matured to the point that “graduates” received a certificate in an elaborate ceremony.¹²

Behind the scenes, however, the school had become a source of discord. Library staff were torn between teaching in the library school and performing their regular duties. Some felt that reference and loan desk work suffered as a result and that graduate students, who required expert assistance, received short shrift instead. Even Baker admitted that the school had grown like a mushroom; but some days, “we wish it would die like a mushroom.” The future of the program became especially problematic when plans to open a degree-granting library school at the University of Denver came to fruition in 1932. Consultation between Lory and Baker led to the program’s demise the same year. Baker cited as reasons increased competition from DU, a depression-related drop in the library budget, and burgeoning out-of-state enrollments in a program originally founded to give training to Colorado librarians.¹³

The summer library school represented the CAC library’s first major effort to become involved in formal instruction. Notwithstanding only modest resources, the school attracted a steady stream of students; and, in its early years, performed a real service to Colorado librarians unable to afford training in more formal programs in distant locales. Had she had her own way, Charlotte Baker might well have preferred that CAC rather than DU become the site of a full-scale library school. Instead, competition from the university, combined with budget problems, dealt the CAC school its deathblow.

* * * * *

The availability of greatly expanded quarters enabled the library staff to offer additional services. In 1929, a separate reference desk, equipped with a “so-called silent typewriter,” was established for the first time. Of equal significance was the technical reading room, which housed agricultural indexes, documents, and periodicals. Laura Makepeace, who assumed the title “technical librarian,” reported that use of the room increased steadily. She attributed this interest to a greater emphasis on research at CAC, as well as more scientific instruction in agricultural methods. Makepeace claimed that the technical room staff received the most interesting reference inquiries in the library, such as “Horses versus tractors on the farm,” “How can livestock men obtain loans from the Federal Farm Board?” and “How much fruit is dried in the U.S. in a year?”¹⁴

Government documents highlighted the technical room collection. Even during the depths of the Depression, the government continuously produced publications that land-grant colleges felt obliged to obtain. Consequently, associate librarian Maxwell found most of her time taken up by details of this work. The need to supply call numbers for documents collected before 1920 and to update the card catalog with newly arrived items found the documents staff struggling to stay on top of its daily workload.¹⁵

The loan and reference desks continued their work with students with no more than the usual vicissitudes. Like the technical librarian, the reference staff received their share of unusual questions; one "gentleman" wanted to know the cause of the colors of fish, and another inquirer needed articles on squash bugs. In general, the staff was much happier with its new quarters, but a few sources of discontent remained. The work of public service staff was hampered by the need to fetch books from the closed stacks, a task that would only worsen with the years. Although Arlene Dilt Maxwell considered discipline problems in the new building negligible, reference librarian Iva Oliver disagreed. Oliver supervised the main reading room, where quiet was supposed to prevail. During her absences, conversations often began, forcing her to confront the offenders when she returned. She found herself embarrassed on several occasions when noisy outbursts from library staff, heard far and wide, occurred shortly after she had chastised students for talking. She asked that staff retire to the stacks for "weighty conversations." Overdue fines constituted another problem. To shame students into returning books, circulation librarian Gladys Dawson began posting lists of those with



Charlotte Baker at the Loan Desk, 1929 (Colorado State University Photographic Services)

overdues. She considered the results of this form of public humiliation "worthwhile."¹⁶

If students inside the building sometimes challenged the patience of library staff, behavior outside the library could also be exasperating. In particular, Baker reported in 1931 that students sometimes parked their cars on both sides of the street in front of the Oval library, making it almost impossible for through traffic to proceed. Some students made a habit of smoking on the library steps, then thoughtlessly tossing cigarette butts and matches on the lawn, creating an unsightly mess.¹⁷

A potentially serious source of discord between Aggies and their library arose in 1930. In September of that year, the *Collegian* published an editorial asking that the library open on Sunday afternoons. The editorial lamented:

Sunday afternoon and no place to go! And nothing to do! Even the college library—the one institution generally considered about the safest refuge for youth, is closed.

This was followed in December by a unanimous vote of the student-body council recommending that the library open on Sundays. In February 1931, a faculty committee, including Baker, took up the recommendation and shortly thereafter approved the idea of Sunday hours as an experiment. On March 1, the first day of the experiment, no fewer than seventy-five students packed the library from 2:00 to 4:00 P.M.¹⁸

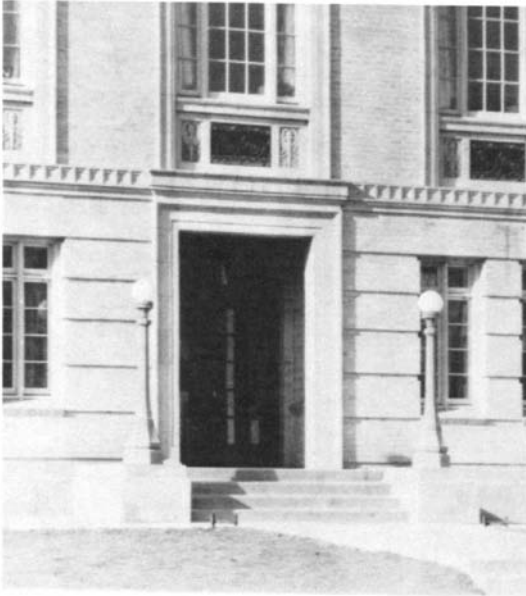
Baker might have offered some objections to the idea, largely because of funding difficulties and the fear that students would indulge in horseplay. The first objection was met when the library eliminated Friday evening hours, transferring the staff to Sunday. The second proved groundless, for studying and reading were, indeed, the objectives of Aggies on Sunday afternoons. Baker proclaimed the experiment a success, and it became permanent. The campaign by the *Collegian* had been polite and pains were taken to praise "the splendid spirit of cooperation on the part of Miss Baker and her staff." Nevertheless, the incident was significant: For the first time, students used the *Collegian* as a venue to protest and change a library policy that met with their dissatisfaction. Indeed, Aggie students displayed a more activist attitude during the 1930s than ever before. Social reform and support for world peace were important student concerns. The reform of library hours reflected this activist philosophy.¹⁹

* * * * *

During the Depression era, library staff continued to pursue their role as purveyors of culture to the student masses. George Avery, director of the college's summer school, made this responsibility explicit in 1929, when he told recipients of the library-school certificate that "librarians represent the care of our true culture." Baker reiterated this idea when she justified book exhibits in her annual report:

We are doing this work to bring our students in direct contact with the cultural influences of good books. We want to open up to them vistas of reasonable and inexpensive pleasures.²⁰

Topics for book displays alternated between current events—the Depression, the Far East, the Manchurian dispute, and the Ethiopian crisis—and subjects



Entrance to "Oval" Library, 1929 (Colorado State University Photographic Services)

of lighter interest—cosmic rays, Christmas, spring flowers, and gardening. Displays of fiction and biography were mounted to stimulate student reading; and, indeed, students proved to be avid consumers of fiction. Librarians fretted because limited funding precluded sufficient purchases of fiction, biography, and travel books; as a result, the collection rapidly began to show wear and tear. Baker reported regretfully to Lory

... we feel that thru [sic] lack of funds we are not doing what we would like for our students. They need more good, general culture books.²¹

To supplement its book-display program, the library in 1929 formed a partnership with Professor Lawrence Durrell to introduce art exhibits. Durrell, a botanist, was also a humanist and an amateur artist whose works had graced the cover of *Literary Digest*. He used his contacts in the art world to facilitate exhibits featuring his own works and those of local artists, who leaned heavily toward western landscapes around Rist Canyon and Estes Park. The exhibits received publicity in local newspapers to attract citizens as well as students and were sometimes accompanied by lectures. In the mid-thirties, Durrell cast further afield and, through the offices of the American Federation of Arts, brought displays of modern photography and reproductions of old and modern masters to the library.²²

An embarrassing contretemps occurred in 1935 when an anonymous Aggie improved upon one art reproduction by drawing a pipe in the mouth of one of the figures. The *Collegian* indignantly declared that the perpetrator had disgraced the entire student body and demonstrated real "mental deficiency." Of greater import, the exhibits came to an end in late 1935 because of lack of funds; until then, Durrell had managed to acquire displays not only

from the Public Works Administration, a New Deal agency, but also from venues as distant as New York City.²³

In 1932, the library instituted another cultural enterprise when it set aside a collection of rare books. This action was prompted by a donation by author Agnes Wright Spring of Camp Collins historic documents from the 1860s. Baker then rounded up two hundred library books published between 1590 and 1830 and had them placed in her office for lack of any other secure place. Other items included a Chinese wooden inscription dating from 2350 B.C., a portion of the *Mahabarata*, and a 1755 first edition of Samuel Johnson's dictionary. Describing this collection of rarities, the *Fort Collins Express-Courier* waxed lyrically about the library, generously terming it "cheerful," "sunshiny," and "... a never failing source of interest because of its many attractive features." Charlotte Baker could hardly have asked for better publicity for the library's cultural efforts.²⁴

* * * * *

As might be expected, regular operations and services made the greatest demands on the time of Baker and her staff. The new building gave the head librarian an opportunity to campaign for incorporating departmental libraries



Charlotte Baker's Office, 1929 (Colorado State University Photographic Services)

into the main depository. Even before the new facility's completion, the Home Economics and English departments had turned over their collections. The Mechanical Department followed suit in 1928. President Lory supported this reform, indicating that departmental resources would be put to better use by the transfer of collections. This scheme was effected partly in the summer of 1930, when two librarians, two men, and a truck—with the “assistance” of a dog—moved bound periodicals from the departmental libraries to the main library. Although not uniformly pleased, the departments were “very well bred about the situation,” Baker reported later.²⁵

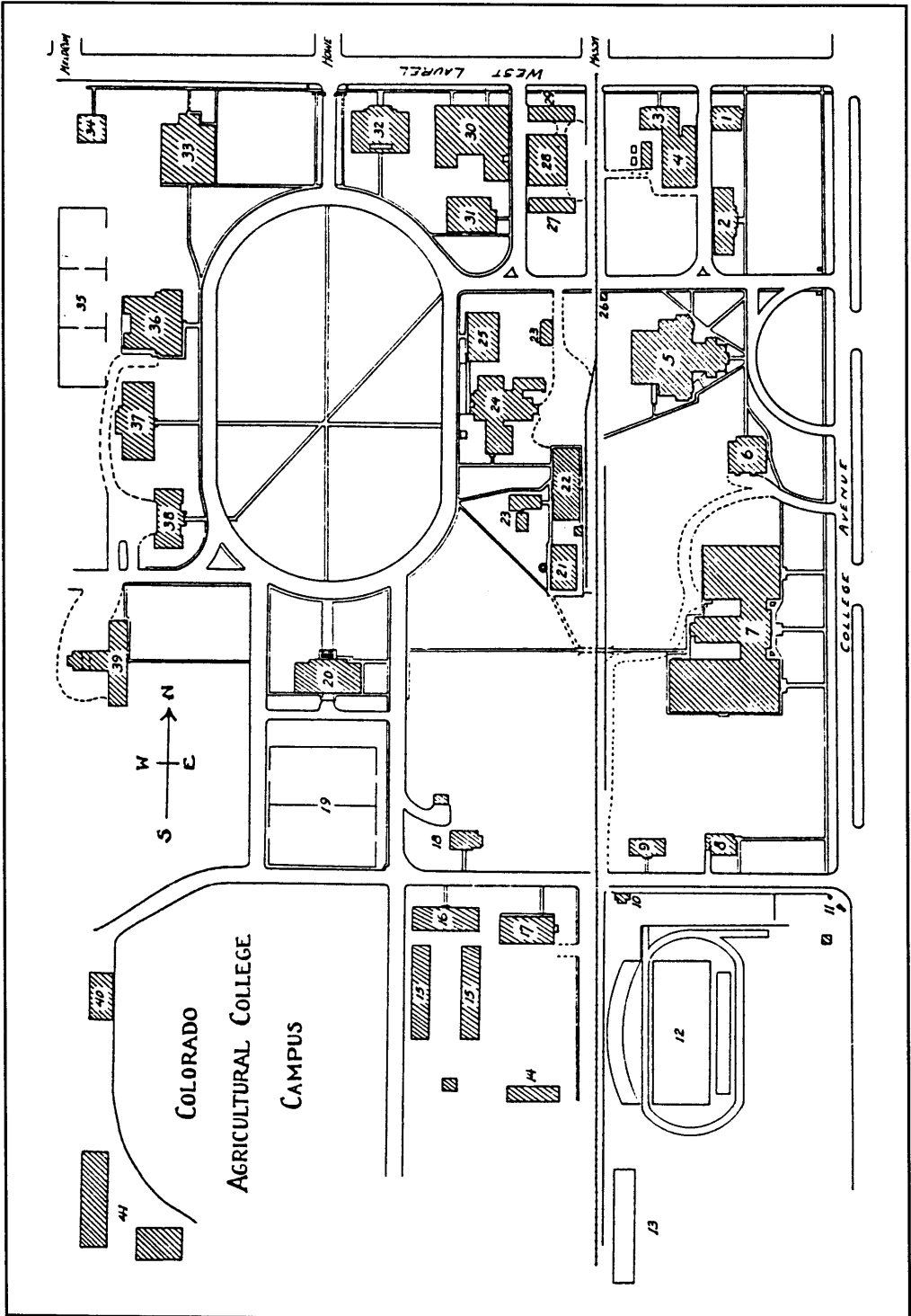
As an adjunct to this activity, the State Board of Agriculture asked the library to inventory books retained by the departments as their own. By the end of 1933, a grand total of nearly 77,000 volumes had been identified on



Main Reading Room, 1929 (Colorado State University Photographic Services)

campus, and the inventories were still ongoing. Baker reported that they were being gathered by “bushel baskets.” The books were cataloged and usually returned, though those lacking ownership marks were likely to be seized as state property and retained by the main library.²⁶

One result of the consolidation policy was a sudden shortage of shelf space in the new building. Baker claimed that when the library was first accepted, building superintendent L.D. Crain had told her that it was “too small” and the stack area would soon need to be enlarged. Initially, however, the difficulty lay with insufficient shelving units rather than building size. During the Depression, funds were not available to purchase new shelves, and old units transferred from the Commercial Building proved to be too



Campus, about 1931. #36 is the Library (CAC Catalog, 1930-31)

heavy and unsightly for the main levels. They were placed in the basement instead. Moreover, proliferating government documents threatened to overwhelm library storage capacity. At times, the staff threatened to return duplicates to Washington. Although some relief came in 1936 when new shelving permitted the opening of a sixth level, insufficient floor space, as had been the case with the Commercial Building, remained an unremitting problem.²⁷

The size of the staff remained modest. In 1930, the library had only seven full-time employees and nine by 1934. Baker campaigned continually for increased staff, even during the Depression. She bolstered her arguments with statistics showing that reference work increased by 712 percent between 1926 and 1934, while the entire staff grew by only fifty percent. A year later, she noted that the Chemistry Department numbered twelve staff and the English Department ten, each more than the library complement.²⁸

Baker's repeated protestations did achieve some success. One new addition was a full-time stenographer, who both relieved the rest of the staff from routine work and raised the calibre of some tasks by replacing students. The latter not only required constant supervision when preparing catalog cards but also ruined more than their share of the cards.²⁹

Among the more time-consuming library tasks were freshman-orientation lectures and interlibrary loans. All freshmen received an hour-long presentation, which barely sufficed. Interlibrary loan requests poured in from all over Colorado and from CAC faculty who couldn't find materials they needed locally. Each request required an hour of the reference librarian's time. Another necessary, if prosaic, duty was the repair of damaged books. Emma Forbes worked half time repairing several hundred items each semester. Her room boasted a curious ambiance: "bright and sunny and pervaded by the odor of mucilage."³⁰

Librarians sometimes felt overwhelmed by work. The situation became particularly acute in the summer of 1934, when the State Board of Agriculture neglected to include a library fee in the summer course catalog. Enrollment that summer proved to be thirty percent greater than in prior years. The staff was kept busy answering reference questions and plodding up and down the stairs retrieving books from the closed stacks. They had little opportunity to handle their other duties and felt exhausted by the end of the summer. Presumably, a library fee would have permitted hiring more assistants; and Baker tartly reminded Lory of the oversight by commenting, "The library would appreciate it, if attention is again called to this matter."³¹

The staff had grown large enough to require formal meetings. These began as early as 1928. Initially, Baker hoped that the meetings could be used for book discussions but found them preempted with administrative details concerning the new building. Later, these weekly sessions were used to encourage staff improvement and to compile an operations manual. In all, Baker considered the meetings valuable:

We feel this weekly gathering holds the staff together, makes us recognize and respect the ability which each one has, and prevents misunderstandings.³²

* * * * *

In the mid-thirties, the CAC library entered into cooperative agreements with other agencies to share scarce resources. In 1934, Malcolm Wyer of the Denver Public Library established a bibliographic center with the intention of enabling libraries in the Rocky Mountain region to ascertain more readily what each institution owned. This entailed compiling a "union" card catalog showing holdings of individual libraries. CAC contributed to the effort by sending the Bibliographic Center lists of its documents and periodical holdings. The center reciprocated by paying for a typist at CAC, who prepared a list of bibliographies in the collection, an activity then beyond the means of the regular staff. The Rocky Mountain Forestry Station, an agency of the U.S. Forest Service, also began cooperative arrangements with the CAC library. By 1936, the station was providing lists of additions to their collection and complete texts of important forestry articles to CAC; in return, station personnel made use of the specialized documents in the Aggie library.³³

In addition to these efforts at interagency cooperation, the library staff continued its usual service activities. CAC staff assumed a large role at the Colorado Library Association meeting in Fort Collins in the fall of 1933, and two faculty members also contributed. B.F. Coen of the Sociology Department took part in a panel discussion on "Colorado's Library Responsibility," and Professor Durrell lectured on modern art. One unusual occurrence involved a speaker from the American Library Association whose speech was interrupted by a long-distance call from Washington inviting her to take part in a luncheon on adult education hosted by Eleanor Roosevelt.³⁴ Less exciting, but more arduous, was an alumni homecoming tea hosted by library staff in the fall of 1933. The staff had planned for an attendance of two hundred rather than the three hundred and fifty who actually appeared, swarming "like the locusts of Egypt."³⁵

Laura Makepeace made herself visible on campus by warning students and faculty about the nefarious activities of encyclopedia salesmen who made the rounds of Fort Collins in 1933 and again in 1934 selling second-rate products. According to her, some graduating seniors were ill-advised enough to spend practically their entire first-year salary on worthless books. Makepeace urged students to consult with a librarian before purchasing an encyclopedia, adding untactfully, "Professors, fraternities, sororities, and seniors are the best suckers."³⁶

Charlotte Baker continued her usual service activities in Colorado. Efforts by ALA to establish a "library code" in each state interested the Colorado Department of Education. Several committees were established, and Baker chaired one. Believing that neither teachers nor students knew how to use libraries, the code group began by working on minimal requirements for training teachers in library use. Additionally, Baker cooperated with CLA to build a book collection at the state prison. Thanks to CLA purchases and private donations, books were obtained for the penitentiary; but when Baker asked Governor Ed Johnson to provide state money to purchase a dictionary, he refused, prompting her to remark,

The penitentiary has absolutely no book fund, but there is plenty of money for a lethal chamber. . . .³⁷

* * * * *



Charlotte Baker (Colorado State University Photographic Services)

An era ended in the spring of 1936 when Charlotte Baker announced her retirement after thirty years of service to CAC. Graciously, and no doubt with true feeling, she told President Lory, "They have been pleasant years, and she [i.e., Baker] considers she has been unusually fortunate." Baker had been a leader in the development of librarianship throughout Colorado. Her longtime co-worker Laura Makepeace put it well when she said, "Miss Baker's influence was a state-wide force for a quarter of a century." It was fitting that at its 1938 conference, the Colorado Library Association passed a resolution expressing its "warmest gratitude and best wishes" to her.³⁸

At her retirement Baker expressed her philosophy of life:

Like all people who have more of life behind than ahead, I find I have not carried out the plans of my youth. On the other hand, I have come to believe that even with varying health, one may be happy and useful in any community. It is merely making up one's mind to take life as it comes.³⁹

Sustained by this philosophy, Baker survived until June 1947, when she died at the age of eighty. After her death, her successor, James G. Hodgson, coordinated a memorial drive to purchase books in her name, with the hope of establishing a collection of items "that Miss Baker herself might have wanted to use in introducing students to the joy of reading." Makepeace eulogized her as a "tireless worker" who shared unpleasant tasks with her subordinates and noted, "Hers was a vivid personality. No one who came in contact with her could ever forget her. She had a keen sense of humor and a sharp wit." Makepeace also recounted perhaps the most telling of all anecdotes concerning Charlotte Baker. After visiting Baker during her final illness, Makepeace recalled,

... fearing to tire her if I stayed longer, I rose to leave. She said, "Laura, sit down there. I'm not through talking to you." I told this to a former member of the staff who said, "and you sat down. I always did."⁴⁰

* * * * *

Baker retired several years after a noteworthy study of land-grant colleges raised important questions about libraries at these institutions. The *Survey Of Land-Grant Colleges and Universities*, directed by Arthur J. Klein of the U.S. Office of Education and published in 1930, included a lengthy section on libraries. Charles H. Brown, director of the library at Iowa State, headed the team that compiled the library chapter. During his lengthy tenure at Iowa State, Brown raised the library there to research standards that made him an authority among his colleagues. For the purposes of the *Survey*, he evaluated libraries according to some illuminating criteria.⁴¹

One of Brown's measures concerned the total number of books loaned per year per student. CAC loaned thirteen volumes per year, placing it tenth among thirty-two libraries. A second measure involved holdings of twenty-one "fundamental scientific publications." CAC owned only four complete sets, a ranking of thirty-third among forty-eight libraries. A third measure consisted of library expenditures per student. Here CAC did surprisingly well, ranking thirteenth among fifty-two institutions measured. Finally, Brown measured the ratio of library expenditures to total expenditures. Here CAC did not fare quite so well; the Fort Collins library ranked twenty-third in a group of fifty-two.⁴²

While one can argue with the purpose and validity of the individual measures, it is striking that CAC tended to fall into a middle group. CAC ranked in the upper half to quarter of its peers three times and in the bottom half in only one measure, that of complete sets of fundamental science journals. Furthermore, Brown believed that from 1900 to 1930 land-grant institutions could be divided into three groups: those that had just begun development; those that had begun development since 1920, including increases in

staff and expenditures and the erection of new buildings; and those that had enjoyed rapid development over the entire period. CAC clearly fell into the middle group.⁴³

This pattern is also confirmed by comparative volume counts from 1930. If one looks only at the "independent" land-grants, such as Iowa State and Kansas State, the Fort Collins institution ranked seventh of a group of twelve, just below the midpoint (see Table I, page 53).⁴⁴

Brown noted in his narrative that land-grant libraries as a whole had increased in use, in numbers of books checked out, in services to students, and in hours in which the library was open. Still, a great deal of improvement was needed. Few could be compared with libraries in traditional liberal-arts institutions, either public or private. In 1930, sixty-seven U.S. academic libraries had volume counts over 100,000. However, only three of twelve "independent" land-grants—Washington State, Iowa State, and Purdue—broke this barrier. Brown also bemoaned the fact that many Morrill Act libraries were unable to meet the goal of stimulating a love of books and reading. Budgets often did not allow for purchase of suitable general interest books. He affirmed:

The college student should be given not only the opportunity but also the encouragement to read. This phase of library service is one of major importance which has received the least emphasis and is most generally inadequately covered by land-grant institutions.⁴⁵

Baker and her staff were well aware of the shortcomings of CAC *vis-à-vis* other land-grant libraries cited in the *Survey*. Pointing out that CAC had lacked entirely thirteen of the fundamental scientific journals when the survey was made, Baker told Lory that since then the library had been collecting complete sets for five of them. Even as late as 1935, the library was six people below the staff minimum recommended in the *Survey*. Of even greater significance, weaknesses in the liberal arts endured. Demands of the scientific and technical areas of the collection made fiction purchases difficult, and books needed by freshman English classes simply were not on hand. The Depression exacerbated the situation; as funding decreased, the library concentrated on periodical subscriptions vital to the sciences, sacrificing accessions vital to liberal-arts scholars or general-interest reading for Aggie students. Baker admitted that the paucity of book purchases created "great dissatisfaction on campus."⁴⁶

Conversely, Baker took pride in the CAC science collections. In her final report to Lory she claimed:

The library now has a basic scientific collection which, with the proper head [librarian] and sufficient support, can be developed into an outstanding technical library of this section.

On succeeding Baker, James Hodgson agreed. He believed that Joseph Daniels had laid the foundation for an exceptional collection, a collection that Baker had painstakingly cared for.⁴⁷

In sum, the *Survey* of Klein and Brown helped the CAC library staff highlight strengths and weaknesses of which they most likely were already aware. Baker tried using the *Survey* as a mechanism to prod the college administration into improvements. Yet, ironically, Klein's study could hardly have appeared at a worse time. In 1930, the nation began spiraling down into an economic crisis lasting years. Whether CAC staff wished to continue to strengthen science collections, bolster flagging humanities purchases, or hire additional librarians, funds simply were not at hand. James Hodgson would find himself facing the same hurdles as Baker, with no solutions ready to be implemented.⁴⁸

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Endnotes

¹ Hansen, *Democracy's College*, pp. 291, 301-302; "New Library to be Most Beautiful Edifice on Campus," *RMC*, September 14, 1927, p. 1.

² *Library Reports*, November 1926; December 1927; "Cornerstone for New College Library to be Laid Tuesday," *Fort Collins Express-Courier*, August 7, 1927, pp. 1, 14; "Cornerstone to be Laid Tuesday," *Fort Collins Express-Courier*, August 14, 1927, pp. 1, 3; "Cornerstone for Library Laid," *Fort Collins Express-Courier*, August 17, 1927, p. 1.

³ *Library Reports*, June 1928 Semi-Annual Report; Makepeace, "History of Colorado Agricultural College Library," p. 10.

⁴ "Cornerstone for New College Library to be Laid Tuesday," *Fort Collins Express-Courier*, August 7, 1927, pp. 1, 14; "How Would You Move 50,000 Books in One Week? College Librarian Has This Job," *Fort Collins Express-Courier*, April 5, 1928, pp. 1, 4; "New Library Now in Use," *Fort Collins Express-Courier*, April 19, 1928, p. 1; *Library Reports*, December 1928; *Catalog*, 1929-1930, pp. 109-110.

⁵ *Library Reports*, December 1928; May 15, 1929; Makepeace, "History. . . 1879-1943," p. 14.

⁶ "Dr. Lory Greets Aggie Students," *RMC*, September 21, 1928, p. 1.

⁷ McGiffert, *Higher Learning*, pp. 198-199; *Library Reports*, February 17, 1932, Budget Estimate letter; May 17, 1933, Budget Estimate letter.

⁸ *Library Reports*, May 1932 Semi-Annual Report; December 1932 Semi-Annual Report; undated report by Irene M. Coons; undated report by Arlene Maxwell; Douglas Ernest, "I Want Something to Make Me Laugh: CLA in the Depression Era, 1932-1941," *Colorado Libraries* 18 (September 1992): 27.

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¹¹ *Library Reports*, Gladys Dawson, "Loan Desk Report 1933-34;" May 1934 Annual Report; Gladys Dawson, November 1934 "Loan Desk Semi-Annual Report"; December 1, 1935, Semi-Annual Report; Gladys Dawson, "1935-1936 Loan Desk Report."

¹² "34 Receive Certificates in Library," *Fort Collins Express-Courier*, July 28, 1929, p. 1; *Library Reports*, December 1930 Semi-Annual Report; "Library School is to Graduate Largest Class," *Fort Collins Express-Courier*, July 21, 1931, p. 3.

¹³ *Library Reports*, 1930?, unsigned reports relating to library school; December 1930 Semi-Annual Report; November 1931 Semi-Annual Report; December 1932 Semi-Annual Report.

¹⁴ *Library Reports*, May 1929; December 1929 Annual Report; May 1932?, Laura Makepeace Annual Report; 1933?, Laura Makepeace Report.

¹⁵ *Library Reports*, May 1929; May 1934 Annual Report; December 1934 Semi-Annual Report; 1935? Report by Arlene Maxwell.

¹⁶ *Library Reports*, 1930? Annual Report by Iva Oliver; 1930? Annual Report by Arlene Dilts; May 1932 Semi-Annual Report; 1932? Annual Report by Irene M. Coons; November 27, 1933 Report by Gladys Dawson.

¹⁷ *Library Reports*, May 1931.

¹⁸ "Sunday and the Library," *RMC*, September 17, 1930, p. 2; "Council O.K's Sunday Library," *RMC*, December 17, 1930, p. 1; "Sunday Library Prospects Good," *RMC*, February 4, 1931, p. 1; "Sunday Library is Given Trial," *RMC*, February 25, 1931, p. 1; "Many Study at Library Sunday," *RMC*, March 4, 1931, p. 1.

¹⁹ "Many Study at Library Sunday," *RMC*, March 4, 1931, p. 1; *Library Reports*, November 1931 Semi-Annual Report; December 1932 Semi-Annual Report; Hansen, *Democracy's College*, pp. 327-333.

²⁰ "34 Receive Certificates in Library," *Fort Collins Express-Courier*, July 28, 1929, p. 1; *Library Reports*, December 1929 Annual Report.

²¹ *Library Reports*, May 1931?, Irene M. Coons Annual Report; 1932? Irene M. Coons Reference Report; Gladys Dawson 1935-36 Report; Irene M. Coons April 30, 1936 Report; May 1936 Annual Report; "To Follow War in Ethiopia on Map in Library," *RMC*, November 20, 1935, p. 3.

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²³ "Crude Appreciation," *RMC*, April 24, 1935, p. 2; "Art Displays in State Library Show Best Known American Works," *RMC*, November 27, 1935, p. 2.

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²⁵ *Library Reports*, December 1927; June 1928 Semi-Annual Report; June 26, 1929, letter from Lory to Baker; December 1930 Semi-Annual Report.

²⁶ *Library Reports*, May 1933 Annual Report; December 1933 Semi-Annual Report; May 1934 Annual Report; December 1935 Semi-Annual Report.

²⁷ Hansen, *Democracy's College*, pp. 223-224, 313; *Library Reports*, December 1932 Semi-Annual Report; May 1933 Report; 1933-1934? Arlene Maxwell undated report; May 1935 Annual Report; 1936 Annual Report of Arlene Maxwell.

²⁸ *Catalog*, 1929-1930, p. 109; *Library Reports*, December 1934 Semi-Annual Report; Spring 1935 "Brief for Library Budget."

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³⁴ "Librarians to meet Nov. 16," *RMC*, November 8, 1933, p. 10; Ernest, "I Want Something to Make Me Laugh," p. 36.

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- ³⁷ *Library Reports*, May 1934 Annual Report; May 1935 Annual Report.
- ³⁸ *Library Reports*, May 1936 Annual Report; Makepeace, "History of Colorado Agricultural College Library," p. 18; Ernest, "I Want Something to Make Me Laugh," p. 38.
- ³⁹ Baker, "Life As It Comes," p. 5.
- ⁴⁰ "Baker Memorial Will Be Created in Aggie Library," *RMC*, October 3, 1947, p. 1; CSUL Archives, Library Archives, Box 8, "Charlotte Baker Memorial"; Library Archives, Box 12, "Makepeace, Laura, Correspondence, 1946-1956"; Laura I. Makepeace, "Miss Charlotte Agnes Baker, 1867-1947," *Colorado Library Association Bulletin* #20 (April 1948): 7.
- ⁴¹ Klein, *Survey*, I:609-714; Holley, "The Land-Grant Movement. . .," pp. 12, 14-15.
- ⁴² Klein, *Survey*, I:619, 655, 701.
- ⁴³ *Ibid.*, p. 611.
- ⁴⁴ Edelman and Tatum, "Development of Collections . . .," pp. 50-55.
- ⁴⁵ Klein, *Survey*, I:611-612, 638-640; Holley, "The Land-Grant Movement . . .," pp. 12-13; Edelman and Tatum, "Development of Collections . . .," pp. 50-55.
- ⁴⁶ *Library Reports*, December 1929 Annual Report; May 1931; December 1935 Semi-Annual Report.
- ⁴⁷ *Library Reports*, May 1936 Annual Report; Wattles, "History," p. 133.
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CHAPTER 5: James Hodgson at the Helm

By 1936, Colorado A&M had definitely assumed the trappings of a scientific and technical institution, and Charlotte Baker and her staff believed that the individual selected as the new library director should have experience appropriate for such an organization. The successful applicant, James G. Hodgson, did indeed have an extensive background in libraries in both the U.S. and abroad. Hodgson grew up on an Iowa farm, where he had milked cows among other chores. He graduated from the University of Iowa, then obtained his library degree from the New York State Library School in Albany. His first job came courtesy of the United States Army. An infantry corporal, he spent the First World War in France operating a library for soldiers. Afterwards, he found a



James Hodgson (Archives)

position as a reference librarian at the University of Arizona for several years. However, his wartime experiences had awakened a lifelong interest in Europe, for he returned to that continent in 1924 and accepted a position with the International Institute of Agriculture in Rome.

Hodgson collected books and other information for the Institute and attended international library meetings in Prague, Rome, and Venice in 1926 and 1929. Shortly thereafter, he returned to the U.S., where he found employment successively with *Compton's Encyclopedia*, *World Book Encyclopedia*, and the University of Chicago. Duties with the encyclopedia companies included writing articles and compiling volumes of the *Reference Shelf*, a series of handy guides to topics of the day. At the University of Chicago, he served as acquisitions librarian and traveled the country collecting documents. By 1935, he had acquired enough fame to be included in *Who's Who in America*.¹

In certain respects, Hodgson seemed an odd choice for the library directorship at Colorado A&M. He obviously possessed highly relevant experience, having worked with agricultural publications in Europe and documents collections at Chicago. He also had been involved with reference work from both the library and publishing viewpoints. Yet nearly two decades of travel-

ing in the U.S. and abroad and living in cities such as Rome and Chicago might suggest incompatibility with the small rural college town of Fort Collins. Hodgson nevertheless assured a *Collegian* reporter that he was delighted to be in Colorado and that he hated large cities. His youth on an Iowa farm probably recommended him to Aggie officials; but, of greater importance, he had visited the A&M library in 1935 on a collecting trip for the University of Chicago. Charlotte Baker observed him digging through old documents with seeming enthusiasm and told Lory that Hodgson must be a "good worker because he didn't mind getting dirty." He was then offered the job of library director in 1936. The darkening international scene probably discouraged any thoughts he might have had of returning to Europe. Possibly the fact that he was divorced also influenced his decision. In any case, he remained at A&M until his retirement.²

Hodgson arrived on the scene just as Charles Lory's tenure as president was drawing to a close. For a quarter century, Lory ruled the college as a kind of benevolent dictator. By the mid-1930s, however, opposition and discontent emerged from a number of quarters. New members of the State Board of Agriculture began to challenge his authority, particularly after several personnel controversies in the early thirties questioned the competence of some of his appointees. A few years later, accreditation difficulties threatened the institution's academic reputation and prompted investigations from both alumni and faculty committees in 1938. The public debate became so acrimonious that one member of the State Board committed suicide. Shortly afterwards, the board took decisive action, forcing several senior administrators and faculty members to retire or accept demotion. Other measures, including the provision of sabbatical leave, were introduced to improve the calibre of faculty. To his credit, before his retirement in 1940, Lory hired a number of talented people to replace those of the departed old guard. Moreover, from this point forward, Colorado A&M would emphasize increased faculty research. The demands of research would, in turn, affect the library.³

James Hodgson thus began his administration at a time of political and economic uncertainty, thanks not only to the turmoil on campus but also to the continuing effects of the Depression. The new librarian enunciated his own priorities shortly after arriving. In an interview with the *Collegian*, he announced two aims: (1) assisting students with their required coursework, and (2) "trying to interest students in using the library for individual reading that they do for their own enjoyment." In this regard, while noting the satisfaction of working with technical people, he added that one's specialized education should be supplemented by intelligent reading to become aware of the outside world. Hodgson thus fell squarely into the camp that believed libraries should be a major force in instilling culture in students.⁴

If students were to read and enjoy books, however, the library would have to make them available. From the start, Hodgson expressed reservations about the adequacy of the Colorado A&M library collections. To determine

the direction collection development should take, Hodgson set two immediate goals: (1) a study of the book needs of the various departments, and (2) a study of the current library resources to determine whether departmental needs could be met. As shall be seen, he spent much of the next nine years trying to reach these objectives.⁵

Hodgson wasted no time in evaluating departmental needs. By April 1937, he provided Lory with recommendations for purchases needed for course work, faculty research needs, experiment station research, and general cultural reading for students. He outlined department-by-department requirements for improving current library standards. The ensuing wish list, mostly periodical titles, amounted to nearly twenty-eight thousand dollars, an absurdly high sum given the 1936 book and periodical budget of approximately three thousand dollars. More realistically, Hodgson also recommended that acquisition of free materials, such as government publications, be pursued.⁶

When these requests brought no real changes, Hodgson continued his attack. In 1938, he called for adequate funding to enable support for graduate-student research. In 1941, he noted that, although a decent collection of technical periodicals existed, funds for books and reference works were lacking. He also observed that college libraries in general, not just A&M's, needed to grow at an "enormous rate" to satisfy existing demands and that additional purchases would necessitate more staff. In the spring of 1942, Hodgson again asked for an increased appropriation for books, periodicals, and binding.⁷

In his efforts to persuade college administrators to bolster library funding, Hodgson became the first librarian to make extensive and continual use of statistical comparisons with other institutions. As early as December of 1936, he spoke of raising the library to the "minimum standards for land-grant colleges." In 1938, he followed up with a fifty-four page report that cited statistics drawn from the American Library Association, the North Central Association of Colleges and Schools (NCA), which accredited Colorado A&M, and the 1930 *Survey* of Klein and Brown to demonstrate various library deficiencies. Hodgson also used the report to analyze needs of various academic departments, mostly regarding periodical purchases. In sum, he presented a dismal picture. The library lacked 150,000 volumes to be adequate. The budget needed to be increased by sixty-six percent to meet the standards of Klein's *Survey*. Over the previous ten years, the library portion of the college budget had dropped drastically compared with that of other land-grant institutions. Less than half the student library fees were actually spent on books. Faculty and student use of the library was low; and, in fact, circulation figures appeared to be dropping. He concluded by requesting increased budgets over the next five years to build the collection in a systematic fashion.⁸

Hodgson futilely hammered away on the same themes for the next several years. In 1938, he warned that the NCA had strict standards for book budgets relating to graduate work, an area where A&M was weak. Elaborate comparisons in 1940 and 1941 revealed that other land-grant colleges were spending between four and five cents on their libraries for every dollar spent on research and instruction; Colorado A&M spent between three and four cents. The one cent difference meant a loss estimated between twenty-eight and thirty-three thousand dollars annually. The drop in circulation concerned Hodgson, for to him it meant that students were not taking home books they should be reading not just for their studies but also for general cultural attainment. He claimed that at least ninety-eight percent of the colleges accredited by the North-Central Association showed more reading per student than A&M.⁹

Hodgson's alarm received some substantiation in 1941 when a professor representing the Committee on Accreditation of the Association of American Universities (AAU) wrote I.E. Newsom, who was Acting President at the time, to inquire about library shortcomings. The fact that library staff salaries totaled \$17,000 while the total spent on books, periodicals, and binding amounted to less than \$4,000 received particular attention, as did the fact that the library subscribed to no foreign periodicals. The letter also noted that funds from student library fees still amounted to more than the money allocated to the book budget. Much of the criticism leveled by the AAU committee had been garnered from A&M faculty. Newsom asked Hodgson to respond, but the latter could reply only that the library actually did subscribe to some foreign periodicals, mostly in veterinary medicine. Otherwise, the AAU critique presumably was correct.¹⁰

By 1945, the library had met North Central's minimum standards for staffing and book purchases, perhaps reflecting some accommodation to Hodgson's pleas for funding. The director might have hurt his case by annually presenting administrators with lengthy and verbose reports replete with convoluted statistical data. Indeed, his pedantic analyses of library weaknesses and labored justifications for better funding tended to crowd actual library events out of the annual reports.¹¹

One potential source of income, the student library fee, was an issue that long vexed A&M librarians. The 1936-1937 *Catalog*, for example, clearly stated that two dollars of the fees assessed each student went to the library. Yet the same year, Hodgson noted that book and periodical expenditures did not reach half the sum theoretically collected. So indignant did Laura Makepeace become in regard to the fee that she compiled a table showing potential total student library fees and actual library book budgets, on an annual basis. From 1919 to 1942, the student-fee collections were always greater than the book budget, occasionally by nearly three times. Makepeace claimed that "so

far as can be learned, the library never received any of this money." Despite these protests, no apparent adjudication of the library-fee issue occurred.¹²

* * * * *

As if to make up for the paucity of the regular budget, gifts assumed more than normal importance during this era. In 1936, subscriptions to standard periodicals such as *Newsweek*, *Time*, *Fortune*, *Christian Century*, and the *New Yorker* were all gifts from individual faculty members. The Chemistry and Economics departments were both sources of donations. Gifts came from outside entities, as well. The American Olympic Committee donated a book containing photos of Glenn Morris, an Aggie football star who went on to achieve fame by winning the decathlon at the 1936 Olympics in Berlin. In 1938, the A&M library received no fewer than 171 bound volumes and nearly 2,500 periodical issues and pamphlets from the John Crerar Library in Chicago. Some years later, the James F. Lincoln Arc Welding Foundation gave one hundred dollars for the purchase of books on that topic.¹³

Several faculty members made noteworthy contributions. Emil Sandsten, Dean of Agriculture and director of the Experiment Station, donated a collection of 140 volumes on his retirement. These books, dating between 1726 and 1892, were to be known as the Sandsten Horticultural Library. For reasons unexplained, Sandsten also gave the library an "old Chinese cabinet." A few years later, the library received a gift of one thousand books on the death of Mrs. J.W. Lawrence. Mrs. Lawrence (née Elizabeth Coy) was a member of the Aggie class of 1884, and her husband had been a CAC mechanical engineering professor from 1883 to 1917. The Lawrence donation included books on literature, Colorado history, wildlife, and the outdoors.¹⁴

The most prominent donor during this time was Charles Lory. During a six-month period in 1937 and 1938, Lory served as chair of the special Federal Reclamation Repayment Commission, which devised a system of repayments by water users benefiting from government reclamation projects. His salary of \$2,300 reverted to the college and was designated for purchase of library books, including one thousand dollars for irrigation materials. Hodgson hoped to make the gift even more valuable by purchasing private collections or sets of items in blocks.¹⁵

* * * * *

Although insufficient funding impeded Hodgson's collections and staffing goals, he did achieve some success in assisting students with research and introducing them to the pleasures of reading. Shortly after arriving, he met with freshmen to introduce them to the library and explain "the place of books and reading in a college education and as preparation for a proper professional life." Like other members of the staff, he also took his turn lecturing English composition classes on library use.¹⁶

Hodgson's involvement with bibliographic instruction soon took a more formal turn. By 1937, he was teaching a three-credit course titled "Books and

Reading." The course taught the importance of recreational reading as well as skills with reference and bibliographical tools and the compilation of bibliographies. Eleven students enrolled in the spring of 1937, encouraging Hodgson to offer the course again. The course description embodied Hodgson's philosophy of reading:

One of the earmarks of an educated man is the ability to read and use books with intelligence, not only in the field in which he has been trained, but in other fields as well. This course in the use of books and libraries attempts to give some of the background which, when combined with instruction in formal courses and recreational reading, will help the student to use books and libraries with intelligence.¹⁷

Such was his belief in formal library instruction that Hodgson recommended that graduate students lacking research skills be made to take a library course without graduate credit before being allowed to continue their degree work; this proposal, however, did not succeed.¹⁸

Hodgson's complaints about unskilled graduate students did have an unexpected dividend. In 1939, college administrators asked the library staff to assume the task of checking the bibliographies of theses and dissertations to determine whether the student had cited sources properly and done a thor-

ough literature search. This duty consumed much of the time of Hodgson and the reference librarians during the summers; but in spite of the work involved, the librarians felt that bibliographic checking performed a valuable service by alerting students to sources they had missed and by ensuring that complete citations were provided for the benefit of other researchers. This bibliographic work continued until Hodgson's departure nearly two decades later.¹⁹

For years, Hodgson anxiously tracked student reading performance, using such figures as were available. Mostly these related to the number of books checked out annually per student. From 1936 to 1941, this figure dropped from 8.15 books checked out per student to 5.62, then rose modestly to 6.26 in 1942, Hodgson attributed the improvement to larger book budgets in the 1940s, making more books available to eager Aggies. A year later, he



"The Scout," 1931 (Colorado State University Photographic Services)

forecast that the rate might return to seven or eight books, still "depressingly low" in his opinion.²⁰

Besides poor budgets, the library director deduced a number of reasons for the drop in circulation. First, the small collection of books suitable for general reading received heavy use and consequently was dilapidated and worn, presenting an unappealing aspect that put off potential readers. Second, he speculated that North Central Association standards for circulation unwittingly discriminated against land-grant institutions, where students relied on bound periodicals, which normally did not check out, rather than use books that did. He thought that the Works Project Administration ought to study the differences between library users at land-grant libraries and those at general liberal-arts colleges; he, himself, hoped to do a preliminary study of the subject.²¹

A more important reason for low circulation was a closed-stack system that prevented undergraduates from browsing for books that they might find of interest. Space limitations precluded a satisfactory remedy, but Hodgson did suggest converting the small reading room into a browsing room filled with items of general interest. He also asked that a room be sound proofed and equipped with a record player for afternoon or evening concerts as "a method of increasing the cultural background" of Aggie students. As of 1945, neither idea had been implemented.²²

In lieu of better funding, Hodgson fell back on less expensive expedients to woo readers. Shortly after his arrival, the library began issuing *The Scout*, a mimeographed periodical named in honor of a statue donated to the library by the class of 1931. *The Scout*, distributed to students and faculty alike, listed new books of both scientific and general interest, complete with "pithy" annotations. In 1941, *The Scout* ceased because of lack of staff, but Hodgson entertained hope of reviving it.²³

The library also continued with its usual exhibits and book displays. On at least two occasions, exhibits pertaining to the history of Colorado A&M celebrated Homecoming; one included "then" and "now" photos of two campus worthies, Charles Lory and longtime football coach Harry Hughes. Another college history exhibit in 1945 gave the library an opportunity to trot out its now-familiar rarities: a palm leaf Sanscrit manuscript, a Babylonian clay tablet, and an Italian parchment book from 1590. Another treasure was added to the library's art collection in 1942, when Professor Edward House donated a painting of "The Retreat from Moscow," depicting Napoleon's cataclysmic defeat. Hodgson and Lawrence Durrell believed it to be an original sketch for an 1835 cyclorama by Henri Philippotaux, and a *Collegian* reporter commented on its significance in relation to contemporary events, no doubt thinking of the recently concluded battle of Stalingrad.²⁴

Students themselves pursued their usual activities, blissfully unaware of librarians' concern about their reading habits. A major change took place in the fall of 1936, when a student union opened in Johnson Hall. Hodgson

worried that the library would have to do more to attract Aggies in search of leisure reading, but in other respects the creation of the student union probably came as a relief to the staff. Until then, the library had enjoyed a reputation as the best spot on campus for a romantic rendezvous. The *Collegian* speculated that students henceforth would adopt the motto "Johnson Hall for relaxation, the library for meditation." Even Hodgson admitted that the discipline problem in the library had improved, thanks to "the exodus of the 'play element' to the Union."²⁵

* * * * *

The A&M library, continuing a trend begun with the New Deal, interacted with the federal government and other institutions in ways that were unknown in earlier decades. Students employed through the auspices of the NYA were an important component of the staff in the late 1930s. As many as twenty-one worked in 1937, enabling the library to publish *The Scout* and establish a messenger service between the main library and the departments, allowing delivery of periodical issues to faculty members. Soon the NYA students came to be seen as a necessary part of the work force; and, when their numbers were not increased in 1940, Hodgson complained that they now had to be assigned to the reserve desk as a priority, leaving the extraneous duties they had performed in earlier years undone. Makepeace saw it somewhat differently. She claimed that the thirty NYA students employed in 1940-41 allowed much backlogged work to be completed. The only drawback was that the staff time needed to supervise the students and revise their work. By late 1943, though, all funds for library NYA and WPA workers had been eliminated, presumably because of the war.²⁶

One of the tasks with which the NYA students assisted was photographing 50,000 catalog cards at the behest of the Rocky Mountain Bibliographical Center in Denver. As a result of this project, the Bibliographical Center assembled a union catalog of holdings at A&M and other major libraries in the region. Access to this union catalog greatly simplified the task of interlibrary loan, since resources in area libraries could much more readily be identified. By 1943, most of the 109 items borrowed and 162 loaned by A&M were handled through the Bibliographical Center. Hodgson had hopes that the center would also serve as a mechanism by which area libraries could share collection development, with each institution identifying essential purchases, while necessary or desirable items might be purchased only by certain libraries, which would then share with their colleagues. Hodgson did warn A&M administrators that under such a scheme each institution would have to maintain purchases in its areas of strength if true reciprocity among libraries were to exist.²⁷

The A&M library director now favored the idea of cooperation among the state's academic libraries as a means of alleviating chronic book budget problems. His ruminations struck a chord with other librarians, and the

Librarians of Colorado Colleges and Universities was established in 1940. This group met several times early in 1941 to determine ways in which they might cooperate. Possibilities included coordinated book purchasing to avoid duplicating collections and cooperative cataloging to mitigate redundant processing costs. The group agreed to conduct appropriate studies before instituting cooperative efforts.²⁸

As part of the effort, Hodgson served on a committee that examined cooperative techniques that could be applicable to library technical processing. Its work elicited widespread interest that led to the formation of a similar national committee, which Hodgson served as secretary. These activities resulted in a recommendation that graduate students in library schools gather additional statistics. On a more concrete basis, Hodgson surveyed a compilation of the periodical holdings of libraries in Colorado and Wyoming to determine whether duplication of expensive and little-used items could be avoided.²⁹

These efforts foreshadowed future library cooperation and were well-intentioned but yielded few substantive results. No doubt the Second World War interfered, but Hodgson also recognized other powerful obstacles:

Two factors hinder the full development of cooperation. First the individual faculty members, and many of the library staff members, still want to have every thing they need right in their own offices, or certainly not further away than the college library. Secondly the librarians themselves lack full facts for the development of cooperation. They do not have adequate figures as to the cost of various processes in their own libraries, or for the same processes under cooperative set-ups.³⁰

Hence, the need for more studies and committees.

If A&M librarians were entering the intriguing new world of interinstitutional cooperation, they had still to deal with traditional problems.

For one, the departmental libraries, many of which had survived the efforts of Lory and Baker to have them abolished, continued on their feckless course of ignoring the main

The Reference Desk, 1943
(Colorado State
University Photographic
Services)



library. A slender library budget meant that most purchases were for periodicals rather than books. The departments filled this gap by purchasing books out of their own funds. Hodgson grouched about this practice for several reasons: All monies spent on books rightfully ought to go to the main library budget, unnecessary duplication was taking place, departmental libraries had limited hours, and students and faculty had no access to departmental libraries other than their own.³¹ Remedial action, however, was impeded by another long-standing problem, insufficient space.

Only a dozen years after the new library opened, the staff struggled to make room for new materials as they arrived. On first occupying the building in 1928, the librarians shared their facility with the Animal Husbandry Department, relocated to the library "for the present" because its quarters had been destroyed by fire. The Animal Husbandry Department tardily departed about 1940, permitting a complete reshelving of existing collections; yet voluminous years of cataloged and uncataloged items continued to be stored in boxes. Without an addition to the building, Hodgson estimated that 5,000 volumes a year would have to be placed in storage.³² Laura Makepeace chronicled the deleterious effects of a crowded building:

... we have books stored in 360 cartons, have erected temporary shelving in one of the nicest rooms in the building and are storing thousands of books and pamphlets there. We have closed two class rooms and both cloak rooms to student use and have them piled high with boxes of books. With our increased enrollment this year [ca. 1943] we have had to move reading tables closer together and add enough tables and chairs to accomodate [sic] more than 300 readers.³³

The prospect of an addition to the library was dim during the Depression and Second World War, but another solution presented itself. Why not convert some of the existing departmental libraries into full-fledged branches of the main library, moving specialized books out of the main facility, creating more room there? Although Hodgson considered the use of branches on a campus as small as A&M to be "ineffective and wasteful," he had no real choice in the matter. An opportunity soon presented itself. A new Veterinary Medicine Building was completed in 1940, allowing that department to move from its quarters in the old Commercial Building, which it had occupied in 1928 when the library had moved out. This department had established a library of its own early in the century; thus, when Veterinary Medicine occupied its new building in 1940, it seemed a logical candidate for a branch.³⁴

One of the junior librarians was assigned half time to get the new unit established, but this effort proved to be unsatisfactory and was dropped in fiscal year 1942-43. After a year's hiatus, another half-time librarian began the work anew and, with the help of an assistant and a student typist, put the

Veterinary library in order. By the fall of 1943, Makepeace felt confident enough to request a full-time staff member for the branch. This endeavor apparently inspired imitation, for soon thereafter Dean J. Lee Deen of the Forestry Division requested a branch library for that unit, again with a half-time librarian in charge. From this point forward, branch libraries would become a familiar part of the campus scene despite the reluctance of librarians to scatter resources around the college.³⁵

On a more satisfactory note, one minor difficulty resolved itself during Hodgson's tenure. Years earlier, Charlotte Baker had consolidated the Experiment Station library with the main library and assigned her sister Nan Baker chief clerk and librarian of the station, though she had "no real duties" to perform. Hodgson abolished this arrangement. The gradual amalgamation of the Experiment Station library with the main library was part of a nationwide trend in land-grant institutions; a survey in 1933 revealed that twenty-nine of thirty-seven station libraries were under the authority of the main college library.³⁶



James Hodgson at the dictaphone, 1942
(Colorado State University Photographic Services)

* * * * *

Librarians during this era found themselves assuming professional characteristics that would be common to their late-twentieth-century counterparts. By 1938, six of the nine staff members had library degrees and were eligible for professional activities such as leaves of absence. At various times from 1939 to 1941, circulation librarian Gladys Dawson and reference librarian Irene Coons studied or worked at the University of Chicago, while Laura Makepeace took part in similar activities at the University of Michigan. Hodgson himself spent the fiscal year of 1943-44 on sabbatical, working on a doctorate in librarianship at the University of Chicago and preparing a dissertation on the role of land-grant colleges in rural library extension.³⁷

Hodgson continued the staff meetings that had begun with Baker. Weekly sessions held in 1936-37 first involved the study of a text titled *College Library Administration*, then, later in the year, moved on to discussions by faculty members on new developments in the sciences and their implications for instruction and research. Later topics were equally prosaic; in 1938 and 1939, the meetings focused on the objects and functions of the library and the purpose and validity of relevant statistical studies.³⁸

Like Charlotte Baker, Hodgson had his own set of special interests. In 1937, he published a compilation titled *Official Publications of American Coun-*

ties, reflecting earlier research he had done on this subject. The library director was also an enthusiast of the infant technology of microphotography, the forerunner of microfilm and microfiche. He considered microphotography the greatest library advance since the Dewey Decimal system, visited an ALA conference in Chicago to examine equipment, and urged that the A&M library become involved in both preparation and access to publications in this format.³⁹



The Oval inundated by flood waters, September, 1938 (Colorado State University Photographic Services)

Along with customary Colorado Library Association activities, several staff members, including Hodgson, Coons, and cataloger Zelia Rank, became involved in an effort to bring rural library service to Colorado. The state at that time lacked either county or regional libraries. Accordingly, in 1941, A&M librarians joined Professor B.F. Coen of the Economics and Sociology Department, one of the leaders of the movement, and other librarians in

an unsuccessful attempt to obtain state legislation establishing regional libraries.⁴⁰ Hodgson's interest in the subject was reflected in his dissertation topic; and, in 1945, he announced a Rural Library Institute, open to "rural leaders" from around the Rocky Mountain region. For Hodgson, the issue assumed a philosophical importance. In lieu of other resources, he believed that the A&M library had a moral obligation, working through the Extension Service, to provide books and promote reading in rural areas. This idea reinforced the traditional land-grant mission of service to the larger community and dovetailed with concern among library professionals to raise cultural and educational standards through reading. Although lack of funds prevented the library from doing very much to further this goal, Hodgson maintained his interest for several years.⁴¹

* * * * *

From 1938 through 1945, librarians at A&M participated in three events of more than ordinary significance. First, on September 2, 1938, flood waters washed across the Oval after a severe storm dumped up to five inches of rain in the Fort Collins area. Although Charles Lory announced that overall damage was light, certain buildings, most notably the college museum, did suffer from the inundation. The library itself at one point had water to five feet in depth, with pumps running to keep the level from rising. Years later,

Makepeace remembered that water came up to the second level on the main floor and that damaged books were dried by placing paper towels between the pages. Given the extent of flooding, losses were surprisingly light; but the episode gave librarians cause to reflect. The location of the building, between the Oval—originally a swamp—and the Arthur's Ditch irrigation canal to the west, was perhaps not the best.⁴²

The second event was more pleasant. In 1941, the library celebrated the acquisition of its 100,000th volume, and faculty were invited to the library on December 1 to share in a celebration. Events included a lecture by geneticist LeRoy Powers titled, "The Place of the Library in a Scientific Institution"; a talk by Weldon Kees of the Bibliographic Center on events at that institution; a tour of the building and various exhibits; and, finally, a tea. Hodgson could not resist chiding the college administration that the library still fell below ALA statistical standards. Based on the current rate of growth, he estimated that the library would reach the 200,000 mark about 1960—a shrewd guess, as it turned out.⁴³

Whatever joy Aggie librarians felt in this episode was erased a few days later when the attack on Pearl Harbor plunged the country into the third and most significant event of these years, the Second World War. This conflict found the library engaged in activities similar to those during the earlier war. In April 1942, for example, the *Collegian* carried an article publicizing a Victory Book Campaign, sponsored by the American Library Association, with the intention of gathering ten million books for service personnel. Students were asked to contribute, for "... our men in service have reading tastes remarkably like our own." These tastes included mysteries, westerns, technical books, history, biography, travel, humor, textbooks, and "good lusty stories."⁴⁴

By November of that year, the library had made a gradual but marked shift to a war footing. One of the more visible changes was the designation of A&M as a War Information Library, with Irene Coons as director. The War Information Library had a threefold purpose:

... to furnish to the libraries of the state lists of publications on subjects within the field covered by the college itself, to supply materials for civilian morale training groups on the campus, and to loan materials when local libraries cannot obtain them otherwise.⁴⁵

Coons interpreted her charge to also include war needs of A&M faculty and students and proceeded accordingly. She began tracking military training programs whose students would be studying on campus to anticipate their needs. She prepared an issue of *The Scout* (now back in print) titled "The Democratic New Order vs. the Hitler Old Order," listing publications relevant to the war and the peace effort to follow. Displays in the small reading room illustrated military movements. Numerous posters provided graphic

examples of the issues at stake. Certainly, no one could visit the library without becoming aware that a war was on.⁴⁶

Providing information for the rest of the state proved more difficult. Coons did her best by cooperating with the University of Colorado library to apportion subjects between the two institutions. A&M took such obvious areas as agriculture, nutrition, and veterinary medicine; Coons also compiled reading lists on subjects such as "The Church in Today's World" and "Rubber Producing Plants" for distribution to local libraries. She also enlisted volunteers from among students, faculty, and local citizens to gather "packet libraries" to forward to rural areas without libraries of their own. The packet libraries included pamphlets, newspaper clippings, and magazine articles for distribution by the Extension Service. Locally, Coons' efforts bore fruit, for Hodgson attributed increased circulation of war-related materials to her exhibits and the collections of the War Information Library.⁴⁷

More dramatic was the influx of military personnel on campus. Roy M. Green, who succeeded Lory as president, sought to entice training programs to A&M in an effort to retain faculty and courses during the war. His efforts met with success; by the later stages of the war, up to 1,500 service personnel were on campus. When soldiers occupied Johnson Hall, site of the Student Center, in May 1943, part of the furniture was moved to the library newspaper room, which became a lounge. Then, in September, five hundred men of the Army Specialized Training Unit arrived to study engineering. As had happened in 1918 with the SATC, these military trainees poured into the library.⁴⁸

The library staff made several changes to deal with the Training Unit people. The latter were assigned the large reading room for study purposes, remaining in occupation from 8:00 A.M. to 10:00 P.M. six days a week. With as many as two hundred trainees at a time packing this room, the small reading room was designated as a study place for college students. Both groups repaired to the lounge for relief, where they found themselves under the friendly supervision of hostess Mrs. Bertha Whitney. Cadet officers enforced discipline among the trainees, so the most irritating problem facing librarians was wear and tear on materials. Although some periodical issues were "worn to shreds" and some bound periodicals suffered missing pages, the overall loss was not as serious as librarians had feared.⁴⁹

Still, the departure of the Training Unit men after six months probably caused few pangs among the library staff, who greeted the news of the reopening of the Student Center in January 1945 with real relief. A new era in higher education and librarianship was about to begin, as Hodgson might have sensed when he reported to Roy Green in November, 1944:

The main activity of the library for the past few months has been preparation for the postwar activities of the college.⁵⁰



This library float was part of a tribute to Charles A. Lory upon his retirement in 1940 (Archives)

* * * * *

Major changes were indeed ahead, but how well prepared were land-grant college libraries to meet them? Volume counts for eleven “independent” land-grant libraries, including Colorado A&M, indicate that most were much smaller than libraries in traditional liberal-arts universities or those in multi-purpose universities—such as Minnesota, Ohio State, or Illinois—that combined the functions of liberal-arts and land-grant institutions. In 1940, of fifty-nine academic libraries with volume counts of two hundred thousand or more, only two, Washington State and Iowa State, were “independent” land-grants.⁵¹

The case of Colorado A&M is typical. In 1940, the volume count at the University of Colorado library was three times greater than that of A&M. Nationally, A&M ranked eighth among the eleven “independent” land-grant libraries for which 1940 figures are available, a ranking not significantly different from that held in 1920 or 1930 (see Table I, page 53). Increases in the size of the collection had left A&M essentially unchanged in relation to its peers. Additional worries about weaknesses within the liberal-arts collections persisted, as tight budgets forced the library to concentrate on periodical subscriptions rather than books that would support the humanities or general cultural reading by students. Moreover, periodical resources in the liberal

arts had glaring flaws. In 1937, for example, Hodgson reported that the library lacked such basic history journals as the *American Historical Review*, the *Mississippi Valley Historical Review*, and *Isis*. These problems in the liberal arts boded ill for the future.⁵²

During the first decade of his tenure at Colorado A&M, James Hodgson had coped with circumstances familiar to Joseph Daniels and Charlotte Baker. These included an inadequate book budget, an overcrowded facility, competition from unofficial department libraries, and the desire to introduce students to good reading. Like his predecessors, Hodgson had achieved only limited success in improving the quality of the collection. The situation at Colorado A&M certainly was not unique. The Depression and the war created a paucity of resources for academic libraries across the nation that individual efforts could not overcome. But the war also marked a watershed in American library development. The relative stagnation that had marked the 1930s would not be tolerable in the postwar environment. The abilities of Hodgson and his staff of experienced librarians would be fully tested in the period of change that began in 1945.



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- ¹³ "Gifts are Great Help in Building College Library," *RMC*, November 25, 1936, p. 3; "New Library Book Contains Several Photos of Morris," *RMC*, December 2, 1937, p. 5; Hansen, *Democracy's College*, pp. 323-326; *Library Reports*, April 1938; "Hodgson Resumes Duties at Library," *RMC*, September 14, 1944, p. 1.
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CHAPTER 6: Marking Time . . .

The Second World War witnessed the beginning of a lengthy alliance between the federal government and American universities as the Roosevelt administration turned to academe to supply the research necessary to prosecute the war to a successful conclusion. After the war, rivalry between the U.S. and the Soviet Union around the world and the American involvement in the economic and social affairs of Third World nations ensured that federal dollars kept flowing. Higher education enjoyed more than two decades of unprecedented growth in faculty and student numbers, budgets, administration, facilities, and research grants. Land-grant institutions shared equally in this era of growth, for with their expertise in agriculture, engineering, and the applied sciences, it was natural for government to turn to them for assistance in reconstructing the postwar world.¹



*William E. Morgan, 1956
(Colorado State University
Photographic Services)*

During this era of rapid change, Colorado A&M benefited from consistent leadership provided by William E. Morgan, who was named president in 1949 after Roy Green died suddenly of a heart ailment. Morgan, with a background in agricultural economics and service to the New Deal, the armed forces, Texas A&M, and the Marshall Plan to his credit, brought to Colorado A&M a deep knowledge of government administration. In the first ten years of his tenure, the college began its involvement in large-scale research projects in civil engineering and veterinary medicine, among others. A research foundation was established to coordinate grants and contracts. In 1954, Colorado A&M took its first major step in overseas development work by establishing a cooperative agreement with the University of Peshawar in Pakistan. Inexperience made this project less successful than hoped, but it provided a springboard for additional projects. The library itself became involved, collecting materials on Pakistan, preparing bibliographies, and planning a two-year stint for Laura Makepeace to assist librarians at Peshawar, a trip aborted when Makepeace retired instead.²

How did libraries fare during the quarter century of growth that followed the war? Most eventually embarked on an expansion in staff and collections undreamed of before the war. Land-grant libraries shared in this success, though the majority had to wait several years before newly found dollars trickled down to them, and almost all had a great deal of ground to cover before they could achieve the status of the larger university libraries. The

questionable state of land-grant libraries was revealed in a survey by Stephen A. McCarthy in 1947. McCarthy queried fifty-two institutions on three points: library expenditures per student and ratio of library expenditures to total institutional expenditures; library expenditures per student in 1928, 1937, and 1945-46; and ratio of library expenditure to total educational expenditures in 1928, 1937, and 1945-46. Collectively, land-grant libraries fell so far below ALA-recommended standards that McCarthy termed their situation "very bad." Volume counts for thirteen "independent" land-grant libraries in 1950 confirm that collections were still small (see Table I). Only six of the thirteen had collections over 200,000 volumes, compared with a total of eighty-nine academic libraries above that figure. Colorado A&M, with 142,000 volumes, ranked tenth among the thirteen "independents" measured.³ Granted, the postwar era was only five years old, but the decade of the 1950s would be vital if these libraries were to rival the more traditional multipurpose and liberal-arts universities.

President Morgan's personal philosophy held that an educated person possessed both the technical knowledge peculiar to his or her field and a humanistic perspective to apply that knowledge. But his commitment to the liberal arts faced heavy sledding at A&M, where the social sciences and humanities, funded sparingly through the state legislature, had difficulty competing with the sciences, whose ground-breaking and dynamic projects received grant money from a seemingly inexhaustible source, the federal government.⁴

The library shared the fortunes of the humanities on campus, as Hodgson was well aware. In the years immediately following the end of the war, he stressed repeatedly that the library might not receive accreditation from the NCA or the AAU if its funding were not improved. He reminded administrators that the research work done at the college made it more equivalent to a university and that curriculum growth meant more courses for the library to support. He noted also the need to provide a liberal-arts background for students in professional programs. In frustration, Hodgson recounted this story:

Some time before 1940 one of the Deans said to [me], "Why don't you ask for some small things, then maybe we can get them for you." [My] answer was that the library in the past had asked only for small things, in other words the bare necessities. Since even these small things were not provided, not only is it still necessary to take care of current needs adequately, but in addition all of the cumulated needs of the past are still on the "must" list. . . .⁵

Slowly, Hodgson's uncompromising attitude on funding for the library brought him into confrontation with college officials. He crossed swords first with Treasurer Joseph Whalley in the spring of 1947 by submitting successive budgets of \$98,000 and \$61,000 despite Whalley's insistence that \$50,000

would be the maximum allowed. At one point, Hodgson was forced to admit that some of his NCA statistical comparisons had been in error. Later in the year, the library director attempted to riposte by dredging up an ancient grievance: the use of student library fees for purposes other than book purchases. Intrigued, Roy Green brought this matter to Whalley's attention, but the president's death a few weeks later closed any further mention of the library fee.⁶

Green's replacement, acting president Isaac Newsom, then pointedly questioned Hodgson about his use of North Central and AAU standards to make a case for inadequacy of the library. Newsom asked for specific statistics on library-budget standards.

Hodgson eventually reported on the North Central accreditation process, only to find that the 1948 library allocation was only fractionally larger than the previous year. Discouraged, Hodgson reported that because of an error on his part, the library's North Central ranking was even lower than he had believed earlier; a week later, he wrote a letter of resignation, protesting that he could not operate on such limited funding. Whether this letter was actually submitted is uncertain; in any case, Hodgson retained his position.⁷

Late in 1948, the director received support from the Library Advisory Committee, which called for a budget in line with Hodgson's requests. Emboldened, Hodgson presented incoming president William E. Morgan with statistics that first compared the A&M budget with those of other academic libraries in the area, then reviewed national standings. The first comparison showed A&M above Utah State College but below the Universities of Denver, Colorado, Utah, and Wyoming in terms of funding. The second comparison indicated, accurately, that land-grant college libraries as a group were inadequate when matched against the state universities.⁸

Shortly thereafter, Hodgson took his second sabbatical, absenting himself from Fort Collins from July 1950 through June 1951, to study the economics of interlibrary loans. While he was away, his subordinates Laura Makepeace and Irene Coons engaged in polite but brittle exchanges with a newly appointed dean, David Morgan. David Morgan (no relation to William E.



Laura Makepeace, 1949 (Colorado State University Photographic Services)

Morgan), an educational psychologist, had joined A&M in 1945 as assistant dean of the graduate school. Following a reorganization in December 1949, he became a full dean and assumed administrative jurisdiction over the library. In 1950 and 1951, he questioned Makepeace and Coons about the status of A&M librarians as faculty, eliminated a budget request for new equipment and two new staff positions, and suggested that the library was spending too large a proportion of its budget for salaries. The latter criticism can hardly have found the librarians in a receptive mood, since they almost certainly regarded themselves as underpaid rather than the reverse.⁹

Hodgson took up the cudgel after his return, providing Dean Morgan with a definition of faculty status and defending the right of librarians to attend Faculty Council meetings. A new bone of contention arose a month later, when Hodgson protested the decision by the college to initiate a doctoral program in irrigation engineering without building library resources to the appropriate level. Simultaneously, a series of *Collegian* articles expressed discontent over limited library hours on the weekends and indicated that students shared some of Hodgson's grievances. Then in December, the



Flood waters, August, 1951 (Colorado State University Photographic Services)

library director chided Dean Morgan about the library's budget for student workers.¹⁰

This string of incidents left the dean in an uncharitable mood. He forwarded an irate memo to President Morgan, with a copy to Hodgson, attacking the library on several counts. The library was poorly managed and failed to understand its role in relation to the rest of A&M. Salaries formed too large a proportion of the budget. Hodgson spent his time dealing with regional and national studies rather than attending to his job. The library director took no fewer than thirteen months on sabbatical with half pay, then had the effrontery to request that his expenses to various conferences be paid. Dean Morgan also cited North Central statistics to demonstrate that the library was not ranked as low as Hodgson alleged. His most extraordinary accusation was more personal in nature:

... several members of the library staff are suffering from a chronic persecution complex resulting from past "abuses." Their reaction pattern has been firmly established; acceptance of the budget with a resigned air that produces no attempt to meet the problem with the limited resources available and complaints to the general public, including students, on the harshness of the administration and the sad fate of the library. As is usual in cases of this nature, the information is twisted to fit the persecution pattern.¹¹

After meeting with Hodgson and Dean Morgan, President Morgan settled the affair by admonishing the library director to follow institutional procedures in administering his budget and to follow appropriate channels when discussing library problems with students. The president asserted that "I am convinced that the attitude and philosophy of the library staff must undergo some revision" but softened the blow by assuring Hodgson that "no element of vindictiveness or of provocative ultimatum" should be read into his statement.¹²

There can be little doubt that Hodgson, and perhaps some of his subordinates, were very much at fault in this episode. Evidence indicates that the budget was so badly mishandled in 1951-52 that book funds allocated to the departments had to be redistributed to the main library to cover problems there. This contretemps placed Hodgson on thin ice; and, when he recklessly aired the library's grievances in the *Collegian*, the wrath of the two Morgans fell upon him. David Morgan's curious charge of a "persecution complex" might have held some truth, since several of the staff, including Hodgson, Coons, and Makepeace, had been employed at the library for many years and no doubt felt some long-standing frustration over what they considered inadequate funding. David Morgan, despite the validity of several of his charges, seems to have exacerbated the situation by displaying a fair degree of tactlessness; certainly, his claims in regard to the proportion of the budget spent on salaries can only have inflamed the library staff.¹³

Hodgson appears to have accepted his reprimand with reasonably good grace, for no further major incidents occurred. However, from then until his retirement and the retirement of other old-timers, such as Makepeace and Coons, the library emanated the aura of a department marking time until new personnel and better funding became available. David Morgan left A&M for another position only six months after his confrontation with Hodgson. One doubts that librarians shed many tears at his departure.¹⁴

* * * * *

Shortly before the encounter with David Morgan, the library staff struggled with an equally stressful episode, a flood similar to that of September 1938. Early in August, heavy rains culminated in a cloudburst that sent water surging across the Oval. A student passing by noticed water threatening the library about 2:00 A.M. and called Dean Morgan, who, in turn, rang Hodgson. The latter drove to the library, assessed the situation, then roused Makepeace and had her phone dormitories and fraternities to obtain student volunteers to move books. Hodgson then returned to campus, where he flagged down a motorist who notified campus engineer Harry Hepting of the impending disaster. Hepting appeared with a crew of workers about the time that Makepeace, having failed to assemble any students on such short notice, arrived on her own recognizance. Hepting's crew rigged emergency electrical lines to power pumps, while simultaneously moving books from the lowest shelves in the basement. When morning came, students were hired to reshelve additional books, but Hepting's pumps worked efficiently enough to remove almost all of the water within thirty-six hours. Thanks to this quick work, the damage to library materials was minimized despite the severity of the storm, which killed several people in Larimer County.¹⁵

Though the main library escaped intact, the Electrical Engineering Department library and the Veterinary Medicine branch were not so fortunate—flood waters in both kept some books immersed for as long as thirty hours. Irene Coons mobilized library staff, private citizens (sought as volunteers through radio announcements), Girl Scouts, and members of the Veterinary Medicine School in a “drying party.” Many items were salvaged, though slightly more than two thou-



*James Hodgson, August, 1951 flood
(Colorado State University Photographic
Services)*

sand dollars worth of books from all three libraries eventually had to be written off.¹⁶

Hodgson found one piece of humor in this event. The night of the flood, a college photographer caught Hodgson moving library books barefoot and with his pants rolled up. The resulting photo appeared in the local newspaper, prompting a faculty member to remark, "Jim didn't have his pants rolled up far enough." The library director could only respond, "Just why should SHE be interested in my legs."¹⁷



Book drying "party," August, 1951 (Colorado State University Photographic Services)

The flood was cause for sober reflection, however. The water table was so close to the surface in the Oval that seepage in the library basement had begun as early as 1936 and worsened after the 1938 flood. The 1951 deluge cracked the basement floor, making the building even less waterproof. At some point, a new building would have to be constructed on a less-hazardous site.¹⁸

* * * * *

Many long-standing concerns continued to affect the library in the latter years of Hodgson's tenure, but each needs to be dealt with only briefly. Space problems, for example, were ongoing. Designation of storage facilities separate from the main library provided a partial solution. Many books were transferred to the new Industrial Research Building in the fall of 1948, freeing two rooms in the main library for conversion into a Reserve Book Reading Room and a lounge where students could study or converse without supervision. Only six months later, Hodgson claimed that the Industrial Research Building was full and asked for more storage. In the spring of 1952, an "old barn" near Industrial Research was made available. A few years later, 350 cartons of books were moved from the barn to the Bishop Trainer Building, an ROTC facility that possessed only a dirt floor. In 1957, Hodgson was told that this structure would have to be evacuated, prompting him to confess that many of the items stored there were uncataloged and of little value—some dated back to Joseph Daniels' collecting trips half a century earlier.¹⁹

If books were adversely affected by crowded conditions, so were the staff and their clientele. One evening, Irene Coons was amazed at the mob of students thronging the premises:

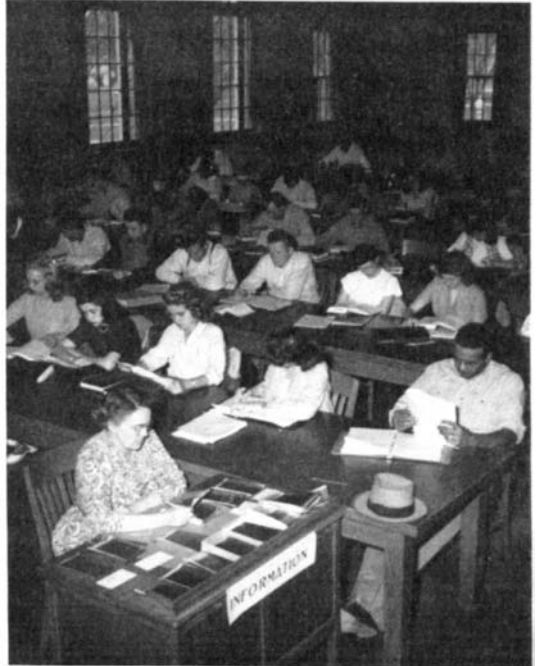
[They stood] around in the downstairs halls, laughing, talking rather loudly, and smoking. This is a very disturbing factor, and the smoking creates a distinct fire hazard.²⁰

Adding to the cacophony was the unwelcome presence of a typing classroom, which occupied space in the library for several years. Aggies tramping to and from classes created such a racket that the library director considered the place "damned." Thus, it was welcome news indeed when the clerical school moved from the building in 1954, freeing three rooms, one of which, of necessity, was designated for storage, this time for incoming materials awaiting processing.²¹

Branch libraries provided another response to overcrowding in the main facility. The Veterinary Medicine branch, originated in 1940, began to have space problems as early as 1950 but suffered greater embarrassment from lack of personnel. When the branch was staffed only part time, materials tended to disappear during unsupervised hours. In an attempt to resolve this dilemma, a member of the Veterinary faculty was assigned responsibility for the library but safeguarded the collection so zealously that students and colleagues alike had difficulty in gaining access to the materials.²²

A second branch library, for Forestry, had been established near the end of World War II. Dean J. Lee Deen donated his private collection to help launch the facility; and, on his death in 1951, the branch was named in his memory. Meanwhile, in October 1950, a professional librarian, Marie Young, assumed responsibility for the branch.²³

The Deen Memorial Library, like the Veterinary branch, endured its share of woe. In 1953, for example, a faculty member complained to President Morgan that the libraries on campus lacked resources for game management. Concerned by this revelation,



Information Desk and Main Reading Room, 1946 (Colorado State University Photographic Services)

J.V.K. Wagar, chair of the Department of Forest Recreation and Wildlife Conservation, scrutinized the branch for its strengths and weaknesses and concluded that purchase of research collections in microcard format might improve matters. Microcards would add maximum resources with minimal space considerations. Wagar also discovered that some rare books had been stolen or "roughly handled by students who were idly curious." Accordingly, he suggested to Hodgson that a motto similar to "Who Knows Only His Own Generation, Remains Always a Child," which marked the entrance of the University of Colorado library, be engraved over the door of the Deen Library to remind Aggies of their responsibility to future scholars. Obviously skeptical, Hodgson countered by suggesting that copies of a suitable statement be distributed to students to paste in their notebooks, where "... they might find themselves reading [it] at some time during their school year." Of more practical utility was his suggestion that a monitor be stationed at the entrance to the branch.²⁴

Makeshift storage facilities and branches were only stopgaps; the real need was a new building. As early as 1953, William E. Morgan had proposed a campus plan that would remove the library from its flood-prone Oval site. But Hodgson confessed to being "floored" two years later when Dean Andrew Clark reported that a new library should be among the first buildings constructed under the president's proposal. Recovering quickly, the librarian prepared a thirty-page memo detailing his thoughts on a new building. When little happened initially, Hodgson fretted that the college administration would compromise by settling for an addition to the existing building or moving the library into the old Student Union building, also susceptible to flooding, when a new student center opened. Nevertheless, though it would be delayed beyond Hodgson's tenure, a new library building was at last on the horizon.²⁵

Cooperation with other libraries remained a theme at A&M during these years. The cooperative effort that began in 1941 among Colorado academic libraries foundered when Ralph Ellsworth, library director at the University of Colorado, resigned. Hodgson turned his attentions elsewhere, but interlibrary loan cooperation with the Bibliographic Center in Denver continued. Despite the strictures of David Morgan in 1951, Hodgson retained his interests in interlibrary loans and regional libraries. His sabbatical at the University of Chicago in 1951-52 resulted in a report to the Association of College and Research Libraries (ACRL) on interlibrary loan costs as well as a plan for an experimental regional library in South Dakota. Moreover, Hodgson continued to survey libraries in the Rocky Mountains for one of his pet projects, the compilation of a union list of periodicals.²⁶

Hodgson's interest in rural library work also led to an important initiative during these years. In the late 1940s, the North Central Association stiffened requirements for teacher-librarians in the smaller high schools, most of which were in rural areas. The library director seized this opportunity to propose

that A&M teach librarian-certification courses during the summer. His request was duly approved, and the first four courses were offered in 1949. Nine students enrolled in the program, with courses taught by Irene Coons. Within two years, nineteen students were seeking certification, which prompted Coons to recommend extending the program to the fall and spring academic terms. By 1953, the curriculum included eight course offerings staggered over a two-year period, encompassing all basic aspects of school librarianship. However, when courses were expanded over the entire academic year, enrollment proved disappointing. Nevertheless, the program remained intact even after Hodgson and Coons retired, with a newly appointed librarian, Mark Gormley, in the role of instructor.²⁷

This program was fully in the tradition of land-grant service to the community and in many respects resembled the summer library school operated by Charlotte Baker earlier in the century. Still, given the library's limited resources, it is somewhat surprising that Hodgson embarked on so ambitious an undertaking, particularly when the University of Denver library school was in operation only a short distance away. Perhaps certification won approval because the burden of teaching fell on one person, Coons, who apparently enjoyed the task. Charlotte Baker's school, in contrast, involved various staff members but took so much time that widespread dissatisfaction resulted.

Library relations with students and faculty went through their usual vicissitudes during this time. Librarians continued to check bibliographies of graduate-student theses despite increasing resistance from faculty who preferred their own formats to the one imposed by the Graduate School and enforced by the library. Marjorie Brown of the Home Economics Department, for example, beseeched Hodgson to allow her students to use Kate Turabian's style manual rather than the long-required form instituted by former dean David Morgan. Hodgson replied adamantly that the official standards enabled students to convert their citations to any format should their work ever receive publication. Clearly, this activity would remain a library task until Hodgson's departure.²⁸

Efforts to introduce students to reading and culture continued in the library at this time. In the years following World War II, Hodgson felt encour-



Periodical shelf, 1949 (Colorado State University Photographic Services)

aged because circulation figures rose. Library staff promoted reading among Aggies in various ways. Book exhibits continued in the main hall, and *The Scout* resumed publication and was distributed to students upon request. Hodgson himself hosted a weekly radio program, sponsored by the college, city, and county libraries, titled "The Book Club of the Air," which featured topics such as the best books for Christmas gifts.²⁹

Art works still graced the building, exhibiting the eclecticism to be expected when acquisitions depended on donors. One was *outré* even by A&M library standards. A 1903 graduate donated a father-and-son portrait executed on an ironing board and known therefore as the "Decorative Ironing Board." About a year later, a *Collegian* reporter toured the premises and brought the art collection to the attention of the public. Among the items mentioned were engravings of George and Martha Washington, a coated photograph of Charlotte Baker, a portrait of early CAC professor Charles Davis, and the famous "Retreat from Moscow." The painting of Davis had "mysteriously" hung in a janitor's closet in Old Main for decades before making its way to the library in 1954. Although the reporter hailed the "Retreat from Moscow" as "one of the finest pieces of art in this part of the country," there was no mention of the "Decorative Ironing Board."³⁰

Despite book exhibits, *The Scout*, radio programs, and art works, Hodgson remained gloomy about Aggie cultural attainments. He noted that the closed-stack system inhibited students in their efforts to select reading matter. He had once entertained ambitious plans in regard to reading but, by 1956, could only state,

I consider our failure to foster "student reading" as one of the real failures of my tenure as head of the library here. I hope my successor can find it possible to do better.³¹

It was no mere coincidence that Hodgson mentioned the closed-stack system as a barrier to student reading, for students themselves considered the system, which barred undergraduates from book stacks, the single greatest library irritant. In 1947, a *Collegian* editorial claimed that it took twenty-eight minutes to check out a book and that desk personnel ignored students, preferring to gossip instead. Hodgson recognized the problem, for in his reports to the college administration in 1949 and 1950 he noted the changes necessary to establish open stacks, estimating that the process would cost twelve thousand dollars.³²

Although requests for open stacks proved a popular theme when the library initiated a suggestion box in 1951, the issue did not resurface in the *Collegian* until 1956. In May of that year, the newspaper editorialized that the Fort Collins Public Library was packed with Aggies dissatisfied because they had to wait in long lines to obtain books from the college library. Hodgson's reply accepted the criticism but noted that funding to remodel remained an obstacle; curiously, however, he estimated the cost at three thousand to four

thousand dollars, far below the amount previously presented to the administration. He promised that open stacks would be a feature of the new library when it was built—cold comfort to those who planned to graduate before then.³³

Unmollified, in October 1956, the *Collegian* featured another article that pinpointed overcrowded conditions and closed stacks as drawbacks to library use. It also reported that the Campus Building Committee was considering a two-story addition to the structure—a possibility that, if true, terrified the staff, who wanted out of the old building. A few months later, rumors that a student union would be constructed before a library produced an angry letter to the *Collegian*.

The author fumed that periodicals were hard to find, the humanities collection was too small, and magazines were sometimes vandalized; in particular, he noted that “ads for filmy negligees” were often torn out, perhaps forgetting that others might wonder about his own interest in such ads. A second letter several days later supported the first and added that the library was a “crackerbox” and a “labyrinth” dominated by red tape and especially lacking the humanities books needed by a “culture-starved” campus.³⁴

Intemperate *Collegian* articles and letters might not have been typical of student opinion of the library. For example, student groups voluntarily initiated a campaign to raise money to purchase library materials. Gay Caldwell, chair of the Associated Students Educational Committee, announced this “Bucks for Books” campaign in April 1957, stating its goal to be the purchase of books of direct benefit to students and with the intention of having them on the shelf the coming academic year. She hoped that “Bucks for Books” would become an annual event. Representatives were to visit all dormitories, fraternities, and sororities. Contributing organizations included the junior and freshman classes, the A Club, the Aggie Angels, the Army Sponsors, and the Sigma Phi Epsilon and Pi Delta Epsilon fraternities. President Morgan enthusiastically endorsed the students, who planned to present the proceeds on May 1, the day the college officially became Colorado State University.³⁵



Library scene, 1951 (Colorado State University Photographic Services)



*Student organizers of the Birthday Book Fund, 1957
(Colorado State University Photographic Services)*

"Bucks for Books" proved a resounding success, netting \$5,834. Privately, however, Hodgson fretted that the library lacked the staff to purchase and catalog the books by the next year without setting aside other tasks. Still, coming after years of frustration over the closed stacks and other problems, the campaign represented a real turning point for both the library and the newly established

university. If processing the new books proved laborious, Hodgson need not worry, for his retirement was only weeks away.³⁶

James Hodgson's departure, following the retirement of Laura Makepeace and Irene Coons in 1956, marked the end of an era. Few of the old guard remained. Cataloger Zelia Rank had already retired in 1950 after thirty years of service, leaving only documents librarian Lorene Ashton, who remained until 1969.³⁷

As he approached retirement, Hodgson penned brief portraits of selected colleagues. In general, he praised their ability and dedication, but he also discussed foibles, giving some insight into their characters. Of Zelia Rank he said:

[Rank] kept everything in her head. . . . She did not seem to find time . . . to keep the cross references in the catalog up as well as they should have been, nor to mark them in the subject heading books. But she was a good cataloger for all that she was an almost impossible one to follow.³⁸

As Laura Makepeace neared the end of her career, Hodgson noted that ". . . [she] has the disadvantage of not remembering too well some of the things of the immediate past, although she can report on the earlier history better than I can." Makepeace did not lack for toughness, however. Some years after her retirement, she was reported to be on her deathbed. The library staff delegated reference librarian Betty Hacker to visit Makepeace and offer her their regards, along with a gift. Hacker steeled herself for the occasion and carried

it off with as much equanimity as she could muster. A few weeks later, Hacker and her colleagues were astounded to hear that Makepeace had not only survived but had departed for a tour of Europe with a friend.³⁹

While praising Lorene Ashton's abilities with government documents, the director also confessed:

Actually I have been very hard pressed to find anyone that can work with her and stand it. That is why she has never had any real assistants. Also she is a bit traditional in her approach and likes to do things, in any part of the library, the way she learned them under Miss Baker. . . .⁴⁰

Hodgson himself did not lack for quirks. One can guess how staff members felt when he presented the following rules in the 1950s: (1) the bell that rang at ten minutes to the hour was not the signal to quit work; (2) those who left early to beat the noon crush at the cafeteria should also return early; (3) coffee breaks should last only ten minutes; and (4) hair care was not a health matter, so time taken for haircuts and hairdos should be made up. Nevertheless, the library director was far from being a tyrant and, in some respects, was admired by his staff. Helen Michoski remembered him as "good-hearted" and generous, while his successor, LeMoyne Anderson, believed Hodgson to be the "most dedicated" librarian he ever met.⁴¹

One wonders also whether either Hodgson or Makepeace was on duty one memorable day in the mid-1950s when undergraduate Don Crews, later a Colorado State University faculty member, was studying in a library reading room packed with students. A young man entered, proceeded to a shelf, and pulled down a book. After perusing it briefly, he burst into loud exclamations, ripped the book to pieces, then fled the building. Utter silence descended as the librarians stood aghast. Then Aggies at one table began to guffaw. The whole room burst into laughter as the news spread: The book was a "plant"; the young man, a fraternity pledge completing a prank.⁴²

Collegian reporters who interviewed Hodgson discovered that hiking, mountain climbing, and photography were among his hobbies—perhaps they had helped keep him in Fort Collins over two decades. He told one reporter that the college had grown tremendously in his time but added cryptically, "the student body has not changed any." At his retirement, he shared a house with an eighty-three-year-old second cousin but, in September 1957, married his high-school sweetheart, Magdalene Freyder, then a medical librarian from Chicago.⁴³ Subsequently, he worked at the library of the Quartermaster Food and Container Institute in Chicago for a couple of years, then departed with his wife for an extended tour of Europe, scene of his youthful adventures. In February 1962, columnist Red Fenwick of the *Denver Post* received letters from the couple, then in Palma de Mallorca. Fenwick, a friend of Hodgson, characterized him as "very literate, always helpful, [and] ever-smiling" and announced that the Hodgsons were travel-

ing next to, in Magdalene Hodgson's phrase, "his beloved Italy." A month later, James Hodgson died suddenly of a heart attack at age seventy in Florence, in "his beloved Italy."⁴⁴

* * * * *

The fifteen years following the Second World War were crucial to the development of the library at Colorado State University. As a group, "independent" land-grant libraries fared somewhat poorly compared with libraries in other types of universities. Of thirteen "independent" land-grant libraries for which volume-count statistics are available in 1961, only five possessed holdings of more than 500,000—this, out of a total of seventy university libraries over that size.⁴⁵

Nevertheless, some of the "independents" were beginning to benefit from the postwar boom in academe. Six had at least tripled in size between 1940 and 1961. Two of the six, Michigan State and Oklahoma State, had enjoyed almost a fivefold increase. Four other institutions, including Colorado A&M, had approximately doubled in size, but the other three—Kansas State, Oregon State, and Washington State—had all started from a larger base than the institution in Fort Collins. Consequently, whereas Colorado A&M had ranked tenth in size among thirteen peer institutions in 1950, it had fallen to twelfth place by 1961 (see Table II, page 112). Even more telling, the difference in size between Colorado A&M and many of its peers was now measured in hundreds of thousands of volumes rather than tens of thousands, as had been the case in earlier decades.⁴⁶

Why had Colorado A&M failed to keep pace? James Hodgson must bear part of the responsibility. Intelligent but pedantic, he seems miscast in the role of administrator. His verbose reports probably wearied and exasperated those who had to read them. When his superiors caught him using statistics erroneously late in the 1940s, his credibility no doubt suffered. After the imbroglio with David Morgan in 1951, college officials probably succumbed to the temptation to wait for Hodgson's retirement before initiating major changes in the library.

Factors other than Hodgson's shortcomings as a manager were also at work, however. The library budget was too small to allow for much collection improvement. After the war, Hodgson began contemplating cutbacks, rather than expansion, in service.⁴⁷ As has been noted, the library director strenuously protested inadequate funding, but to little avail. College administrators were not indifferent to the library but had to cope with competing campus priorities with such monies as could be obtained from the state legislature. Furthermore, the traditional institutional culture was not particularly favorable to the liberal arts and a broad-based library. As Hansen states in *Democracy's College*:

TABLE II. "Independent" Land-Grant Libraries, 1961-1981

	Number of Volumes		
	1961	1971	1981
Auburn	298,000		
California-Davis	208,000	909,000	1,753,000
Colorado State	210,000 (12)	768,000 (7)	1,316,000 (7)
Iowa State	518,000	831,000	1,447,000
Kansas State	255,000	600,000	
Michigan State	825,000 (1)	1,759,000 (1)	2,807,000 (1)
North Carolina State	226,000	550,000	
Oklahoma State	619,000	1,006,000	1,308,000
Oregon State	396,000	643,000	
Purdue	535,000	964,000	1,503,000
Texas A&M	401,000	716,000	1,404,000
Virginia Polytechnic	289,000	626,000	1,335,000
Washington State	750,000	853,000	1,305,000

Sources: Hendrik Edelman and G. Marvin Tatum, "The Development of Collections in American University Libraries," in *Libraries for Teaching, Libraries for Research: Essays for a Century*, ed. Richard D. Johnson (Chicago: American Library Association, 1977), pp. 50-56; Association of Research Libraries, *ARL Statistics* (Washington, D.C.: Association of Research Libraries, annual). Numbers in parentheses indicate rankings by volume count for each decade.

Except for a uniform requirement in English composition, the professional and technical colleges tended to ignore the social sciences and humanities. In this important respect the University retained an overwhelmingly technical orientation.⁴⁸

By the mid-fifties, even undergraduates were beginning to recognize weaknesses in library collections. Writing during the "Bucks for Books" campaign, one senior noted that library holdings were "spotty" and that recent growth in enrollment and the number of disciplines had made the problem one of "major proportions."⁴⁹ These remarks were prescient; soon deficiencies in the liberal arts at Colorado State University would precipitate an embarrassing accreditation crisis. Paradoxically, the controversy would also fuel the greatest period of growth in the history of the library.

Endnotes

- ¹ Hamlin, *University Library*, pp. 68-70; Holley, *The Land-Grant Movement and the Development of Academic Libraries*, pp. 16-17.
- ² Hansen, *Democracy's College*, pp. 369, 371, 373, 390-401; "Library Collects Pakistan Material," *RMC*, January 21, 1955, p. 10; *Library Reports*, March 12, 1955; August 1955; October 8, 1955.
- ³ Hamlin, *University Library*, pp. 68-71; Stephen A. McCarthy, "Administrative Organization and Financial Support of Land-Grant College and University Libraries," *College & Research Libraries* 9 (October 1948): 329-331; Edelman and Tatum, "The Development of Collections. . . ," pp. 50-55.
- ⁴ Hansen, *Democracy's College*, pp. 375, 398.
- ⁵ *Library Reports*, James Hodgson to Joseph M. Whalley, February 8, 1946; James Hodgson to Roy Green, April 18, 1947; November 1947 Confidential Report.
- ⁶ *Library Reports*, April 22, 1947; Joseph M. Whalley to James Hodgson, May 6, 1947; May 7, 1947; James Hodgson to Roy Green, May 9, 1947; James Hodgson to Roy Green, December 4, 1947; Roy Green to James Hodgson, December 11, 1947.
- ⁷ *Library Reports*, Isaac Newsom to James Hodgson, February 12, 1948; April 24, 1948 Report; Joseph M. Whalley to James Hodgson, June 21, 1948; James Hodgson to Isaac Newsom, June 29, 1948; James Hodgson to Isaac Newsom, July 3, 1948.
- ⁸ *Library Reports*, November 1948 Report; March 23, 1949, "Some Library Budgets from Around Here"; November 25, 1949 Report.
- ⁹ *Library Reports*, April 1950; December 1950, "Report to Dean Morgan on the Library"; May 2, 1951, Laura Makepeace to David Morgan; December 3, 1951, Laura Makepeace to James Hodgson; "Dr. Morgan Joins Faculty," *Fort Collins Coloradoan*, December 31, 1945, p. 1; "David H. Morgan Appointed Dean of A&M College," *Fort Collins Coloradoan*, December 14, 1949, p. 1 (hereafter cited as *Coloradoan*).
- ¹⁰ *Library Reports*, James Hodgson to David Morgan, October 8, 1951; James Hodgson to David Morgan, October 30, 1951; November 1951 Semi-Annual Report; James Hodgson to David Morgan, December 4, 1951; Bob Ryan, "What's Wrong with Our Library Service—Student Poll Will Reveal," *RMC*, November 16, 1951, p. 2; "Longer Library Hours Wanted by Students," *RMC*, November 30, 1951, p. 1.
- ¹¹ *Library Reports*, December 5, 1951.
- ¹² *Library Reports*, William E. Morgan to James Hodgson, December 17, 1951.

- ¹³ *Library Reports*, A.D. Rankin to William E. Morgan, March 13, 1952; Makepeace, "History . . . 1879-1943," Appendix II, "Library Staff."
- ¹⁴ "Dean Morgan Quits, Clark to Succeed," *Coloradoan*, June 29, 1952, p. 1.
- ¹⁵ *Library Reports*, James Hodgson to William E. Morgan, August 8, 1951; "Floods Take Seven Lives in County," *Coloradoan*, August 5, 1951, pp. 1, 2, 4.
- ¹⁶ *Library Reports*, James Hodgson to William E. Morgan, August 8, 1951.
- ¹⁷ *Library Reports*, James Hodgson to Arthur T. Hamlin, August 21, 1951.
- ¹⁸ James G. Hodgson, "We Had Some Water on the Campus Here," *Library Journal* 16 (October 15, 1951): 1693; James Hodgson, "Notes for a Successor," pp. titled "Building, New" and "Water in the Library."
- ¹⁹ *Library Reports*, November 25, 1948; April 1949; James Hodgson to H.L. Dotson, January 18, 1952; H.L. Dotson to W.T. McGregor, December 30, 1955; James Hodgson, "Notes for a Successor," p. titled "Uncataloged Books in Storage"; James Hodgson to Andrew G. Clark, "Storage in the Bishop Trainer Building," March 1, 1957 (this document is in a notebook titled "Reports, Budgets, and Other Documents," part of a group of materials loaned to the author by LeMoyne W. Anderson; hereafter cited as Anderson File).
- ²⁰ *Library Reports*, Irene Coons to James Hodgson, October 15, 1952.
- ²¹ *Library Reports*, James Hodgson to H.L. Dotson, September 21, 1951; James Hodgson to H.L. Dotson, April 3, 1954; James Hodgson to Andrew Clark, June 18, 1954.
- ²² *Library Reports*, November 1950 Semi-Annual Report; April 1951 Semi-Annual Report; James Hodgson and Floyd Cross, unaddressed memo, January 11, 1955.
- ²³ *Library Reports*, November 21, 1945; November 1950 Semi-Annual Report; "Dean Deen Library Being Established," RMC, September 28, 1951, p. 1; James Hodgson, "Notes for a Successor," page titled "Forestry (J. Lee Deen Memorial) Library."
- ²⁴ *Library Reports*, J.V.K. Wagar to James Hodgson, July 9, 1953; J.V.K. Wagar to James Hodgson, November 2, 1954; James Hodgson to J.V.K. Wagar, November 3, 1954.
- ²⁵ *Library Reports*, James Hodgson to William E. Morgan, November 24, 1953; James Hodgson to Andrew Clark, February 16, 1955; "Background on a New Library Building," March 1955; Anderson File, James Hodgson to LeMoyne W. Anderson, April 1, 1957; James Hodgson to LeMoyne W. Anderson, April 19, 1957 (both in notebook titled "Letters to Anderson").

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CHAPTER 7: ... and Surging Forward



*LeMoyne W. Anderson
(Colorado State
University Photographic
Services)*

The new library director, LeMoyne W. Anderson, possessed a background well-suited to a land-grant institution. A native of Minnesota, Anderson received his undergraduate training at the University of Minnesota before obtaining a master's degree in librarianship at the University of Illinois. His first library position was as serials librarian at Iowa State University; from there he went to the University of Illinois at Chicago, where he became head of the reference department in 1955. As a student and librarian, Anderson had thus been associated with several land-grant libraries. In addition, his experience encompassed both public and technical service functions. Like Hodgson, Anderson had served in the U.S. Army in Europe—though in a different war—and, as a combatant in the Second World War, had earned both the Bronze Star and Purple Heart.¹

Anderson's early reports provide insights into his philosophy of librarianship. He admitted that the Colorado State library had a long way to go to become a first-class institution but stated that "building a top-notch staff" would help realize other objectives. He further noted, "The supreme accolade which can be rendered to a university library is that it 'gives good service'." In 1966, he reiterated that staff, resources, and the building were the "three basic factors" of a library, of which staff formed the most important building block. Emphasis upon staffing would be a constant during Anderson's tenure as library director.²

Despite this concern, however, Anderson inevitably had to focus his attention on problems associated with an aging facility. In the first year of his administration, the smoking area was converted into staff

*Reference Area, 1963
(Colorado State
University
Photographic Services)*





LeMoyné Anderson on the site of Morgan Library (Colorado State University Photographic Services)

offices, rubber floor mats were installed, bulletin boards were removed from corridors, and some parts of the building were painted for the first time in thirty years—all in an attempt to make the library a more pleasant place. Some inadequacies could not be addressed easily, however. So many students crowded into the library in the evenings that chairs had to be removed from office areas to accommodate the overflow. Marjorie Hill, who worked in the serials department, remembered that the four members of the

department were squeezed into a “cozy” room. In contrast, reference librarian Betty Hacker found the “cavernous” main reading room sweltering in the summer and frigid during the winter. Approximately 61,000 volumes were in storage in the Industrial Research Building and 5,000 in the basement of the main library; another 30,000 were housed in the three branch libraries.³

One minor miracle was accomplished when relocation of the Life Sciences collection to the Agriculture Building enabled the creation of an open-stack periodical reading room in the fall of 1960. By the following spring, all stack areas were open to students. Anderson anticipated a few problems, such as “confined quarters,” but the *Collegian* approved the change and commended the library for “making a real effort to do the best it can with present facilities. . . .”⁴ The closed-stack system, an irritant to students for more than three decades, thus passed into oblivion.

The question of a new library building, unresolved for several years, now came to the forefront as the result of a full-blown institutional crisis. The North Central Association conducted accreditation visits to Colorado State in 1959 and again in 1962-63. The NCA found serious shortcomings in 1959 in both the liberal-arts programs and the library. The latter was

Morgan Library construction, 1963 (Colorado State University Photographic Services)



cited, in particular, for weaknesses in the social sciences and a need to add periodical subscriptions in those areas. Although the NCA accredited the university's doctoral programs in 1959, approval was tied to the results of a second visit in 1962-63, when the NCA once again leveled criticism at lack of support for both the library and the liberal arts. The NCA report stated that the College of Science and Arts had been treated as a "Cinderella-type scullery maid" for many years, though now it was receiving increased attention. Faculty members in the college believed that the university administration failed to understand the library needs of their disciplines; one displayed two drawers filled with unplaced book orders. The NCA report cited several specific criticisms of the library: (1) The shelves contained too many high-school-level books; (2) periodical collections outside the university's "established areas" were weak; (3) book holdings were also weak, especially for Africa and Asia, despite university development efforts in those continents; (4) although U.S. government document collections were strong, few foreign documents were on hand; and (5) "some books seem quite obsolete." Overall, inadequacies in collections and facilities ranked the library second among five university deficiencies identified by the NCA.⁵

Disturbed by the initial NCA report of 1960, William E. Morgan accelerated efforts to provide adequate facilities for the liberal arts and the library. During the 1950s, a university master plan had led to the completion of dormitories and buildings for engineering and agriculture. President Morgan now made a new library a priority. He also requested the State Board to authorize liberal-arts and humanities buildings and, eventually, a field house. Although the NCA in 1963 noted with approval Morgan's commitment to the



*Moving into Morgan Library, December, 1964
(Colorado State University Photographic Services)*



library and liberal arts, his list of priorities enraged many alumni and athletic boosters who believed intercollegiate sports programs would improve only with the

*Morgan Library Entrance, 1965
(Colorado State University Photographic Services)*

addition of a new stadium and field house. Despite severe criticism, Morgan stood by his commitment to the new library, which opened in 1965. It was no small decision; as a result, Colorado State was denied admission to the Western Athletic Conference until 1967 because of its poor facilities.⁶

The lengthy process that culminated in a new edifice began in April 1961, when the state legislature appropriated two and a half million dollars toward the construction of library, classroom, and health-service buildings at Colorado State. The library would be located south of Lory Student Center, then under construction. The building was designed to be L-shaped, despite the preference by librarians for a rectangle, so that the new structure would anchor the southwest corner of the campus plaza. Social-science and humanities buildings would be erected around the library, making the latter a "focal point" for students. When completed, it would be four times the size of the Oval library and would merge collections from the main library, the storage annex, and four branches.⁷

A library building committee, including consultant Ralph Ellsworth, once again library director at the University of Colorado, began meeting a couple of months later. In time-honored fashion, the committee planned site visits to new facilities at Wayne State, Michigan, Michigan State, and Kent State. By December, the committee had decided that the building would have separate floors for the humanities, social sciences, and science and technology; and bids were let in April 1963. Although the state estimated the cost of the building to be \$2,173,300, the successful low bid, by Hensel Phelps Construction Company of Greeley, was several hundred thousand below this figure.⁸

An odd controversy now occurred. University administrators suggested that the extra bid funds be retained to construct a larger building. State Planning Director William Williams opposed the move, preferring instead to return the money to the capital construction budget; and State Purchasing Agent Richard Eckles weighed in with a statement to the press that the university should "... stick to the original proposal instead of trying to spend every dime of the money." Colorado State officials, including Anderson, hastened to Denver, where they consulted with Governor John Love in an effort to resolve the impasse. Williams and Eckles dropped their opposition when they were assured that the addition to the library would be used to house faculty offices, then in short supply, on a temporary basis. Love approved the proposal, as a result of which the building floor space increased from 120,000 to 145,000 square feet. The addition, which was placed at the far end of the north wing, proved to be a mixed blessing, for more than two decades passed before the library actually acquired the space allocated to "temporary" offices.⁹

The move took place in bitterly cold weather over the Christmas intersession, forcing staff to bundle up even indoors. All went smoothly, with the exception of the transfer of the Forestry branch library. For some reason, books from this unit arrived in great disorder and had to be spread over the

second floor while staff members crawled about placing them in the proper call number sequence.¹⁰

The new library opened to students in January 1965, somewhat later than expected, because of delays occasioned by the need to consolidate six separate collections in one facility. Even then, the third floor, which included the sciences, the Dewey Decimal collection, and Special Collections, could not be made ready until November. One unforeseen problem developed because the new building had two entrances facing one another on the north and south. When classes changed, hordes of students used the library as a throughway, leaving bedlam in their wake. Eventually, the south entrance had to be closed. (The south steps proved an embarrassment on another occasion when reference librarian Eleanor Hard fell on the steps just as she was arriving for a three-hour evening shift. Despite the fact that she had broken her arm, Hard, an indefatigable employee, completed her duties before seeking medical assistance.) In all, Anderson had to confess to another library director embarking on a building project:

Now all you have to do is steel yourself for the rigorous construction process. You'll find yourself playing the role of the vigilante until all that brick, mortar, glass, etc, is assembled into one package.¹¹



Unveiling of William E. Morgan portrait, 1965. LeMoyne Anderson below portrait. (Colorado State University Photographic Services)

The new building was named for President Morgan, a fitting tribute. Not only had the president weathered considerable adversity in scheduling the library before field-house construction, but careful planning by him, the State Board, and architect Hunter had ensured a construction design that led to a bid lower than expected. The Mortar Board honor society presented to the library a portrait of Morgan that has held a prominent place in the building for thirty years.¹²

Several notables spoke at the dedication of the William E. Morgan Library on April 22, 1965. Academic Vice-President J. Stanley Ahmann rhapsodized that it would be "some day in the very very distant future" before the university had to build another library. Ralph Ellsworth, speaking later, asserted that the Colorado State library was about one-third the size

it ought to be thanks to the fact that it had been "starved so enthusiastically . . . for so many years." He congratulated President Morgan for "reversing

this trend," then chided Ahmann for his prediction that many years would pass before the need for a new building would arise: "I wouldn't bet very much on that, Mr. Vice-President!"¹³

His words proved to be prophetic, for little more than a year later, Anderson began asking that the faculty office area in the far north wing be ceded to the library. By December 1967, he was predicting that rapid growth of the collections would force encroachment upon study areas at a time when only thirteen percent of the student population could be seated. In May 1968, he began suggesting alternatives to accommodate the burgeoning collection. These included construction of a facility at the Foothills Campus, reinstitution of branch libraries, establishment of a graduate library, erection of a separate building for technical service units, or placement of lesser-used items in storage. In an interview with a *Collegian* reporter, he added another possibility, a westward extension of Morgan Library, which fit his preference for a centralized facility. The library director believed that crowding would become critical in three or four years.¹⁴

In fact, the library was faced with a situation unique in its history. Spurred by NCA accreditation reports, the university administration made the library a priority, while simultaneously the "Great Society" programs of President Lyndon Johnson were pouring federal funds into education. Consequently, dollars flowed freely. Both the campus and the library boomed in size. Even decades later, library staff remember the time as "exciting" and "phenomenal." Budgets seemed unlimited, and back files of periodicals were purchased in "huge" numbers. The new building therefore filled much more rapidly than anticipated.¹⁵

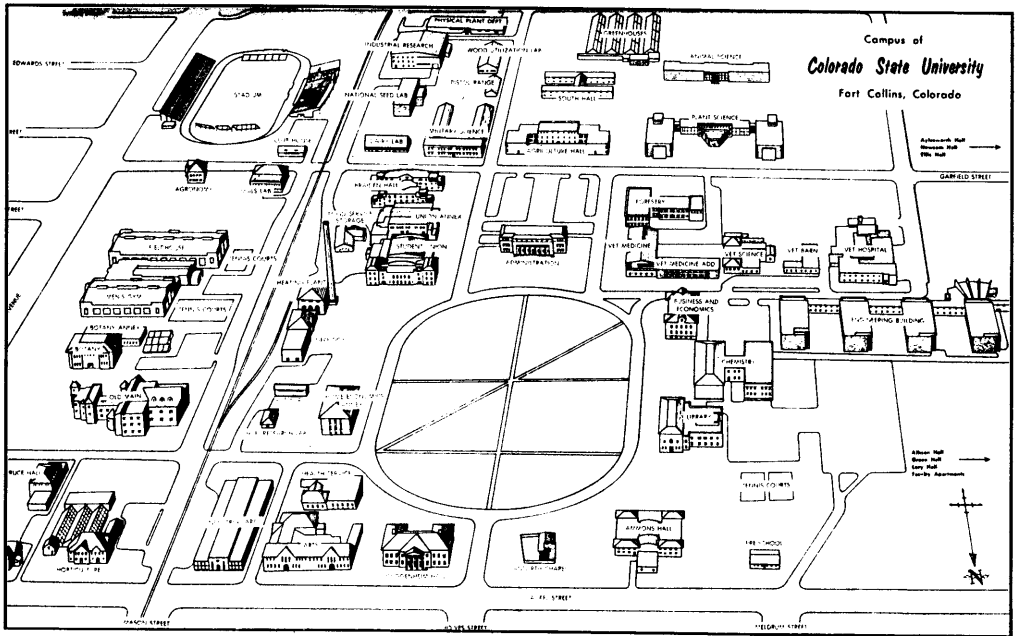
In an effort to conserve shelf space, in 1966 the library redesignated all volumes over a certain height as "folio" and reshelfed them separately at various locations. This laudable solution had an unfortunate by-product, however; for, to the confusion of students, it split like call numbers among the shelves. Nevertheless, the "folio" system remained in effect nearly

twenty-five years.¹⁶

Space in the new building also diminished rapidly because collections from six separate units were combined into one facility when Morgan Library opened. In 1958, a third branch library



*Reference Area, 1965
(Colorado State
University Photographic
Services)*



Library locations in the early 1960s: Main library (west of the Oval); engineering branch (engineering building); veterinary medicine branch (vet science building); forestry branch (forestry building); life science branch (agriculture hall); storage annex (industrial research building); (Summer Session Catalog, 1960)

joined those of Forestry and Veterinary Medicine. The Engineering, Mathematics, and Physics departments had collaborated to purchase book stacks for this Engineering library, located in the Engineering Building, as well as contributing volumes from their departmental collections. Engineering librarian Kenneth Olson reported that the library numbered 7,500 volumes and could accommodate forty users. For a time, volunteers from the Sigma Tau engineering fraternity staffed the branch to allow it to keep evening hours.¹⁷ Two years later, still another branch was established. The Life Sciences library occupied a room in the Agriculture Building (Shepardson Building) and included 20,000 items, among which were many government documents and extension and experiment-station publications. This branch had its origin in the Biology library, which despite its confusing nomenclature, was actually a unit in the main library. The name was changed to Life Sciences library in 1958 to embrace agriculture as well as biological subjects; in 1960, the unit moved wholesale to the Agriculture Building for its short-lived stint as a branch.¹⁸ In 1963, the Atmospheric Sciences Department created a library of its own, but some years would pass before it would have any official connection to the main library.¹⁹

Even as branch libraries multiplied, the storage annex in the Industrial Research Building had continued to grow. In 1958, the proliferation of gov-

ernment documents forced removal of older materials to the annex, which maintained service hours weekday afternoons to facilitate access to the collection.²⁰

In sum, then, no fewer than three hundred truckloads of materials had to be hauled from the six existing collections to the new building during the opening of the new facility in December 1964. Inevitably, this consolidation caused Morgan Library to fill up more quickly than would otherwise have been the case. Ironically, termination of the branch library system, devised by Hodgson and Anderson to alleviate impossible crowding in the old library, immediately exacerbated space problems in Morgan Library. By 1966, Anderson had to consider creating satellite libraries for the Foothills Campus and Veterinary Medicine.²¹

* * * * *

Student activism, dormant since the 1930s, gradually became a force on campus again. Discontent with the library initially centered on crowded conditions and the closed-stack system in the Oval library. Few library observers were as phlegmatic as *Collegian* reporter Judy Steiner, who discussed her attempt to study in the library in 1957:

Suddenly, there is a loud noise. Could it be a team of horses on a wooden bridge? No, it's only three cowboys walking into the room.²²

Others were less amused. When a lack of professional help forced the library to cut hours late in 1957, "a tide of outspoken bitterness" washed across campus, according to the *Collegian*. One anonymous Aggie went so far as to publish a fourteen-question library survey in the student newspaper, asking fellow students to rate the place in a number of categories.²³



Library Entrance, 1958 (Colorado State University Photographic Services)

The call-slip system used to retrieve books before the stacks were opened proved to be a particular sore point. A 1959 *Collegian* editorial asserted that lines at the library desk extended around the Oval and that the submission of twenty call slips produced not one book. Annelee Johnson, apparently a student library clerk, replied with a spirited defense of herself and



Crowd at Loan Desk, 1958. Note "The Scout" sculpture in background. (Colorado State University Photographic Services)

her colleagues and took the offensive by challenging students to fill out call slips properly, produce their identification when necessary, and cease to block the stairs when standing in line. Rising to a higher plane, Anderson authorized a time and efficiency study that concluded that many complaints about service at the circulation desk were exaggerated or were caused by errors

by the students themselves.²⁴

The demise of the closed-stack system in 1961 removed one irritant, but library hours remained a source of contention. In February 1963, petitions circulated protesting this deficiency. When Anderson responded that the library was open sixty-six hours a week and the study rooms ninety-two hours, the *Collegian* needlessly reminded him that the week contained 188 hours. A second editorial pointed out that the university numbered seven hundred more students than the previous year, hence the demand for more library access. Two months later, a third editorial reiterated the plea for more hours. That fall, a letter to the editor expanded the debate by complaining that the university continued to "spend large sums on football" while neglecting the library.²⁵

The opening of Morgan Library might have assuaged student discontent had it not been for the fact that the new facility came at a time when social protest was gaining strength. Shock over John F. Kennedy's assassination, awareness of racial injustice in the U.S., and outrage over American involvement in Vietnam combined to fuel militant behavior among a portion of the student body. Bureaucratic institutions at the university, including the library, provided ready targets for their anger.²⁶

Letters to the *Collegian* in 1965 complained about library "guards" who examined students as they exited to ensure that all materials had been properly checked out and about reservation of study carrels for graduate students at the expense of undergraduates. So strident became attacks on library hours, books, and facilities that the student newspaper apologized at the end of the year for its "scathing editorials [that] made the administration appear

to be tightfisted, uncaring, bureaucratic monsters. . . ." Recognizing that library staff operated under a number of constraints, the editorial then admitted that "most [students] just bitched instead of offering constructive criticism. . . ." This conciliatory gesture was seemingly retracted only a month later when another student letter-writer griped that the library was overheated, adding crassly that Nazi war criminal Adolf Eichmann must be in charge of the building air conditioning.²⁷

Inadvertently, the library also fell afoul of a serious issue on campus, that of social regulations placed on women students. The university required women to live in residence halls or other "approved" housing, to be at home no later than 11:00 P.M. week-

days, and to sign out after 8:00 P.M. on weekends and holidays. No such restrictions applied to male students. In 1964, twenty-year-old Vicki Hays challenged this system by moving to an unauthorized apartment off campus. Although Hays lost her battle with campus authorities and eventually transferred to the University of Colorado, the ensuing uproar lasted for several years and helped bring about the abolition of social regulations applying only to women. When the library

extended its hours to midnight in 1966, a *Collegian* editorial pointed out that the new schedule discriminated against female students who had to meet an 11:00 P.M. curfew and forcefully concluded that the situation reinforced the idea that something should be done about "women's hours."²⁸

As the 1960s wore on, student attacks on the library became more abrasive. Library staff were characterized as unfriendly people with the attitude that ". . . students and faculty members have no damn business cluttering up the building," while the two-dollar minimum fine for overdue books represented the library policy of "screw the tardy student." Several months later, the minimum fine again came under fire. The library director responded in part by defending the policy in an open forum. When he offered the statement that the library welcomed comments both kind and unkind, political science major Judy Lallo seized the opportunity to air several unkind comments: The fine was "outrageous" and "regressive"; there was no information desk; microfilm machines were poorly maintained; and faculty and graduate students received preferential treatment. In fact, ". . . one of the few things she liked about the library is the man who waters the flowers." This and



Morgan Library Interior, 1965 (Colorado State University Photographic Services)

other hostile reactions persuaded the library to reduce the minimum overdue fine to fifty cents in the autumn of 1968.²⁹

Student dissatisfaction with the library culminated in two bizarre episodes in 1969. The radical organization Students for a Democratic Society (SDS) called for a student strike and library "study-in," but the latter fizzled when the SDS abruptly changed the date. Consequently, the few students who participated were almost outnumbered by representatives of the news media.³⁰ This incident was followed a few weeks later by a resolution approved by the student legislature to change the name of the library from William E. Morgan to Martin Luther King. Reaction to the proposal came from all sides. T.R. Young, a member of the Sociology-Anthropology Department who was an activist against the Vietnam War and racism, attacked the idea as "meretricious" and "unbelievable" and urged students to vote against the proposal in an upcoming referendum. He suggested instead that a new building be named for King. The *Collegian* itself editorialized that the idea was a meaningless gesture that ignored real problems. When the votes were counted, the library name change went down to defeat by 1,369 votes to 102; less fortunate was the bookstore, which found itself renamed after outlaw Jack Slade.³¹

The defeat of the name change did not signify a respite for the library. Only a couple of months later, the *Collegian* again roasted the library for too few carrels, too much noise, too few books, and poor management. It was no coincidence that in October 1969, Anderson reminded staff that "... we must welcome all comments, suggestions, and criticisms (kind and unkind) from any library user. . . . It is the best guarantee . . . that the Libraries at CSU will remain responsive to the needs of all patrons."³²

The library was spared more violent forms of protest, however. University officials issued a memo advising staff how to deal with telephone bomb threats, but none occurred. One evening, Max Binkley, Vice President of Finance and Facilities, did indeed call Anderson to inform him that radicals were mobilizing to pour glue into the card catalog. The attack would commence at 10:00 P.M., but Binkley assured Anderson that authorities had the situation in hand. Presumably, he was correct, for the assault failed to materialize.³³



LeMoyne Anderson with Birthday Book Fund organizers, 1962 (Colorado State University Photographic Services)

Not all students were radicals; some continued to support the library through efforts such as the "Bucks for Books" campaign, which continued annually for a number of years after its inauguration in 1957. The first year, six hundred books, including five hundred paperbacks, were purchased with the money raised. The year 1958 ushered in an "Ugly Man" contest that became a feature of the campaign in ensuing years. Books purchased in 1959-60 using funds from this source reflected a range of interests: titles included *Sex in Our Changing World*, *Loves of Krishna*, *Parasiticism and Symbiosis*, and *Prose and Poetry of the Livestock Industry of the U.S.*³⁴ In 1960, the drive netted \$1,900, including funds derived from the Ugly Man competition. Altogether by that date, the annual Bucks for Books effort had pulled in a total of \$8,700. After that, interest began to wane. In 1961, only \$540 was raised, perhaps reflecting an attitude among students summarized by the *Collegian*: "So CSU is getting a new library—what are they going to put in it?" By 1966, the campaign had to be extended by two weeks because of difficulty in collecting pledges. Even the Ugly Man contest fell short of expected revenues. Bucks for Books, though a worthy cause, had reached the end of its usefulness.³⁵

A new effort began in 1969, when students embarrassed over the bad publicity garnered by the university thanks to a deficit in the Athletic Department budget, organized a drive titled "Forward CSU," with the ambitious goal of raising \$50,000 for the library. Stan Lehmann, a member of the group, observed, "The library is the backbone of education, and, to say the least, ours is lacking." Governor John Love and President Morgan agreed to serve as honorary co-chairs. A raffle featuring a 1969 Pontiac GTO as the grand prize was the highlight of the drive; Love himself bought a raffle ticket from Forward CSU representatives, perhaps risking an outburst of cynicism had he actually won. Despite a sour comment from the *Collegian* that ten of its staff members had chipped in to purchase a single one-dollar ticket, Forward CSU raised \$25,000 by the end of March, no small feat given the turmoil and dissension of the times.³⁶

* * * * *

The 1960s proved to be a time of transition in library practices at Colorado State as traditional assumptions and activities were examined and sometimes cast aside. The program to accredit school librarians, for example, fell by the wayside several years after the departure of Hodgson, its initial advocate. In 1957, the courses for school librarians attracted their largest enrollment since being instituted in 1949, and the following year saw almost fifty students taking the four courses offered that summer. However, after 1958, enrollment declined and Anderson began to agitate for an end to the accreditation program. The courses not only took precious staff time but also proved something of an embarrassment to the Colorado State academic librarians, who themselves had no occasion to practice the school library skills they were trying to impart. By 1963, Anderson convinced university authorities to discontinue the program. Writing to Daniel Seager, head librarian at Colorado State



Exhibit Area, 1969 (Colorado State University Photographic Services)

College in Greeley, shortly thereafter, Anderson expressed his feelings on the subject:

Perhaps you know that we have discontinued the training of school librarians. . . . We should have done this years ago. In fact, we should not have been in the business of preparing 'professional' librarians in the first place.³⁷

The philosophy that libraries should instill a love of reading and culture in students, so central to earlier epochs, also assumed greatly diminished importance in the 1960s. The exhibit program, long a mainstay in library endeavors toward art appreciation, did remain in place. The year 1967 proved particularly fruitful, for Mark Lansburgh, a nationally recognized art lecturer, spoke at the university on the subject of medieval art and loaned his collection of rare books and illuminated manuscripts to Morgan Library for display. Some months later, three noteworthy exhibits, provided in part by the Smithsonian Institution, followed in close succession. A display of artistic interpretations of the nation's space program, the works of George Catlin, and an exhibit of prints by painters including Copley, Stuart, Bingham, Whistler, and Pollack all enticed the culturally minded to the library.³⁸

Aside from the exhibit program, however, concern for the cultural aspirations of students played almost no role in the annual reports and public statements of Colorado State librarians in the 1960s. Only two initiatives kept alive the notion that an academic library should encourage students to cultivate a love of reading and books. The first, a personal library contest, began in 1964 and continued for more than twenty years. Held in association with National Library Week in 1964, the contest, supervised by humanities librarian Ron DeWaal, awarded one hundred dollars to the student whose personal book collection was deemed the best entry; the winner was then entered in a national competition. LeMoyne Anderson believed that the contest would help instill reading as a value for students. The second initiative, a "Current Awareness" collection, was instituted in 1967 in cooperation with the Associated Students of Colorado State University, Associated Women Students, and the dean of students. It featured paperback books on issues of topical interest to students, which in 1967 included drug use and the Vietnam War.³⁹



Library Exhibit, 1966 (Colorado State University Photographic Services)

A number of other services and collections still in place in the 1990s came into being in the 1960s. In 1962, the catalog department began a transition from the Dewey Decimal classification system to the Library of Congress system, a task that consumed several years. Beginning in 1965, government documents collections were consolidated from

several locations around campus to the second floor of the north wing. This effort, completed in October 1968, coincided with the retirement of documents librarian Lorene Ashton, whose thirty-nine years of service eclipsed the record set by Laura Makepeace by one year. About the same time, a science reference service was established on the second floor, thanks to the cannibalization of several lounges and study areas.⁴⁰ In 1959, even before the move to Morgan Library, a Special Collections Room was created when rare books were moved to "pleasant quarters" on the first floor of the old library, a space shared with Honors Program students. When a Special Collections unit was established later in Morgan Library, it included books on "imaginary

wars" and, in 1966, began to acquire volumes dealing with the literature of the Western U.S. The latter collection had the goal of becoming one of the most comprehensive in the country.⁴¹

A poignant movement began in February 1964 when a fund drive to memorialize John F. Kennedy was established. The organizers hoped to purchase books known to be favorites of the late president and have them placed in the library. In addition, a memorial plaque was to be placed in a seminar room. Student enthusiasm quickly waned, however; and the number of books purchased proved to be relatively small. The John F. Kennedy Room, however, continues to this day.⁴²

In the 1960s, staffing also began to resemble the pattern that would mark the library in later years. When Anderson assumed the directorship in 1957, he presided over a relatively small college library. Nevertheless, he requested addition of three new professional librarians and two new clerks. Throughout the 1960s, rapid growth of the collections and the number of students to be served made it imperative that the staff be increased. Anderson continually emphasized this need and, in 1967, asked for twenty to twenty-five new people to be hired in each of the next few years.⁴³ Anderson felt that staff, resources, and the building were the key components of a library and maintained:

If one must sacrifice any part of the triad, let it not be the staff. A good staff can get more mileage from a weak collection and an inadequate building than a weak staff can get from a superior collection and a great building.

While not all his requests were met, the library staff did grow from eighteen to eighty-three from 1957 to 1969.⁴⁴

Along with a growth in staff size came an increase in activism among librarians. Like other faculty members on campus, they felt a need to exert greater control over their professional lives. In a step toward participatory management, a Libraries Faculty Council was established to advise the director. Women librarians, led by biomedical sciences librarian Elsie Bergland, moved to gain salary equity with their male counterparts. In short, Colorado State now had a highly motivated library staff befitting the size and needs of a true university.⁴⁵

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The card catalog, 1958 (Colorado State University Photographic Services)



In the 1960s, high technology made its first appearance on the library scene. Inspired by contact with Ralph Parker, a computer visionary who had worked at International Business Machines in the 1940s before becoming library director at the University of Missouri, Anderson asked for approval of a "documentalist" who could help the library prepare for "storage and retrieval of information plus machine technology. . . ." His request was answered in 1964 when research and development librarian Don Culbertson joined the staff. Culbertson began working on a number of projects, including creation of a keyword-in-context (KWIC) index to theses written at Colorado State between 1920 and 1961. The significance of the KWIC index lay in its assembly by computer.⁴⁶

Other tasks for computers were also envisioned. In 1962, the circulation department completed plans for a mechanized system using punch cards. Three years later, Anderson requested that a card-punch operator be added to the library staff. He predicted that in the future the library would require several programmers and key-punch operators and stated, "One of our objectives is to convert many manual operations to mechanization, ultimately achieving computer products of one type or another." He and his contemporaries could hardly guess from these modest beginnings at the changes that computers would bring to the library in the next two decades.⁴⁷

Other technological changes also affected library operations. Photocopiers, microprint, microfilm, and television all had an effect during this era. The purchase of a Kodak Verifax photocopier in 1958 proved popular with both students and faculty. Before the arrival of the Kodak machine, materials had to be sent out of town to have them copied. When a microprint machine, used to read materials reduced to an extremely small size, was obtained in 1959, readers of the *Collegian* were assured that it was "simple to operate." A year later, the library boasted that the complete *New York Times* was now available on microfilm and invited patrons to suggest other microfilm purchases, which would be added to the collection "by popular request."⁴⁸

In 1966, reference librarian Richard Stevens developed a taped television program designed to replace lectures to large numbers of English composition students. The tape, which featured such old favorites as the card catalog and the *Reader's Guide*, was shown in the classroom via closed-circuit television. An evaluation of Stevens' production indicated that it was as effective as a live lecture by a librarian; equally to the point, it freed reference staff for other duties. The system briefly became the library's usual method for delivering bibliographic instruction to composition courses.⁴⁹

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Cooperation among libraries, so long a feature of the Colorado landscape, continued in new forms in the 1960s. Moving away from a dependence on the Denver Bibliographical Center, head librarians at state-supported colleges and universities formed a Council of Librarians that achieved agreements in a

number of areas. In 1962, the institutions announced that their students now had complete privileges at all the cooperating libraries. This was followed a year later by establishment of a courier service among Colorado State and several other area institutions that enabled items from the various libraries to be delivered more speedily to faculty and graduate students.⁵⁰ These developments no doubt reflected improvements in highway transportation and widespread use of private automobiles by students and faculty.

In a more visionary move, the Council of Librarians began investigating a centralized book-processing center that would allow the cooperating institutions to move their acquisition and cataloging functions to a single facility. In 1966, a grant from the National Science Foundation allowed the council to conduct a one-year study that gathered a "mountain of data" indicating that such a facility was feasible. Although centralized processing failed to become a reality at the time, the inquiry accurately presaged computerized systems that would allow for cooperation without physical relocation of operations.⁵¹ Moreover, Anderson anticipated developments that would become common practice in the 1990s. Library users would have access to "... information by



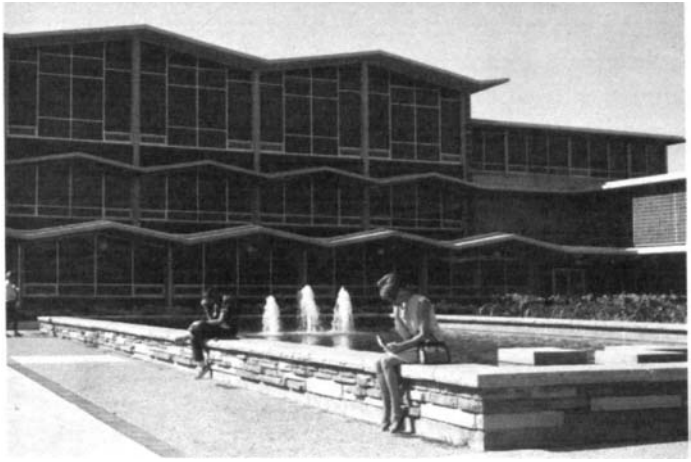
Morgan Library from the northeast, 1965 (Colorado State University Photographic Services)

rapid transmission devices employing all the latest technologies from direct access to computers, to direct dial telephones, to rapid photoduplication transmission, and to direct courier services."⁵²

* * * * *

Along with a new building, dramatically increased staffing, and new initiatives in library cooperation, the 1960s witnessed rapid growth in the size of the collections of Morgan Library. In 1965, the library acquired its 300,000th volume. Two years later, the 400,000th volume, a 1492 German natural history encyclopedia titled *De Proprietatibus Rerum*, was purchased. By January 1969, the library was nearing 500,000 volumes.⁵³

This startling expansion reflected increased emphasis accorded the library and the liberal arts by the university during this decade. One of the more visible tokens of this interest was purchase of the collection of the Grand Trianon Museum in Colorado Springs. The university obtained this collection of approximately ten thousand



Fountain and Morgan Library, 1967 (Colorado State University Photographic Services)

volumes in the fields of belles lettres, humanities, history, and printing in 1965. Anderson hailed the acquisition as "a great addition to the humanities section of the university library."⁵⁴

Despite unprecedented progress, Anderson, like Daniels, Baker, and Hodgson, continued to press for still greater funding. Adopting a tactic of James Hodgson, he frequently cited statistics that showed Colorado State lacking in comparison with other land-grant libraries. For example, in 1964, the Association of Research Libraries, an organization of the larger academic libraries, considered a medium-sized collection to number 1,422,496 volumes, fully a million more than Colorado State possessed that year. Even after years of growth, as late as 1969, data from the U.S. Office of Education placed the Colorado State library near the lower end among land-grant libraries in volume count.⁵⁵

How well-founded was Anderson's belief that Morgan Library continued to rank well below most of its peers? If all land-grant institutions were included, no doubt Colorado State would have placed towards the bottom. Yet a glance at Table II (page 112) indicates that, by 1971, the Fort Collins institution had fared remarkably well among its "independent" land-grant peers, a group of approximately twenty. Among the largest thirteen "independents," Morgan Library rose from twelfth place in 1961 to seventh ten years later, surpassing several others. Collection size almost quadrupled. Colorado State might not rank with land-grant giants such as Minnesota, Illinois, and Ohio State, but it was beginning to hold its own with its "independent" peers.⁵⁶

Several eventualities contributed to this success. American higher education as a whole benefited financially from federal largess during the 1960s. The Higher Education Facilities Act of 1963 and the Higher Education Act of

1965 pumped vast amounts of money into academic libraries. By 1971, no less than one billion dollars had been spent on new library construction in the previous five years.⁵⁷ Along with increased funding came masses of students. Colorado State University more than doubled in size from 1962-63 to 1968-69, the last year of William E. Morgan's presidency, going from an enrollment of 7,304 to 15,361. Like other colleges and universities, it had little choice but to provide facilities and resources, including library collections, for this influx of students.⁵⁸

In addition to growth that reflected national trends, the library benefited from the unfavorable comments accorded the university by the North Central Association early in the 1960s. President Morgan responded by making the library and the liberal arts priorities. Further, across the state of Colorado, the decade of the sixties saw a movement toward the liberal arts throughout collegiate institutions. After decades of relative neglect, libraries began to make up lost ground.⁵⁹

From 1957 to 1970, then, the library at Colorado State University evolved from a college library to an institution befitting a large university, assuming activities and proportions that would mark it for ensuing decades. During the remaining fifteen years of Anderson's tenure, librarians at Colorado State would find themselves coping with the aftermath of the boom of the 1960s.



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CHAPTER 8: Joining the National Scene

If American librarians found themselves in a financial Garden of Eden at the end of the 1960s, several serpents of formidable proportions soon insinuated themselves into this paradise, bringing it to an abrupt close. First, librarians were swamped by an increasing volume of publications. From the 1930s to the early 1970s, book production in the U.S. and internationally approximately tripled. It gradually became apparent that even the largest institutions would have difficulty comprehensively purchasing the flood of books, periodicals, and government documents reaching the marketplace. Second, inflation, relatively stable during the first twenty years following World War II, rose sharply in the 1970s. From 1967-69 to 1977, the price of U.S. periodicals tripled, while prices of trade and technical books more than doubled. Simultaneously, the devaluation of the dollar in overseas markets reduced purchasing power for foreign publications, particularly periodicals. Finally, federal aid to libraries diminished in the years following the Lyndon Johnson administration. In May 1973, Fort Collins librarians joined colleagues nationwide to protest cuts in funding initiated by President Richard Nixon. Lights in Morgan Library were ceremoniously dimmed to bring attention to the cutbacks, but to no avail. The halcyon days of the 1960s had ended. Although academic library budgets increased tenfold from 1946-47 to 1976-77, many institutions found themselves hard pressed to continue collecting materials at previous levels.¹

At Colorado State University, vagaries in the library budget led to a number of crises. One concerned staff layoffs. In 1976, the student work force was cut from 130 to fifty following a \$36,000 drop in state appropriations. Seven years later, a shortfall in university tuition revenues led to the dismissal of forty student employees. Still, these were extreme aberrations. More typical were efforts to control costs. Periodical subscriptions, especially susceptible to inflationary trends, were scrupulously evaluated from 1975 to 1978; and more than three thousand titles were canceled. Despite the addition of many new subscriptions, the net loss still amounted to more than one thousand.²

Another approach to controlling costs lay in developing a formula that allocated book-budget funds by subject and academic department. Proposed in response to reduced appropriations in the early 1970s, the formula created considerable controversy among subject librarians and academic faculty. Many feared that it emphasized research needs, thereby subordinating the liberal arts to the sciences. After the formula underwent adjustment and refinement, the discontent subsided, leaving it in place to the present.³

Inflation and the vast increase in book and periodical publishing proved to be permanent features of the academic landscape. In the early 1980s, collection development librarian Joel Rutstein warned that spiraling costs threatened book purchases in relation to periodicals; the latter were essential

in an institution such as Colorado State University, with its emphasis on the sciences and associated research. Even so, by 1982, the re-subscription rate for periodicals had dropped from eighty percent to sixty-five percent. LeMoyne Anderson mused that the library was facing limitations not only in the size of its building but also the size of the collections, a departure from earlier decades when librarians could conceive of collecting subject matter comprehensively.⁴

Despite these difficulties, the library made steady, if unspectacular, progress from 1970 to 1985. Collections, for example, reached three milestones in fairly quick succession in the 1970s. In 1970, the 700,000th volume, Robertus Caracciolus' *Sermones Quadragesimales de Poenitentia*, was added to the collection. This work, printed in Rome in 1472, was discovered in a bookshop in that city by history professor Harry Rosenberg. Two years later, Seneca's *Naturalium Questionum*, Aldine Edition, published in 1522, became the 800,000th volume. And in October 1976, the millionth volume, *Democracy's College*, James Hansen's history of CSU, was added to the library shelves.⁵

Two other areas to record noteworthy accomplishments during this time were Government Documents and Special Collections. In 1980, a documents reference desk was established in a space previously occupied by the Graduate School Office, enabling trained staff to assist patrons attempting to decipher the complexities of the Superintendent of Documents classification scheme and other oddities of federal government publishing.⁶ About the same time, documents librarian Fred Schmidt obtained a grant under the auspices of the Higher Education Act that enabled Morgan Library to catalog 15,000 ephemeral government publications not previously recorded by the Government Printing Office. The products of federal field agencies, most were in the disciplines of natural resources and engineering. Moreover, by 1983, the Government Documents department was receiving ninety-seven percent of all items available to depository libraries.⁷

Four important initiatives took place in Special Collections. In 1976, history professor Sidney Heitman headed a project to assemble archival materials pertaining to Germans from Russia who settled in Colorado. Oral interviews with members of this ethnic group were to be an important component of this collection. Two years later, John Pratt, an English professor and Vietnam veteran, collaborated with archivist John Newman to initiate a collection of literary works pertaining to that conflict. These, too, were housed in Special Collections. The third important acquisition occurred when Jim Johnson, a Colorado representative to the U.S. Congress from 1972 to 1980, donated his papers to Morgan Library in 1981. Finally, as a by-product of Hansen's CSU history project, the University Archives was founded as a component of Special Collections. Yet one aspect of Special Collections remained the same: When a student reporter visited in 1979, archivist Newman displayed a few of the library's "treasures," including a Burmese

palm-leaf book and “an ancient cuneiform tablet,” perhaps little realizing that artifacts of this sort had often been showpieces in similar newspaper stories in decades past.⁸

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Neither the tribulations of uncertain budgets nor the triumphs of collection building attracted more attention than that hardy perennial—inadequate facilities. In 1970, Anderson devoted his entire annual report to the building crisis, recommending either an addition to Morgan Library or creation of a separate facility at the Foothills Campus or elsewhere. When no major action was forthcoming by the fall of 1974, the library director asked that an off-campus storage building be acquired, accompanied by the construction of a library at Foothills. The plan to place materials in storage brought immediate opposition from several academic departments, so the Library Council, a committee of the university’s Faculty Council, began studying alternatives, including transfer of the Honors Office (then located in Morgan Library) and elimination of lounge areas in the library. One alternative was scotched immediately. The University of Northern Colorado had just completed a new library; and the old building, including shelving, stood vacant. To Anderson, it seemed a perfect solution to his storage problems. Faculty members thought differently. The idea of storing CSU books at UNC was thoroughly excoriated, forcing the plan to be quickly dropped. In the end, the initial solution was adopted, and the State Board approved rental of 14,000 square feet of storage space in a warehouse on Harmony Street, several miles from campus. Anderson attempted to mollify faculty by assuring them that items would be retrieved within twenty-four hours. Within two years, the Harmony warehouse contained 100,000 volumes and still had capacity for 200,000 more. The plan to construct a Foothills library had been rejected by the state legislature in the interim; hence, books and periodicals going into storage likely would be there a while.⁹

Dissatisfaction with storage of library materials resulted in an extended campus debate over the next couple of years. Certain academic departments objected to the transfer of “their” materials to the Harmony warehouse. Faculty Council took up the issue and passed a resolution supporting several measures to alleviate the situation, including construction of a library at the Foothills Campus. Opponents, disliking the remoteness of the suggested location, succeeded in replacing this plan with a resolution to build a new



Celebrating the Millionth Volume, 1976. Professor James Hansen, right of center, facing camera (Colorado State University Photographic Services)

facility near Morgan Library. In turn, the university administration rejected the idea of a new library on the main campus, citing excessive cost as the reason. A building on campus would have to match existing architectural standards, whereas a Foothills building would not and, therefore, would be less expensive. Library administrators also liked the idea of a storage building at Foothills.¹⁰

To resolve the impasse, the university invoked that favorite remedy—impanel a committee. Chaired by art professor Perry Ragouzis and including Anderson and representatives from each of the colleges, the Library Expansion Task Committee was charged with investigating all ways to gain access to materials. The committee soon determined that expansion of Morgan Library would cost fourteen million to fifteen million dollars. If accomplished, “it will be the last major thing done to the campus library for many years. . .,” in the words of Ragouzis. The committee gathered opinions from interested parties, including reference librarian Richard Stevens, who complained that the reference area, located near the main entrance of the library, was too noisy and lacked space for shelving and seating. When the committee held an open forum to gather opinions on centralization versus decentralization of the library, fifty-four faculty members, but only one student, attended. Mathematics and computer science professors favored decentralization, while humanities and social sciences faculty preferred centralization. Some criticized the library for using too much space for lounge furniture, suggesting instead that students use carrels, which took up less room.¹¹

Although economy measures by the state government made approval of an expanded building seem remote, President Ray Chamberlain averred that the legislature might authorize a decentralized system since it appeared less costly. Believing that the committee was “whistling Dixie,” Ragouzis was less optimistic about funding, adding almost despairingly, “there is no end for the need to accommodate books, there has got to be a limit.” Despite the gloomy outlook for obtaining an appropriation, the committee concluded by recommending expansion of Morgan Library or the construction of another building nearby. Not surprisingly, continued storage at the Harmony warehouse was dismissed out of hand.¹²

In 1980, the Colorado Commission on Higher Education (CCHE) approved the plan to expand Morgan Library; but three years later, the State Board modified the idea by recommending instead construction of a “high-density” storage building west of Morgan Library, along with renovation of the latter. This step back from the original plan was prompted by the belief that improvements in computer technology, telecommunications, and micro-filming would make additional library space less necessary than previously anticipated. A high-density storage facility would cost only seven million dollars, half the estimate for expansion. Unfortunately, failure of the oil-shale industry and an agricultural recession triggered a downturn in the state

economy that lasted for the rest of the decade, rendering an appropriation for library construction less, rather than more, likely.¹³

In the end, this extended commotion resulted in relatively minor changes in library storage. Renovations to Morgan Library in 1983 created a fourth floor at a mezzanine level above the third floor, increasing capacity by about 100,000 volumes. The expense of maintaining a rental warehouse caused the university to build its own storage facility on campus on Lake Street. Harmony warehouse, source of so much disharmony, thereby ceased to exist in 1985. Thanks to its proximity, the Lake Street building made retrieval of materials considerably more expeditious, but direct access by patrons was still severely limited, since the new facility was a warehouse with few amenities.¹⁴

The storage crisis also revived a past expedient, the branch library. An Engineering branch opened at the Foothills Campus in 1974-75. Ten years later, an Atmospheric Sciences branch was created, using facilities and books previously under the control of the Atmospheric Sciences Department; it, too, was located at Foothills. The Veterinary Medicine branch, abolished in 1964 on the completion of Morgan Library, was reinstated in 1979 in a modern facility at the Veterinary Teaching Hospital on Drake Street, south of the main campus. Soon librarians there were fielding questions on the proper feeding of an emu and the frequency with which boa constrictors shed their skin.¹⁵ One branch ceased to exist, however. In 1971, librarians had established a small collection at the Pingree Park Campus, high in the mountains. Limited use of the Pingree "branch," coupled with its remoteness, led to its abolition in 1985.¹⁶

The unhappy saga of inadequate storage space in Morgan Library was attributable not only to major increases in the size of the collection but also to flaws in the design of the building. Ralph Ellsworth, a consultant for the library when the building was on the drawing board, ruefully enumerated the problems years later: "... the placement and design of the central stairway, the exotic first floor ceiling, poor provision for lighting above the card catalog, and an L-Shaped building." All these he attributed to the "willfulness" of the architect.¹⁷

* * * * *

Library relations with students during this period were complicated by much-publicized problems relating to inadequate book budgets and lack of storage space in the main library. The notion that Morgan Library was abysmally bad became some-



Studying in the Library, 1977 (Colorado State University Photographic Services)

thing of an *idée fixe* for a number of *Collegian* editors, columnists, and authors of letters to the editor.

A controversy over the Forward CSU campaign in 1970 seemed to presage the troubles ahead. The previous year, the campaign had raised about thirty thousand dollars. Encouraged, organizers began the 1970 campaign by offering a Pontiac GTO Grand Prix as the prize in a raffle, only to find themselves under attack by environmentalists who labeled the GTO a gas hog. Embarrassed, campaign officials substituted a two-week trip to Hawaii for the automobile. Then, Peg Murphy, a sophomore who won the Hawaii excursion in May, was completely upstaged by nationwide campus unrest resulting from the Vietnam War and the shooting of college students at Kent State University. Although another campaign to benefit the library, named "Dollars for Scholars" and sponsored by the *Collegian* and the Associated Students of Colorado State University (ASCSU), was begun in 1971, student efforts to raise money for the library gradually faded. One *Collegian* editor actually discouraged such campaigns, claiming that students were "dupes" for participating. He advocated instead reallocation of funds from athletics to the library.¹⁸

Student complaints in the early 1970s centered on fines and hours. In protest of supposedly heavy fines, one "Fauntleroy Snatchitt" claimed to have stolen unpopular and unused books and delivered the title pages to the *Collegian*, rather like a kidnapper sending extortion letters to the victim's family. "Snatchitt's" exploit notwithstanding, the library did indeed consult with the Student Library Advisory Council late in 1970 to implement a new fine system considered less punitive.¹⁹ Service hours also proved troublesome. When the hour of closing was cut from midnight to 10:00 P.M. in 1971 as an economy measure, approximately 125 students participated in a "study-in," refusing to leave when staff attempted to close. The university then forwarded funds available from "favorable enrollment" to restore the midnight hour. One measure that gained the approval of night owls and procrastinators was the agreement by the library in 1970 to stay open continuously during finals week.²⁰

Other complaints were intriguing in their variety and originality. One faculty member professed himself surprised to find that the library owned only one copy—and that copy checked out—of a book titled *Logic and the Scientific Method* rather than the thirty or forty he expected. A graduate student grouched that staff treated Morgan Library as if it were their living rooms by removing lounge furniture willy-nilly. Some believed that the library lacked enough heating in the winter;



Aim-Lo machine in use, 1972 (Colorado State University Photographic Services)

one student asserted, "It seems a little cold in there, you can't turn the pages."²¹

Some criticism was fair minded. When the *Collegian* interviewed several faculty members in 1984 about the library, historian Mark Gilderhus responded that the library was adequate for undergraduate work, but not for more advanced historical work. He added generously that librarians were doing their best despite "financial stringency."²²

On the other hand, student attacks on the library assumed unprecedented virulence in 1984 and 1985. In October 1984, a *Collegian* editor condemned staff at the circulation desk for ignoring him, claiming he waited ten minutes without receiving assistance. Various letters to the *Collegian* in response either blasted the library or asked that money spent on athletics be diverted for other purposes. Opinions were inflamed in November when a student library worker, in a clumsy attempt at satire, sent a letter to the *Collegian* that only reinforced the image of library staff as lazy and unresponsive. Something of a nadir in library public relations was reached in February 1985, when an unscientific poll by the student paper ranked campus services by popularity. Academic Advising came in first, while Morgan Library tied for thirty-first with the Athletics Department, only one position above last place, firmly held down by the Office of Parking Management.²³

Some of the abuse was generated by the revelation that Morgan Library ranked near the bottom in a listing by volume count of institutions in the Association of Research Libraries (ARL), while the layoff of student workers near Christmas 1984—thanks to a funding crisis—only reinforced the notion of library staff as uncaring grinchers. LeMoyne Anderson and circulation librarian Lou Anderson (no relation) offered a response to the criticism in March 1985. The director explained the significance of the ARL ranking, pointing out the great strength of the libraries—such as those at Harvard, Stanford, and Illinois—with which the library at Colorado State was being compared. Lou Anderson noted improvements in the computerized checkout system. Both stressed, accurately, that much of the criticism was unfair.²⁴

In fact, not all students felt harshly toward Morgan Library. One responded to the two Andersons by asserting that librarians in business and government documents had always treated her well. Several years earlier, in 1979, an unscientific *Collegian* poll found that most students interviewed were "very pleased with the librarians." One suspects that the views expressed by editorials and letters to the editor did not always represent the attitudes of a majority of students; but adverse comments, particularly when they were less than accurate, especially distressed library staff in 1984 and 1985.²⁵

Librarians themselves continued to make efforts to improve and expand services to students. Changes in English composition classes led to the abandonment of the experiment in videotaped library instruction; but a new device, the Auto-Instructional Media for Library Orientations (AIM-LO) machine, was introduced in 1971. Comprising three units, these machines

allowed individuals to view and hear a slide show on the card catalog, periodicals, and government documents. Despite being saddled with a rather unfortunate acronym, the AIM-LO machines remained in use until the early 1980s and attracted notice when they were displayed at an ALA conference. Other new initiatives included Term Paper Extra Service Program (ESP), which provided additional staff to help students locate resources in the library, and the production of audio cassettes in French, Spanish, Urdu,



Peter Hurd "American West" Exhibit, 1973 (Colorado State University Photographic Services)

Persian, and Arabic to assist foreign students in learning American library skills.²⁶

Somewhat more exotic and sophisticated was a Kurzweil reading machine, donated to the library in 1983 by the Xerox Corporation. This piece of equipment, revolutionary for its time, enabled visually impaired people to hear books read aloud by the machine. Governor Richard Lamm attended the opening ceremony. The Kurzweil machine marked the beginning of the use of adaptive equipment to assist students with special needs to use the library.²⁷

Since the 1920s, the library had tried various means to deal with the problem of theft. For nearly forty years, stack areas had been closed to undergraduates. When the stacks were finally opened, personnel had to be stationed at exits to scrutinize all individuals departing the premises. Finally, in 1975, the installation of a metal-detector system enabled library staff to nab anyone leaving with items that had not been "de-sensitized" at the circula-

tion desk. Students accepted the system because it seemed to question their integrity less than had the human monitors, and book losses dropped by as much as seventy-five percent.²⁸

Only remnants of the philosophy that librarians should actively motivate students to read and love books remained evident in the 1970s and early 1980s. The Current Awareness collection still maintained its place in the scheme of things, and the exhibits program continued to display items designed to pique the interest of passersby. Among the exhibits in the 1970s were "The Frederick Douglass Years," and "Extra, Extra: the Men and Machines of American Journalism," both on loan from the Smithsonian Institution. When the university launched an annual summer program series on the American West, the library cooperated by displaying exhibits of American Indian photographs and the Southwestern art of Gustave Baumann. A 1973 display on bicycles included a unique ten-person bike constructed by Timnath farmer Bill Swets; ten librarians cooperated long enough to have their photograph taken aboard this unusual vehicle.²⁹

The personal library contest also continued to be an annual ritual. Offering prizes of one hundred, fifty, and twenty-five dollars, the contest entered its twenty-first year in 1985 and took as its credo the aspiration "... to encourage and stimulate reading through the ownership of books. . . ." In 1984



and 1985, those participating in the contest had a good chance of winning one of the three prizes—only twelve contestants participated each year.³⁰

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Almost unnoticed by the general public, Morgan Library, like other American academic libraries, entered the computer era on a large scale in the 1970s. In 1972, installation of a Mohawk Data Corporation computer at the circulation desk allowed for automated checkout of books, eliminating the need for

The 10 Person Bicycle: left to right, librarians Robert Burns, Lynn Hodapp, Joel Rutstein, Janet Gilligan, Richard Stevens, Patricia Smith, Michael Moran, Karen Napoleon (Karen Jacob), Ronald DeWaal, Robert DeWitt (Colorado State University Photographic Services)

patrons to complete paper forms manually for most items taken from the library. The Mohawk, as is the wont of computer systems, showed signs of obsolescence and even death after a few years and, in 1985, was replaced by the Northwestern Online Totally Integrated System (NOTIS).³¹ Another computerized service, on-line searching, got its start in 1977. With the use of

an on-line search, a librarian could tap into a database at a remote site, retrieve relevant citations and abstracts on a particular subject, and have them printed and delivered to a library patron. In an effort to publicize the service, librarians Suzanne Johnson and Richard Beeler were interviewed by the *Collegian* several times. They did have to admit to one drawback to on-line searching: It was expensive, and costs had to be passed on to the patron. Given an average price of thirty dollars per search, few undergraduates felt compelled to use the service, despite its conveniences; the majority of searches were done for faculty members and other researchers in the science, technical, and medical fields. Still, on-line searching was a harbinger of a time to come when library patrons would do their own computer searches.³²

Of equal significance was the experience of Morgan Library with computer systems shared with other libraries. For decades, librarians had dreamed and worked towards a time when separate institutions could share their resources. Physical distances had made such dreams difficult to realize, but the increasing sophistication of computer systems in the 1970s eliminated geography as an obstacle to cooperation. LeMoyné Anderson pointed out that cooperation among libraries was rendered difficult by traditions of local control and responsibility to institutional clienteles but argued that problems with inflation meant that no library could hope to be self-sustaining; only a national effort could resolve the complexities presented by increasing prices and increasing numbers of publications.³³

By 1975, Morgan Library was weighing the advantages of joining the Ohio College Library Center (OCLC), a consortium of libraries begun in Ohio but spreading rapidly across the nation. Sharing a mainframe in Ohio, OCLC members contributed cataloging information to a central database, saving duplication, time, and costs at individual sites. The OCLC database also enabled interlibrary loan librarians to readily determine locations for materials not owned locally, a process that previously entailed the tedious use of printed union catalogs and concentration of resources at places such as the Bibliographical Center for Research in Denver. When Colorado State did join OCLC in 1976, it signified a permanent transition not only from manual to computerized cataloging practices but also from local control of the processing of library materials to dependence on national entities for electronic resources. Anderson, himself, believed that the move to computerized library networks marked one of the most significant advances in librarianship during his career.³⁴

The marriage between Colorado State and OCLC proved to be a brief one. Dissatisfaction with the quality of OCLC cataloging prompted the library to investigate the advantages of joining a second national entity, the Research Libraries Group (RLG). RLG offered computerized programs to automate acquisitions and interlibrary loan functions and was developing the Research Libraries Information Network (RLIN), a database considerably more sophisticated than that of OCLC. Colorado State therefore dropped its OCLC

membership and joined RLG in late 1979, where it rubbed shoulders with such prestigious institutions as Columbia, the New York Public Library, Stanford, Yale, and Michigan.³⁵

The RLIN database soon made itself felt in many aspects of the work of librarians at Colorado State. The acquisitions, serials, and cataloging units soon began implementing the database, incorporating into their workflow extensive and ongoing training for personnel at all levels, including having librarians attend workshops at distant sites to learn more about RLIN. After establishing itself in technical service units, RLIN then began to percolate into public service tasks. Availability of ordering and processing information on RLIN enabled reference librarians to determine the location of an item in the building even before it had been cataloged, considerably improving patron access to such materials. Placement of an RLIN terminal at the reference desk in 1984 helped librarians to identify obscure citations with ease; patrons often used printouts of these citations to request interlibrary loans. Activity in interlibrary loan increased by twenty-eight percent in 1984-85, the largest single increase in its history to that point, thanks to improvement in knowledge of locations and citations made possible by RLIN.³⁶

One unfortunate aspect of RLG membership eventually manifested itself, however. Since almost all the other libraries in Colorado relied on OCLC rather than RLIN, they no longer had up-to-date access to holdings of Morgan Library. Consequently, loans to libraries in the state declined from seventy-seven percent of the whole in 1980-81 to sixty-two percent by 1984-85. Attempts to placate Colorado librarians by citing the richness of RLG resources and the improved automation proficiency of Morgan Library staff probably fell on deaf ears.³⁷

Efforts by Morgan Library to cooperate with other libraries in the state did not cease, however. In the 1970s, Colorado State was one of the founding members of the Colorado Alliance for Research Libraries (CARL), which began a program of cooperative collection development, whereby member institutions would pool resources to purchase and house expensive materials that individual libraries otherwise could not afford. By 1978, the CARL alliance began planning for an on-line (i.e., computerized) database that would replace the traditional card catalog at member libraries. The availability of the RLIN database, combined with problems with the development of CARL, led Morgan Library to shift its attention elsewhere in the early 1980s. CARL efforts toward cooperative collection development also flagged because of lack of funding at many of the individual libraries, as well as disagreements among the members. Consequently Colorado State dropped out of CARL in 1984.³⁸

During his lengthy career at Colorado State University, LeMoyne Anderson pursued both academic and professional interests. Like James Hodgson before him, Anderson earned a doctorate in librarianship (at the University of Illinois) after becoming library director. In 1979, he told an interviewer that he believed his pursuit of a Ph.D. had been a useful experience, remarking,

I have a feel now for what research is all about, can identify with the faculty I work with, and have been able to encourage my staff to do a lot of things in the library on the basis of research.³⁹

The increasing role of Morgan Library on the larger scene also brought Anderson national recognition. He became president of the Association of Research Libraries and, later, president of the Association of College and Research Libraries, a division of ALA. During this last assignment, he was one of twelve American librarians who made an official tour of mainland China in 1979, the first such excursion possible after decades of Chinese isolation. The Americans and Chinese discussed mutual problems, and Anderson and his colleagues heard first-hand accounts of the devastation attending the Cultural Revolution.⁴⁰

In June 1985, after helping to launch Morgan Library into the computer era, Anderson retired. One of his most satisfying post-retirement experiences was his "hands on" work in a volunteer program that prepared tax forms for low-income individuals. Anderson also served on citizen boards for the Poudre R-1 school district and the Fort Collins Public Library, capping his career as Colorado State library director. His tenure had been the longest of any director, exceeding that of Charlotte Baker by two years.⁴¹

In his nearly three decades of service, Anderson witnessed the growth of his organization from a modest college library to a major academic institution with a collection numbering more than a million volumes and a staff of more than one hundred. Recognition of this achievement came in 1975, when Colorado State was admitted to the Association of Research Libraries (ARL), an organization of the largest university libraries in the U.S. and Canada. ARL members were ranked annually in a number of comparisons that relied on quantitative measures. By 1981-82, the Fort Collins library was eighty-ninth of 101 members. Of greater significance, the same year, Morgan Library was seventh of nine "independent" land-grant institutions that were ARL members (see Table II, page 112). Another eleven "independents" lacked membership in that organization. Overall, then, Colorado State's ranking by volume count had held up well since 1971, when it had ranked seventh among "independents." In fact, despite uncertain budgets and problems with periodical subscriptions, Morgan Library's collections almost doubled in size during the decade of the 1970s (Table II). A substantial portion of the increase came from government documents, however. In 1971, Morgan Library re-

ceived nearly 42,000 government publications, both paper and microfilm; by 1981, this number had burgeoned to 133,000.⁴²

ARL membership proved something of a double-edged sword, however; for the annual rankings provided grist for those who saw Morgan Library as lacking in resources. In 1984, for example, the *Collegian* displayed the headline "Morgan Library: Ranked at Bottom Once Again" when it noticed that Colorado State had dropped several places from the eighty-ninth it had held a few years earlier. Colorado State librarians themselves worried about the funding that alone would enable them to rank with other university libraries; a 1982 survey of librarians on the staff found that "better financial support" was their leading concern.⁴³

The same survey found that the second major concern of librarians at the Fort Collins institution was to "expand and/or improve facilities." It is no small irony that Anderson had seen the library go from an old and overcrowded building to a new facility that within a dozen years itself became overcrowded. The system of branch libraries and storage facility that had been abolished when Morgan Library opened in 1965 was once again flourishing twenty years later when Anderson retired. A lengthy campuswide debate had failed to resolve the issue of inadequate facilities, which would remain a preoccupation of the library staff.⁴⁴

Perhaps neither the maturation of Morgan Library as an academic institution in size nor the ongoing problems with lack of space were as significant as the transition to computerization that began in the 1970s. Many staff tasks depended on use of computer terminals. While the acquisition of computer literacy provided intellectual pleasures, it also proved time consuming.⁴⁵ Until the mid-1980s, automation of library activities was confined to staff work, much of which was invisible to the public; library users had no direct access to computer applications, a situation that would soon change dramatically.

Library funding, demands for a larger facility, the transition to a complex electronic environment, all were concerns that a new library director would confront. Anderson's work was done.



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CHAPTER 9: A Rival for the World of Print

The new library director, Joan Chambers, was selected after a nationwide search and became the first woman to head the library since the retirement of Charlotte Baker in 1936. Unlike Baker, Chambers brought to her position experience at a major institution. She had been director at the University of California-Riverside for several years before applying for the vacancy in Fort Collins. Chambers had a Colorado background; she graduated from the University of Northern Colorado with a B.A. in English before obtaining her library degree at the University of California and a master's degree in systems management at the University of Southern California. She held positions at the University of California-San Diego, Duke, and the University of Nevada before assuming the directorship at Riverside.¹



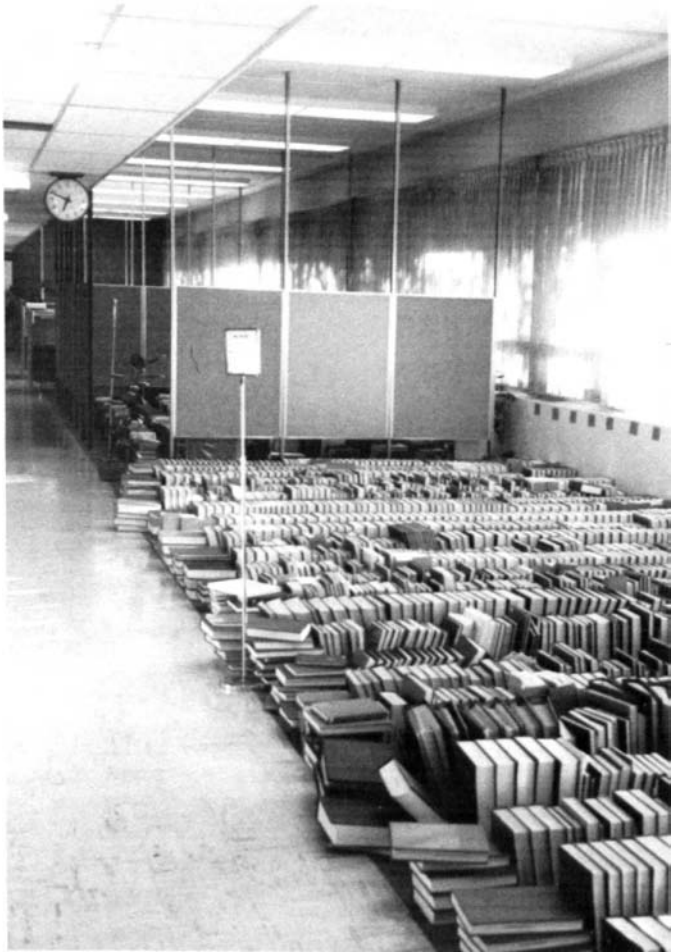
Joan Chambers (Colorado State University Photographic Services)

Shortly after arriving at Colorado State, Chambers was confronted with an unexpected crisis. For a number of years, Morgan Library had drifted along in the lower echelon of the ARL rankings, maintaining a position about twelve to fifteen places above the lowest-ranking institution in volume count. In 1984-85, changes in Morgan Library's statistical measurements separated government documents from total volume count. Abruptly subtracting 400,000 documents from the volume count caused Morgan Library to tumble to last place in ARL rankings. Exacerbating the situation was ARL's growth from eighty-eight to 106 members in the ten years since Colorado State's admission.² The library thus found itself on probation and in danger of being dropped from ARL. Paradoxically, this situation arose at a time when President Phillip Austin's administration had provided two consecutive years of ten percent increases to the library book budget.³

The ARL problem received widespread publicity, triggering alarm among those who falsely believed that ARL was an accrediting organization. Students who adhered to the notion that Morgan Library neglected their needs felt vindicated when the library sank to 106th place. At least one faculty member checked frequently with library personnel to monitor any improvement in the crisis. Improvement, though slow, did take place. The university responded by providing several special budget supplements; and the addi-

tional books, purchased in both the sciences and the liberal arts, added to the volume count while increasing the depth of the monograph collections. Then, in a development that might have been ironic under other circumstances, ARL allowed Colorado State and other member institutions to include government documents in their volume count if they appeared in a computerized on-line catalog along with the usual books and periodicals. When Morgan Library acquired an on-line catalog in 1988, government documents regained their place in the volume count. In 1989, ARL lifted its probation, thereby securing the library's membership standing.⁴

Advancement in the ARL rankings proved difficult, however, because inflation continued to affect periodical prices, particularly journals published in British and European markets. Because Colorado State emphasized scientific and technical fields, library subscriptions included approximately one-third from foreign publishers. Moreover, some European journals practiced differential pricing, charging American libraries more than those on the Continent. This, along with a weakening of the American dollar in overseas markets, further increased prices. As a result, the library was forced to cancel periodical titles not considered essential. Fiscal year 1987-88 saw the cancellation of serials totaling \$33,000, and an additional \$80,000 were cancelled in 1991-92. Most of the latter titles were scientific.⁵



Reshelving books to make room for the Anheuser-Busch Current Periodicals Room (Libraries)

Despite this retrenchment, periodical subscriptions remained a major expenditure; in 1990, for example, they constituted seventy-one percent of the materials budget. In an effort to minimize cost yet permit modest growth in new acquisitions, the library created committees to review all new subscription requests. Inflation remained a major factor, however, permitting growth when low and inhibiting it when high.⁶

The advent of new technologies, such as CD-ROM, added to budgeting uncertainties. These products usually were the standard printed indexes and abstracts in a computerized format that allowed library patrons greatly enhanced access to periodical literature. Unfortunately, CD-ROM products were themselves expensive. By 1990, Morgan Library had thirty, at an annual cost of \$60,000; a year later, although numbering only ten of 311 new subscriptions purchased or leased, CDs consumed forty percent of this budget category.⁷

To help the library meet its multitude of financial needs, director Chambers appointed Jean McBride as development officer, with the mission of pursuing corporate and foundation support for Morgan Library. McBride made a good beginning when two local travel agencies, Bon Voyage Travel and Professional Travel Corporation, agreed to donate two percent of face value of fares booked by university employees. By early 1989, nearly seven thousand dollars had been garnered from this source. In McBride's first year, nearly \$32,000 was raised, including \$15,000 from a faculty/staff drive; the same source netted almost \$20,000 a year later, in 1990.⁸

McBride's most sensational coup came in the next fiscal year when she secured a \$250,000 grant from the Anheuser-Busch Foundation to establish a periodicals room in the library. Location of periodicals had long been a difficult problem for library users because current issues were shelved in three different locations, and bound volumes by call number throughout the building. The situation was exacerbated by the placement of many bound volumes in special "folio" shelving areas, supposedly for oversize materials but actually including many titles only a little over the normal height. These folio sections, established in the 1960s, created untold confusion—for example, the east wing of Morgan Library's basement contained two sections beginning with the Library of Congress call number "A," one regular-sized and the other folio. The Anheuser-Busch grant, which centralized periodicals on the second floor, presented a formidable logistical challenge—every book and journal in the building had to be shifted. Fortunately, library staff responded resourcefully. Circulation librarian Halcyon Enssle used a micro-computer program to map the changes in advance, which enabled shelving manager Nancy Sedgwick and her crew to handle the move smoothly.⁹ With a ceremony that included free beer in the Lory Student Center, the Anheuser-Busch Current Periodicals Room opened in September 1990. The room housed eight thousand titles and seated 140 people. A subsequent survey indicated that ninety percent of respondents deemed the new arrangement

superior to the old and gave the room itself an approval rating of eighty percent.¹⁰

The enthusiastic reception of the Anheuser-Busch Room provided a welcome respite from unfavorable student comments generated by the ARL-ranking problem. To be sure, not all observations concerning Morgan Library were critical. Positive views were also revealed at an open forum sponsored by ASCSU. Most in attendance indicated the importance of the library to them and believed that both computer and print resources would be necessary for research.¹¹

In contrast, the *Collegian* often reflected the "traditional," negative perspective. One sports columnist lampooned Morgan Library as a "labyrinth," while a letter to the editor demanded that dollars wasted on athletics instead be used to buy books for the "sad library." In addition, items submitted to the Morgan Library suggestion box revealed long-standing complaints about noise and lighting, along with requests for acquisition of specific books, periodicals, and newspapers. The messy newspaper area aroused the ire of one patron, while another raised a stink about noxious odors in the restrooms. One person had a unique idea:

I think you should burn the library. Maybe starting over would be the best solution to such a disorganized, out of order mess?! If it was accidental, you could collect insurance.¹²

* * * * *



President Albert Yates addresses crowd at dedication of the Anheuser-Busch Current Periodical Room, 1991. In the front row: Librarians Barbara Burke (third from left) and Irene Godden (fifth from left). (Libraries)

These grumblings, however, ignored the fact that Morgan Library, like other academic institutions around the country, was undergoing a profound transformation from a system based solely on print resources to one also including electronic technology. Locally, the revolution had begun in the 1970s with RLIN and fee-based computer searches conducted by library staff. As the 1980s advanced, microcomputers began to play an increasingly important role in staff work. Personnel in reference, Special Collections, and acquisitions used WordPerfect® and other software programs for a variety of tasks, in-

cluding production of workbooks and the computerization of the Vietnam Literature collection. The placement of RLIN terminals in a public-service area expedited collection-development assignments and assisted in answering reference questions by providing correct citations.¹³

At first, these innovations were based on computer applications used only by staff. The next step entailed making computer systems available directly to students and faculty. In the early 1980s, as noted, the old Mohawk computer used for checking out materials was replaced by a NOTIS system. At the same time, Colorado State left the CARL organization, which to that time had been the main avenue to develop a computerized on-line catalog to replace the card catalog. Since the NOTIS company also offered an on-line catalog system, it was natural for the library to go with NOTIS instead of CARL. After much preliminary work, NOTIS became available to library users in the fall of 1988. The original system, sporting the name CAM, which stood for Computer Access Morgan—and, coincidentally, the name of sports mascot Cam the Ram—featured a group of terminals near the main entrance and included about thirty-five percent of the materials in the card catalog. Improvements to CAM came quickly: A remote dial-up enabled patrons to access the system from their personal computers in homes and offices, and electronic access to government documents was achieved. For the first time, these publications appeared uniformly with the usual books and periodical titles found in the catalog, allowing patrons to forego the use of clumsy print indexes. Furthermore, as mentioned, the addition of government documents

to CAM bolstered Colorado State's standing with ARL.¹⁴

Despite initial successes, the ultimate viability of CAM soon elicited concerns. NOTIS, at this stage, lacked such normal computing refinements as the ability to search keywords throughout the entire text of entries. Without keyword searching, CAM remained, in effect, a computerized card file with access only by author, title, and exact Library of Congress subject headings. Unfortunately, a



Anheuser-Busch Room, 1991 (Colorado State University Photographic Services)

system upgrade allowing for keyword searching and other refinements would entail a considerable expense. Casting about for other options, librarians began a thorough study of the CARL system, which had overcome early developmental problems and now was used by most of the larger academic libraries in Colorado and Wyoming. CARL offered several advantages:

keyword searching, access to the collections of area libraries, and access to periodical literature through its UNCOVER database. Equally important, it gave Colorado State an opportunity to renew cooperative ties with regional academic institutions.¹⁵

Perhaps inevitably, Morgan Library decided to rejoin CARL. The decision came in the spring of 1990; and, by that fall, a CARL on-line catalog was in place, replacing CAM, which faded from memory. Likewise, CARL replaced the NOTIS system used for book circulation. Within a few months, dial-up to the CARL system became available as well, enabling patrons to determine whether books were on the shelf or checked out at either Colorado State or other libraries without making a trip to the premises.¹⁶

The shift from CAM to CARL made another, from RLIN to OCLC, necessary. Because all the other CARL libraries used OCLC for cataloging information that went into the CARL database, continued use of RLIN would be needlessly redundant and prohibitively expensive. Moreover, other libraries were increasingly leaving RLIN, reducing the value of its database. Plans to abandon the Research Libraries Group began in 1991; and, by 1994, RLIN was used for little more than occasional reference and collection development searches. RLIN, the cynosure of Morgan Library computer systems only a decade before, was almost forgotten.¹⁷

CD-ROM products proved even more revolutionary than the on-line computer catalog. The first to recognize the importance of this format was reference librarian Stephen Green, who secured permission in 1985 to purchase InfoTrac®, a database indexing about one thousand popular magazines and business periodicals. The InfoTrac® system included four computer terminals and accompanying printers, and updated disks arrived monthly. When installed in September 1985, it became the first computerized system in Morgan Library available directly to students and other users, preceding CAM and other compact-disk products by two to three years. It was an instant success. For example, a temporary shutdown occurring several weeks after its introduction prompted one student to drive thirty miles to the University of Northern Colorado library to use the InfoTrac® system there rather than resort to printed indexes at Morgan Library. Almost ten years later, InfoTrac® retained its popularity—despite other, more comprehensive computerized alternatives, students frequently waited in line to use the four InfoTrac® stations.¹⁸

In 1988, three years after the introduction of InfoTrac®, the library began acquiring stand-alone compact-disk products—each disk contained a discrete index, usually one previously available in print format. Social science librarians obtained ERIC, a database for education literature, in the fall of 1988. About the same time, the Government Documents department obtained *Hydrodata*, which accessed water-resources data, and *National Technical Information Service* (NTIS), an index to technical reports. Not far behind was the Science Department, which acquired *Medline* and *General Science Index*. These

were the first of many CD-ROMs to be purchased (or, more accurately, leased). Government Documents, in particular, experienced an explosion in the availability of compact disks as the federal government increasingly turned to this format to distribute information; thus, more than three hundred disks were added to the documents collection in 1991-92.¹⁹

Next, technical staff enhanced the capabilities of the CD-ROM format by creating a local area network (LAN) that allowed access to a single disk from more than one workstation at a time. The LAN became operational in the fall



Tom Moothart teaching in the Electronic Information Lab, 1993 (Libraries)

of 1991; databases on medicine, life sciences, and literature were among the first to be networked.

Library staff could also use their own LAN workstations to access the Internet, a resource literally global in scope.²⁰

One victim of the CD-ROM era was fee-based on-line searching. As late as the fall of 1986, Stephen Green could consider on-line searching an "absolutely essential skill" for reference librarians, but

the advent of compact-disk databases a couple of years later completely changed that scenario. The new format not only allowed library users to perform their own searches but also came cost-free to users; the library even paid for the reams of paper used to print search results. With the average cost of fee-based searches standing at thirty-five dollars, only the most ardent researchers opted for a product that had a cost attached, and many of them were funded through grant monies. Within a week after the first science CD-ROMs became available, the sign-up sheets for them were filled. Simultaneously, demand for fee-based searching plummeted. By 1990, users were performing an estimated \$117,820 worth of CD-ROM searches, making the \$61,000 spent on these products well worth the cost. Fee-based searching could never compete with searching that, in effect, was funded by the library.²¹

The final decade of the twentieth century witnessed an increasing number of electronic innovations. CARL introduced UNCOVER, a table of contents index covering many thousands of periodicals; by 1994, Morgan Library was subsidizing an UNCOVER service that allowed patrons to have complete texts of articles faxed to them free of charge. Another advance occurred when the availability of Telnet connections made it possible to scan the contents of

computerized library catalogs of major institutions around the world. Some journals became solely electronic, causing librarians to puzzle over methods to disseminate the information they contained. Cartography lent itself to computerized formats, which attracted government documents librarians to geographic information systems (GIS) projects.²²

Many of the new systems came together in a single setting in November 1993, when the Electronic Information Lab (EIL) opened. The lab featured access to CARL, the CD-ROM LAN, the university Gopher (which, in turn, connected to resources around the world via Internet), and dial-in to remote mainframe systems, such as the OCLC FirstSearch family of databases. The lab contained twenty workstations, allowing librarians to teach hands-on skills to entire classes. For the grand opening of the lab, EIL manager Larry Rouch, a former employee of General Motors, concocted a promotion that included contests and prizes such as a multimedia kit. Entomology professor Lou Bjostad was impressed and told a reporter, "the lab is very well set up."²³

Increasingly, though, librarians became aware of the costs of the new technology. The initial outlay could be easily calculated, but electronic equipment created unanticipated costs. Library patrons seemed to need as much help with computers as they had with the card catalog and print indexes. Library staff who had assisted patrons using CAM hoped that CARL would prove to be more user friendly; but it, too, required time to explain to students and faculty. Similar problems occurred with CD-ROM products. Librarians resorted to printed handouts describing the new systems and instructing students in their use. A study by science librarians indicated that student CD-ROM skills could be enhanced by formal training sessions. Handouts, individual assistance, classroom instruction—all were methods familiar to the Joseph Daniels and Charlotte Baker eras.²⁴

If instruction in the use of library resources was not new, problems specifically associated with computers were. Equipped with printers that re-

sponded to the touch of a key, students who in past epochs could scarcely be induced to write down a single citation from the *Reader's Guide* now capriciously printed scores at a time. One student, for example, commanded a CD-ROM product to print nearly nine hundred citations, then walked away, leaving the printer chattering contentedly. Printer paper and ink cartridge costs soared accordingly. The comprehensive



Occupational Therapy student Sandra Ragusa places an Electronic Interlibrary Loan Request, 1993 (Libraries)

nature of CD-ROM databases also frustrated students by producing citations to items not owned by Morgan Library. As reference librarian John Schmitt put it:

It is ironic that by opening up a universe of citations, we have raised the expectations of our users in regards to what is reasonable to expect from a periodical collection. Our patrons are more satisfied than ever with our access tools and perhaps less satisfied with our collection because what we do NOT have is more obvious than ever.²⁵

Electronic technology soon outstripped the knowledge base of most of the library staff, and individuals with technical skills were hired to keep the current computer systems operating and to plan for future developments. Systems analyst Karen Weedman was the first to come on board; and, by the fall of 1988, a Library Technology Services department (LTS) had been formed. LTS personnel proved indispensable in maintaining computer systems in Morgan Library.²⁶

No unit was more thoroughly affected by computerized systems than Interlibrary Loan (ILL). After acquisition of InfoTrac®, requests from Colorado State students and faculty to obtain materials from other libraries rose by twenty percent, a pattern that recurred as other CD-ROM products were obtained. For a while, ILL requests overwhelmed the existing staff, creating delays in receipt of loans of five to six weeks. Not until additional staff were transferred to the unit was the situation alleviated.²⁷

Technological advances creating vastly increased workloads for ILL staff led to use of other technologies to mitigate the crisis. A telefacsimile machine acquired in 1989 promised rapid delivery for rush requests. ILL Record Keeping System (ILLRKS), a software program, helped automate routine processing and reduce paperwork. A connection with the campus computer network allowed patrons to place requests electronically. Another new system, ARIEL, allowed for transfer of higher-quality reproductions, including graphics, through fax machines. GRAB-IT, yet another software program, gave patrons the ability to move citations identified on CD-ROM systems electronically into the computerized ILL request system, thereby eliminating paperwork. By 1993, forty percent of ILL requests were generated electronically. The innovations instituted by Colorado State's ILL unit were publicized nationwide, gaining ILL librarian Julie Wessling and her staff professional renown.²⁸

When Morgan Library rejoined OCLC, it returned to the mainstream of interlibrary loans in Colorado, since most other libraries in the state also belonged to OCLC. Within a short time, requests processed through OCLC comprised seventy percent of the total and were split evenly between Colorado and out-of-state institutions. Although out-of-state requests still accounted for a majority of all ILL transactions, Colorado State could congratu-

late itself on having made its collections more accessible than ever to other library patrons in the state.²⁹

Technological change was evident in other aspects of library operations, as well. Funding through the Division of Continuing Education permitted hiring a distance learning librarian, Sue Schwellenbach. Using modern telecommunications, Schwellenbach responded to requests for information from Colorado State students at distant sites that often lacked library resources. The Kurzweil reading machine, introduced only a few years before, became obsolete and was replaced by Arkenstone, a device for the visually impaired that read aloud, in a variety of voices, most types of printed material.³⁰

Equally amazing, though not computer-based, was the Wei T'o machine. This piece of equipment, named after an ancient Chinese god that protected

books, salvaged print materials damaged by water and insect infestation. Obtained with a \$24,000 grant, Wei T'o was used by Colorado State librarians to assist libraries, government agencies, and individuals throughout Colorado and Wyoming to reclaim books that otherwise might have been damaged beyond repair. One suspects that library staff who hand dried books inundated by the flood of 1951 would have had more than a passing interest in Wei T'o.³¹

* * * * *

As this history draws to a close, several aspects of the library prominent throughout most of its history deserve attention. These include government documents, formal library courses, Special Collections, and the role of the library as a cultural resource. As discussed, government publications became more accessible when they were added to CAM and,



Teri Switzer (left) and Joan Beam (right) teaching LI 301, 1993 (Libraries)

later, CARL. As a result, reference questions directed to documents librarians jumped seventy-eight percent in the two years from 1990 to 1992, while loans of government publications increased by no less than 228 percent. Concurrently, documents received in paper formats decreased as the federal government turned increasingly to microfiche and CD-ROM products to distribute its publications. Documents librarian Fred Schmidt blamed the Ronald



Subject specialists, 1992. Front Row: May Chau, Evelyn Haynes; Second Row: Joel Rutstein, Fred Schmidt, Anna DeMiller, Jennifer Monath; Back Row: Suzanne Taylor, Tom Moothart, Joan Beam, Doug Ernest, Minna Sellers, Mike Culbertson, Beth Fuseler (Libraries)

Reagan administration for this policy, which made obtaining information from the federal government less convenient for the general public. On a more positive note, the Government Documents department established a strong map collection, named in memory of former documents librarian Karen Jacob, and began a vigorous policy of gathering both American and international maps and atlases.³²

Following in the footsteps of Baker and Hodgson, librarians in the mid-1980s once again began offering formal courses. LI280, a course designed to teach general library skills to undergraduates, was established in 1986. Renamed LI301 in 1988-89, this course was offered for a single credit; by 1994, two sections each were being offered in the fall and spring semesters.³³

Two noteworthy additions to Special Collections were a facsimile edition of *Doomsday Book*, acquired in 1988, and a gift from Dr. Dana Bailey that included rare botanical works and more than twelve thousand journal issues. Although not part of Special Collections, another noteworthy achievement was an agreement between Morgan Library and the Art Department for the library to house international posters first exhibited at the university as part of an annual event. The library received about one hundred original posters exhibited from the late 1970s to 1990; from 1991 forward, all posters were to

be added to the collection. Finally, the Western Literature Collection was moved from Special Collections to a public stack area to increase accessibility. Although limited funding had prevented this collection from achieving its original purpose of comprehensively gathering Western fiction, two thousand volumes had been collected by 1993.³⁴

Proponents of the philosophy that libraries should bring culture and reading to the student masses remained active, though perhaps less numerous than during the early years. In 1990, collection development librarian Joel Rutstein, in cooperation with Jean McBride, arranged for five well-known campus personalities—political scientist Sue Ellen Charlton, anthropologist Michael Charney, basketball coach Boyd Grant, mechanical engineer Gerald Johnson, and historian Harry Rosenberg—to pose for humorous posters designed to generate interest in reading. Rosenberg was portrayed as a medieval monk perusing a favorite tome. The posters were sold for ten dollars apiece, with the proceeds going to the library. Rutstein also modified the exhibits policy to highlight existing library collections rather than items brought from other venues. Exhibits presented under this policy included “Banned Books,” “Alumni Authors,” “Martin Luther King Birthday,” “Gay Awareness Week,” “Mexican Independence Day,” and the “Earth Day Coalition.” In another endeavor, Rutstein succeeded in having Tom Sutherland, a former Colorado State professor and a captive of Middle East terrorists for about six years, speak on the value of reading in keeping him mentally alert during his imprisonment in Beirut, Lebanon. This was not Sutherland’s first connection with the library; in 1960, he had been a member of the Library Council, an advisory group to LeMoynes Anderson.³⁵

Morgan Library joined with the campus chapter of Phi Beta Kappa in yet another effort to highlight scholarship. Beginning in 1993, a plaque bearing the names of each year’s Phi Beta Kappa initiates was on display in the library. The initial plaque unveiling, coordinated by librarians and Phi Beta Kappa officers Patricia Smith and Doug Ernest, coincided with the twentieth anniversary of the founding of the Colorado State chapter. Joan Chambers addressed a small crowd of Phi Beta Kappans and library hangers-on at a ceremony on the second floor of the library. No students attended, however, perhaps lending credence to the long-held fear of librarians that many “Aggies,” after all, were immune to the charms of culture and reading.³⁶

* * * * *

The unending problem of inadequate space, as usual, continued to vex the Morgan Library staff. Older books were sent to the Lake Street depository, lounge areas were converted to study carrels or office space to house the new LTS unit, and microform materials were consolidated in one location in Government Documents. Still it seemed that for every new book added to the collection one had to be sent to the depository. For a while, the increasing tide of government publications issued on microfiche required storage in card-

board boxes, inconveniencing patrons who hated the idea of using fiche in the first place. Along with the problems created by an aging building with too little space were difficulties with aging furniture. Assistant director for public services Nancy Allen reported in 1989:

The disintegrating ‘potato chip’ chairs [with seats resembling potato chips and almost as breakable] were replaced with University funds. The tubular-leg, blue plastic chairs are marginally more attractive.³⁷

One important milestone was achieved in 1988, when the HELP Center, an academic-advising agency, vacated offices in the north end of Morgan Library and Special Collections moved in. The HELP Center was the last of various campus units to occupy the “temporary” office space tacked onto the building when university officials struck a deal with state officers after the

original bid was let a quarter-century before. For the first time, the entire building belonged to the library.³⁸

The Lake Street depository, like the main library building, was not without its woes. As the depository neared capacity, compact shelving units were installed, creating additional storage space. A lift was added to move books to upper levels—an innovation championed by Charlotte Baker years before. Fax equipment was installed to expedite interlibrary loan requests without physically removing volumes from storage. In all, by 1990, the changes to the depository had created space to accommodate two more years of growth.³⁹



Lake Street Depository, circa 1992 (Libraries)

Three branch libraries—Veterinary Medicine, Engineering Sciences, and Atmospheric Sciences—remained. Service in these physically remote units was greatly improved by installation first of CAM, then of CARL terminals, allowing staff and patrons to consult holdings at Morgan Library without having to visit the main campus. On the other hand, the branches suffered from the vicissitudes of funding. Vet had to reduce hours in 1988-89 because of insufficient funding for student assistants, thereby antagonizing its clientele. Meanwhile, use of the Engineering branch declined through the years, ostensibly because of decreased grant support among engineering faculty, who concomitantly made less use of library facilities.⁴⁰

Reinforcement of Morgan Library's image as an aging facility emerged in 1992. For some time, staff in the Acquisitions and Catalog departments had complained of fatigue and eye, nose, and throat irritations. All felt that air quality in that part of the building was poor. These symptoms culminated in an outbreak of illness early in July 1992. In a two-day period, thirteen people became sick; and, by September, fully twenty-four had sought medical attention for upper respiratory infection, nausea, and fatigue. Extensive tests of air quality, temperature, and humidity confirmed that "sick-building syndrome" was present. Facilities technicians increased the flow of outdoor air to the interior of the building and the situation improved. In the interim, however, Morgan Library received nationwide attention in the library press for sick-building syndrome. Joseph Daniels and Charlotte Baker, tormented by the odors of guinea pigs and other laboratory creatures, would have nodded in sympathy.⁴¹

A library rapidly approaching capacity, a storage building also nearing capacity, and now a sick building—a more dismal situation could hardly be imagined. Finally a glimmer of hope appeared. At director Chambers' urging, assistant director Nancy Allen began work on plans for an expanded building, following formulas used by the Colorado Commission on Higher Education (CCHE). Allen developed an outline that featured a phased expansion—which included improvements to the Lake Street depository and an addition to, and renovation of, the Morgan Library—that would allow for growth

through the year 2005. The State Board of Agriculture endorsed the plan in 1992. As always, realization of the project depended on state funding; but on paper, at least, librarians were prepared to act.⁴²



Dismantling the card catalog, 1994; Ruby Olson (left) and Sharon Kunze (right) (Libraries)

All along, day after day, year after year, from the inception of the first on-line catalog, CAM, cataloging staff had been quietly toiling away at the gargantuan task of converting bibliographic information for all items owned by the library into computerized format. The first computerized records had been prepared in 1976, when Colorado State joined OCLC. Magnetic tapes for these OCLC records, RLIN, NOTIS, and Government Printing Office documents had to be edited before they could be loaded into the CARL mainframe in Denver. Records that preceded the introduction of electronic cataloging were converted individually by staff at keyboards. Catalogers slowly whittled away at the task; in 1985-86, 33,600 records were converted, followed by 21,600 the next year. When CAM came on line, it contained approximately thirty-five percent of the holdings of the library. By 1989, the card catalog was frozen—no more new items would be added to it. More than 100,000 bibliographic records were scheduled for conversion in 1991-92 and another 140,000 in 1992-93. Finally, the seemingly endless task was completed. In January 1994, the card catalog was removed and its contents—nearly one hundred years worth of printed and typed cards—were sent to a recycling center. Henceforth, all items owned by Morgan Library would be cataloged on CARL.⁴³

First begun by Daisy Stratton as a handwritten file, the card catalog had been a familiar source of richness and frustration for generations of students and faculty. Its departure marked the end of the era when libraries depended only on printed resources. The library at Colorado State University was now prepared to enter the twenty-first century, a time when electronic sources certainly would assume greater and greater importance, perhaps someday replacing the world of printed books and periodicals altogether.



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EPILOGUE



Meeting with architects, 1994. Left to right: Joan Chambers, Serials Librarian Donnice Cochenour, and Library Technology Support Head Karen Weedman. (Colorado State University Photographic Services)

Shortly after the removal of the card catalog came startling news: At long last, the state legislature had approved funding for an addition to Morgan Library. This development was a combination of careful planning and fortuitous circumstance. The phased plan for library expansion first put together in 1991 and approved by both the State Board of Agriculture and the Colorado Commission on Higher Education in 1992 had become the State Board's highest priority for the legisla-

tive session of 1994. President Albert Yates worked diligently to acquaint legislators with the library's problems. All this effort might have gone unrewarded, however, had it not been for a windfall savings of thirty million dollars originally budgeted by the state of Colorado for Medicaid programs. The legislature decided to use this surplus for higher education capital construction and appropriated thirteen million for CSU's library addition. The remainder of the twenty million dollar project would be raised by the university from private donations.¹

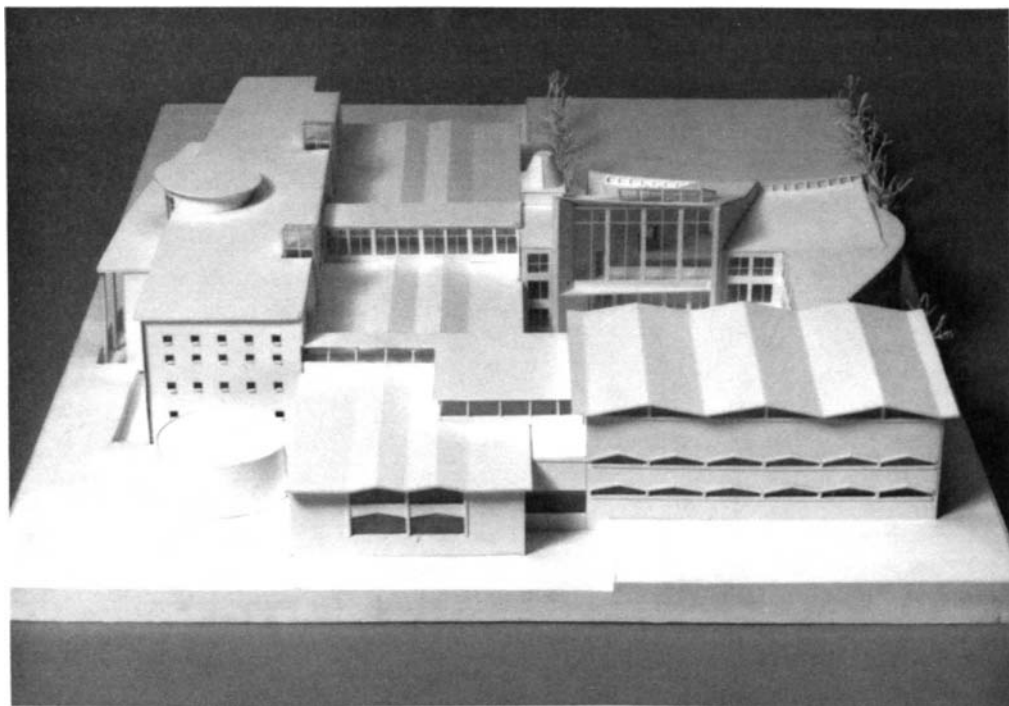
The university's share—seven million dollars—was unprecedented and called for an exemplary fund-raising effort. President Yates, Joan Chambers, and members of the Office of University Development began meeting with selected donors in the summer of 1994. The results became apparent in October when approximately \$4.6 million in pledges were announced.² More good news followed. Major pledges in November and in January 1995 added more than one million dollars to the total. By then, pledges from all private sources amounted to \$5.78 million, well within striking distance of the goal of seven million.³

Even as the fund drive progressed, a team of architects began designing the new addition. Two firms acted as partners in the project: Luis O. Acosta, of Denver, designer of the New Orleans Convention Center, among other achievements; and Perry Dean Rogers & Partners, designers of academic libraries for Johns Hopkins, Old Dominion, William & Mary, and the University of Maryland.⁴

After gathering advice from a variety of constituencies—including faculty, students, and library staff—the architects unveiled their concept for an

expanded Morgan Library in September 1994. Their design called for construction to the west and into the plaza to the north. As much as possible, the L-shape, so long a hindrance to effective library operations, would be eliminated. Gracefully curved walls would draw the eye toward the entrance, a courtyard would bring natural light into the interior of the structure, and views of Longs Peak would be preserved. In all, the new addition would add 109,000 square feet to the existing library, for a total of 259,000 square feet. Ground-breaking was set for May 1995.⁵

No theme in the history of the library has been more prevalent than the search for an adequate facility and shelf space. Each time the library moved into new quarters, the expansion was long overdue and the new building filled more rapidly than had been anticipated. Branch libraries and remote storage facilities supplemented the deficiencies of the main library building so consistently from the 1940s as to become permanent campus additions. The expansion of Morgan Library authorized in 1994 promised to relieve much of the crowding in the existing structure. However, the master expansion plan, first devised by Nancy Allen in 1991, called for several construction phases, culminating in the first decade of the twenty-first century. Probably not until then will all the library's space needs be met.



Model of renovated Morgan Library, 1994 (Colorado State University Photographic Services)

Other recurring themes mark the first 125 years of the library. One has been stable leadership. When Joan Chambers announced that she would be stepping down as library director effective January 1, 1996, it marked the end of a tenure that had lasted slightly more than ten years. Yet she had been only the fifth director since Joseph Daniels had accepted the position in 1901. Daniels, Baker, Hodgson, Anderson, and Chambers all retained their position for a decade or more, eliminating the turmoil that can occur when leadership changes with greater frequency.⁶

Another theme concerns formal library instruction. Librarians at Colorado State have offered training orientations in a classroom setting for nearly a century and have developed formal academic programs on three occasions. Charlotte Baker developed a summer school to train librarians from rural areas, James Hodgson established a program to accredit school librarians, and, more recently, librarians have offered a one-credit course, LI301, as an elective for interested students. All enjoyed modest success, but constraints on resources have limited enrollments.

Simultaneously, librarians at Colorado State, like their colleagues elsewhere, were preoccupied for many years by a desire to introduce students to culture and a love of reading. Book displays and art exhibits have been the chief vehicles by which to lure students from their immediate concerns and into awareness of the life of the mind. In recent decades, however, this concern has been less central to the philosophy of academic librarianship. Changing social mores might have had some effect on this decline, but burgeoning enrollment might also be involved. In the days of Baker and Hodgson, librarians probably knew many of the faculty and students who frequented the library. Now, with a student population in excess of 20,000, a rise in impersonality has been inevitable. Still, certain aspects of the library's cultural mission linger: The Current Awareness Collection, displays of new books, and exhibits that highlight library collections all seek to draw passersby from their usual routines. This activity seems unlikely to disappear so long as libraries remain a place where people gather.

Aside from efforts at acculturation, relations between the library and its student clientele have varied over the years. Although there was occasional dissatisfaction before the 1960s, only during that decade did the library become a regular target for *Collegian* editors, columnists, and letter writers, a situation persisting into the 1990s. One suspects that only a vocal minority actively criticize Morgan Library, while many others remain either indifferent or perhaps even supportive. Some of the more extreme charges leveled by students must be regarded with skepticism. Nevertheless, student critiques, even when biased, have provided a useful corrective when library practices have adversely affected the campus community. From the 1930s onward, student protests have helped to establish longer hours and more equitable fines.

Table III. ARL "Independent" Land-Grant Members, 1992-1993

Institution	Volume Count
Auburn	2,141,000
California-Davis	2,659,000
Colorado State	1,505,000 (10)
Iowa State	1,994,000
Michigan State	2,939,000 (1)
North Carolina State	1,485,000
Oklahoma State	1,706,000
Purdue	2,076,000
Texas A & M	2,155,000
Virginia Polytechnic	1,850,000
Washington State	1,718,000

SOURCE: Association of Research Libraries. *ARL Statistics 1992-93* (Washington, D.C. : Association of Research Libraries, 1994), p.51. Figures in parentheses indicate rankings by size.

Since the mid-1980s, the perception of Morgan Library by both students and faculty has been colored by statistics from the Association of Research Libraries that place Colorado State at, or near, the bottom of that organization's rankings. For example, ARL statistics for 1992-93 placed Colorado State 107th in volume count, just above last place North Carolina State.⁷ Naturally, one would suppose that a library ranked so low would have weak collections. Yet, in certain respects the ARL data are misleading.

ARL includes the elite of academic libraries in North America, some of world-class stature. The top ten in 1992-93 were Harvard, Yale, Illinois, California-Berkeley, Texas, Michigan, Toronto, UCLA, Columbia, and Stanford.⁸ A land-grant institution like Colorado State, with a tradition differing from that of the great liberal-arts universities, has difficulty competing with them in collection size. Even to be ranked among them is something of an achievement. Comparing Morgan Library with its land-grant peers is a more realistic measure of the quality of the library. Often Colorado State is near the midpoint. A glance at Tables I and II shows that the Colorado institution performed comparatively well from 1920 to 1984. In an array that includes up to thirteen of the largest libraries at land-grant institutions, the library at Colorado State has several times ranked seventh and never lower than twelfth. By 1992-93, Morgan Library ranked tenth among the eleven land-grant members of ARL (Table III, above).⁹ But many "independent" land-grant institutions are not large enough to qualify for ARL membership. Thus, when all twenty "independents," not simply those in ARL, are measured, Colorado State falls above the midpoint (Table IV, page 183). Once again, this position is one the library has tended to occupy throughout most of the twentieth century.

Numbers of volumes are difficult to count with consistency, and such figures must be used with caution when making comparisons. Nevertheless,

it is remarkable that Colorado State has maintained a position near the midpoint when measured against its peers over the last seventy-five years. Morgan Library's ranking at the bottom of ARL statistics, which lends credence to those who believe the library to be poor, is something of a red herring in this respect.



CARL Room, 1990s (Libraries)

Yet weaknesses within the library's collections must be acknowledged. As early as the 1890s, uncertainty about the proper development of the collection arose. Joseph Daniels settled the matter by deciding that the library should support the technical, scientific, and agricultural purposes of the college, a stance to which succeeding library directors

Table IV. "Independent" Land-Grant Libraries, 1994

Institution	Volumes	Subscriptions
Auburn	2,141,000	21,611
California-Davis	2,329,000	50,298 (1)
Clemson	1,437,000	6,611
Colorado State	1,505,000 (9)	20,868 (6)
Iowa State	1,955,000	21,547
Kansas State	1,277,000	-----
Michigan State	2,940,000 (1)	27,876
Mississippi State	865,000	7,099
Montana State	515,000	5,078
New Mexico State	903,000	7,089
North Carolina State	1,485,000	18,086
North Dakota State	455,000	5,345
Oklahoma State	641,000	16,173
Oregon State	1,246,000	18,800
Purdue	2,076,000	14,139
South Dakota State	475,000	3,052
Texas A & M	2,003,000	13,775
Utah State	1,121,000	13,994
Virginia Polytechnic	1,850,000	18,288
Washington State	1,718,000	24,038

Source: *American Library Directory* 1994-95 47th ed. (New Providence, N.J.: R.R. Bowker, 1994). Figures in parentheses indicate highest ranking and Colorado State ranking.

adhered. Though they undoubtedly followed an appropriate course of action, limited budgets and competing institutional priorities led to a neglect of the liberal arts. After World War II, federal aid to higher education caused some "independent" land-grant libraries to grow rapidly; but the Colorado A&M library failed to keep pace. Not until the accreditation crisis at the end of the 1950s did the library and the liberal arts begin to receive adequate budgets. Collections boomed in the 1960s and, despite vicissitudes in ensuing decades, achieved a breadth more in keeping with university status.

At present, the most obvious threat to liberal-arts collections comes from the rising cost of periodical subscriptions. As a scientific institution, Colorado State must collect many journals, proceedings, and series that assist scientists in keeping abreast of developments in their fields. Unfortunately, subscriptions now devour approximately seventy-eight percent of the budget, making it difficult to purchase the books needed to support liberal-arts programs.¹⁰ It is a dilemma James Hodgson faced in the 1930s and one with which all land-grant libraries must contend. The inflationary creep of periodical prices has been a bugaboo for nearly twenty years and appears unlikely to diminish soon.

One of the most successful efforts at collection development has been that of government documents. Strapped by lack of funds as early as the days of Joseph Daniels, librarians turned to the federal government as a source of free publications. Daniels secured depository status for the college, one of his most lasting contributions. Since then, documents librarians have zealously built their collection, which now boasts exceptional strengths in areas dealing with public lands, natural resources, and water engineering. Direct federal aid to libraries, such as the New Deal programs of the 1930s and the Higher Education acts of the 1960s, has been sporadic; but access to the publications of federal agencies throughout the twentieth century has enabled Colorado State to build a noteworthy collection.

Faced with inadequate budgets, Colorado academic libraries long ago began cooperative efforts to pool their resources. The first large-scale initiatives began with the Bibliographic Center for Research in the 1930s, an organization still in existence sixty years later. Other cooperative efforts floundered until the 1970s, when computer networking enabled the libraries around the state and nation to share resources electronically, avoiding the previously thorny issues of ownership and physical location. Just as James Hodgson supported BCR in the 1930s, in recent years Morgan Library has joined electronically based networks such as RLIN, OCLC, and CARL, making its holdings available to researchers throughout the country.

Discussion of electronic networking inevitably leads to the most revolutionary and perplexing theme in recent library history: the effect of computers on an organization hitherto dedicated to the collection and preservation of print materials. In 1993, three Colorado State librarians—Joel Rutstein, Anna DeMiller, and Elizabeth Fuseler—coauthored an article that summed up the

issues so succinctly that it won a national award from the Blackwell North America, Inc., a well-known book wholesaler. According to Rutstein, DeMiller, and Fuseler, the advent of automated systems coincided with the persistent crisis caused by the cost of periodical subscriptions. Confronted by their inability to purchase costly subscriptions in a comprehensive fashion, librarians are now turning to new technology to resolve the problem. Use of computer networks makes it possible to identify articles not owned by Morgan Library and have the text of the article delivered on line or via fax. Individual libraries need not own a periodical to have access to the literature it contains. It is likely that more and more information will appear in electronic rather than print form and that the role of libraries is shifting from repositories for print items to nodes at which literature at any site can be identified and transferred to a library patron electronically.¹¹

Yet serious issues remain unanswered. Copyright law, which protects intellectual property, is an obstacle to electronic transfer of information. It remains to be seen how publishers will adjust to an electronic environment. Computers also raise expectations of library patrons, who increasingly expect to be able to identify all relevant resources in their own library and elsewhere, obtain it with little or no delay, and electronically manipulate the information to their own needs. Not only does current technology lack this ability, but computer networking itself is so expensive as to force libraries to find a balance between print and electronic resources. Too little emphasis on computerization inhibits the ability of patrons to identify and obtain the resources they require, while insufficient attention to print materials threatens unique, in-depth local collections assembled through many years of effort. The long-term consequences of the latter scenario are the gradual homogenization of library collections nationwide and the loss of rich resources not easily duplicated.¹²

* * * * *

Historian Theodore Roszak, in his book *The Cult of Information*, addresses the issues of computers, electronic information, and libraries from a larger perspective. Roszak fears that enthusiasts are blurring the distinction between



computers, which process bits of information, and the human mind, which engages in thought and generates ideas. The human mind, by means that we do not fully understand and that computers cannot replicate, recognizes patterns in a welter of infor-

Science/Technology CD-ROM Workstations, 1992 (Libraries)

mational facts and then creates ideas. Ideas can also be generated through experience, impossible to computers. Indeed, ideas can be generated even when no information is at hand. For example, Roszak believes that certain "master ideas" embody "the great moral, religious, and metaphysical teachings which are the foundations of culture." Such master ideas—e.g., "All men are created equal," "The Tao that can be named is not the true Tao," "The mind is a blank sheet of paper," "Life is a pilgrimage"—are "based on no information whatever." All this might seem obvious, but Roszak believes that computers are often presented to schoolchildren as a superior type of intelligence, to the denigration of their own creative abilities.¹³

Roszak sees libraries as one corrective to the abuses created by the "computer cult" mindset. Full access to computer resources is too expensive for many citizens and is currently not technically feasible for all of society. Properly funded, libraries can provide free access for all. Much of the burgeoning computer world is commercial in nature, aimed at consumer markets. Again, placement of computer services in libraries can dilute the glitzy but shallow nature of many electronic resources by embedding computer services in the rich cultural milieu represented by the rest of the library's collections. (Here one discerns in Roszak's argument an echo of the old concern academic librarians felt for the acculturation of students). Finally, Roszak asserts that availability of computer resources in libraries promotes the value of human intervention in the use of those resources. He believes that librarians, more than any other profession, have been involved in the application of new technologies to age-old needs for information, literacy, and knowledge. It is librarians, rather than computer engineers or high-tech entrepreneurs, who recognize both the promise and pitfalls of electronic resources. Librarians critique the value of these resources just as they have always critiqued the value of other information formats. When students and citizens inquire for information, reference librarians can make them aware not only of electronic formats but also of other resources when computers prove inadequate or unsuitable. Roszak thus returns to his initial theme: It is the application of human intelligence and thought, as represented by librarians and their patrons, that gives value to the information processed by computers. Without informed human intervention, computers are of no more value than any other resource for information.¹⁴

* * * * *

In 1941, Argentine author Jorge Luis Borges postulated a library coextensive with the universe. The "Library of Babel," a sequence of hexagonal rooms, apparently without limit, contains every possible book that can be written, in every possible language: the history of the future, the autobiographies of archangels, accounts of one's own death. . . . This marvelous treasure-trove is impossible to penetrate, however. For every true book, a myriad of false copies exist. Spine labels bear no relation to contents. The single true catalog

is impossible to discover among thousands that are false. Not unnaturally, researchers despair, go mad, and commit suicide. The narrator confides:

I suspect that the human species—the unique human species—is on the road to extinction, while the library will last forever: illuminated, solitary, infinite, perfectly immovable, filled with precious volumes, useless, incorruptible, secret.¹⁵

At the end of the twentieth century, it is perhaps easier to imagine that libraries will predecease the human species rather than the reverse. Still, electronic networks—the “cyberspace” of the Internet, for example—often seem to resemble the Library of Babel rather than the more organized print collections that have been the heart of libraries for centuries. Librarians at Colorado State are struggling with issues unexpected only a few years ago: How can a balance between print and electronic resources be maintained? How long will the two continue to coexist? Will printed matter quickly be digitized and placed in electronic files accessible to all? Will libraries as physical entities wither away? Answers to those questions currently lie in the realm of guesswork, but one statement can be made with confidence: Just as the recently approved addition to Morgan Library reveals a faith that that institution will continue to go forward, librarians at Colorado State University will continue to serve their clientele of students, faculty, and citizens into the future as they have for the past century and more.



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- ¹ Joan Allmendinger and Kathy Hayes, “Persistence Pays Off for Library,” *Colorado State University Alumni* (May/June 1994): 2; Larry Wiland, “University Gets Record Capital Construction Funding From State,” *Colorado State University Alumni* (Fall 1994): 8.
- ² Laura Sandell, “Work to Secure Library Gifts Spanned Only Three Months,” *Comment*, October 20, 1994, p. 1; Paul Miller, “Morgan Library Receives Record Contribution,” *Comment*, October 20, 1994, p. 1; Kathy Hayes and Rebecca Montgomery, “Every Gift Counts,” *Colorado State University Alumni* (Winter 1994): 14.
- ³ “Coors Pours \$500,000 into Library,” *Coloradoan*, November 17, 1994, p. A1; Dan Haley, “\$600,000 More in Funding on the Books,” *Coloradoan*, January 12, 1995, p. A1.
- ⁴ Joan Chambers, “The Architects,” *Library Connection* 9 (September 1994): 2.
- ⁵ Chambers, “The Architects,” p. 2; Joan Allmendinger, “Architects Unveil Model of Morgan Library Expansion,” *Comment*, September 8, 1994, pp. 2-3;

Joan Chambers, "We're Proud to Present," *Library Connection* 9 (November 1994):1.

⁶ Joan Chambers to "Dear Colleague," March 31, 1995, memorandum in the author's possession.

⁷ *ARL Statistics 1992-1993*, p. 51.

⁸ *Ibid.*

⁹ *Ibid.*

¹⁰ Joel Rutstein to the author, March 13, 1995.

¹¹ Joel S. Rutstein, Anna L. DeMiller, and Elizabeth A. Fuseler, "Ownership versus Access: Shifting Perspectives for Libraries," *Advances in Librarianship* 17 (1993): 35-40, 42, 47.

¹² *Ibid.*, pp. 40, 44-45, 48-51.

¹³ Theodore Roszak, *The Cult of Information*, 2nd ed. (Berkeley, Calif.: University of California Press, 1994), pp. xv, 87-99, 105-107.

¹⁴ *Ibid.*, pp. 176-183, 190-192, 196-201.

¹⁵ Jorge Luis Borges, "The Library of Babel," in *Ficciones*, Anthony Kerrigan, ed. (New York: Grove Press, Inc., 1962), pp. 79-88.

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