

The Arizona State University Library 1886-1969

"The True University Of These Days Is A Collection Of Books."
- Carlyle

The tentative beginnings of the present-day University Library date back to the late nineteenth century, soon after the founding of the Territorial Normal School of Arizona in 1885, and the initial opening of classes on February 8 of the following year. A single dictionary (later supplemented by books belonging to the school principal, Hiram Bradford Farmer) constituted the first library "collection."¹

The board of Education of the Territorial Normal School, highly aware of the need to supplement the scant supply of materials used in the various classes then being taught, established the Normal School Library in 1889. Mention is made in the School's catalogue for 1889-90 of the recent purchase of "a full set of the Encyclopedia Britannica" (sic!)² by the Board, while the 1890-91 catalogue pointed out that "the Normal Library will be further increased during the coming year by the purchase of additional books of reference, especially in the line of school work, encyclopedias, history, etc."³

In the minutes of the Board of Education for July 10, 1890, it is recorded that the secretary was authorized "to procure such a number of books as might be desired by the Principal for library purposes, and to order a bookcase, two tables, and a principal's desk."⁴

The minutes of the Board of Education for January 10, 1891 contain a statement that the Principal of the Normal

School is authorized to select for the Library "additional books at a cost not exceeding \$200. . . ."5

By 1891, the Library had grown sufficiently to warrant quarters of its own. A portion of a 30-foot square room, one of the four such rooms which constituted the Normal School building, was partitioned off, fitted with wooden shelves, and used to house books, collections, and school apparatus.⁶

At the time the 1891-92 catalogue was released, the Normal School Library consisted of "five hundred volumes, covering the fields of history, science, education, and literature."⁷ Leading magazines and reviews were received regularly, while a collection of publications of the Smithsonian Institution of Washington had been added to the Library's resources.⁸

Three years later the institution's holdings had increased to 700 volumes.⁹ Reports of the U. S. Commissioner of Education and statistical reports of the U. S. Department of the Interior, together with a number of leading educational publications, added to the resources of the expanding library.¹⁰ A selection of metropolitan dailies and most of the leading newspapers of the Territory kept the students up to date on developments throughout Arizona and elsewhere in the nation.¹¹

The annual catalogue of the Normal School for 1897-98 recorded the acquisition of Appleton's Scientific Library (50 volumes), a new edition of Johnson's Cyclopaedia, and

approximately a hundred other volumes of special interest to student-teachers. At that time the Library contained sufficient reference books for the most pressing needs of the institution, with large additions to the collections planned for the coming year.¹²

Some time during the early part of 1899, Garfield A. Goodwin served as a student librarian for a period of two and a half months.¹³

At the close of the century the Library's resources had expanded to more than 1,200 volumes in the fields of education, history, science, and general literature, together with a good supply of encyclopedias and other reference books.¹⁴

According to information obtained by Miss Ruth M. Wright,¹⁵ Normal School Librarian from 1911 to 1918, Mr. Frederick M. ("Cap") Irish, professor of Natural Sciences, was the first to attempt bringing order out of chaos in the unorganized, uncataloged book collection then housed in a large front room on the third floor of Old Main. (Later, the Library was moved to more convenient quarters on the first floor.)¹⁶

Professor Irish was familiar with the Dewey Decimal Classification through use of his own University of Iowa library, as well as the public library in his home town. He went to the librarian of the Dubuque, Iowa, Public Library for suggestions and advice regarding how best to go about organizing the Normal School Library. Samples of supplies and of the proper catalog cards needed in this organization

project were obtained, and a copy of the Dewey Decimal Classification purchased.

Under Professor Irish's supervision, one of the students, Mr. Alma Morgan Davis, in March, 1900, began classifying the books and preparing an author catalog. His duties also included unpacking and stamping the newly received books and placing them on the library shelves. Mr. Davis served as student librarian until his graduation in June, 1901.¹⁷

Lack of money was always a major problem, especially during the early years of the Library. In 1900 the Board of Education of the Normal School reported to the Superintendent of Public Instruction the urgent need for a larger library. It recommended that the Board ask for personal contributions if a regular appropriation could not be made. For many years following, there was no regular appropriation for the support of the Library. Efforts to establish such an appropriation repeatedly came to naught.

On June 7, 1900, Arthur John Matthews, the great educational builder, was appointed President of the Normal School, a position which he occupied until his retirement in June, 1930. Highly aware of the importance of a good library in an institution of higher learning such as this one, President Matthews strove constantly "to build up--and build up"--the underlying principle which characterized his thirty-year presidency. The Library soon became an object of special attention.

Under date of January 30, 1901, a committee appointed

to investigate the condition of the Territorial Normal School at Tempe had reported to the House of Representatives of the Twenty-first Territorial Legislative Assembly as follows:

"The special equipment most needed seems to be a larger library. The present one is a well-chosen collection of reference books, but contains little of general literature or fiction."¹⁸

This condition President Matthews set out to remedy as soon as funds became available. In his first biennial report (July 1, 1900 to July 1, 1902), he pointed out:

". . . The most important improvement and the one most required has been in connection with the Library.

Although a good start had been made in this department, and some good books procured, it was entirely inadequate to meet the demands made upon it by the teachers and students for seminar courses . . . "¹⁹

During the fiscal year 1900-1901, books in the amount of \$500 were purchased; the following year this sum was doubled. President Matthews was able to state further in his biennial report:

"The library now contains over three thousand volumes, covering the best of history, science, education and general literature. Among the additions of the current year was eight hundred volumes of standard fiction. There is a generous supply of encyclopedias and other general reference books. The professional and historical departments are

especially well equipped for conduction work on the seminary plan. The reading room in connection with the library is fitted with serviceable tables which are well supplied with the leading periodicals-literary, educational and scientific."²⁰

Nearly 2,000 volumes were added to the Library between July 1, 1900 and July 1, 1902.²¹

Under date of June 15, 1901, an accession record of holdings in the Tempe Normal School Library was begun. Author, title, place and publisher, year of publication, pages, size, binding, source, cost, and class (Dewey Decimal classification) were among the types of information recorded. Accession No. 1 was C. A. Young's Lessons in Astronomy. Boston, Ginn, 1891.²²

The period from 1902 to 1904 was a lean one for the Library. Money had to be diverted to fill more pressing needs. President Matthews confessed in his biennial report (July 1, 1902-July 1, 1904):

"The Library has been neglected to a great extent for the past two years. Only about \$600 has been expended in books. This very important department of the Normal School ought to receive more attention in the future."²³

President Matthews went on to point out that unfortunately the library had been the recipient of:

" . . . the least attention of any of the departments of the school. This is a mistake, as it is by far

the most important of all, . . . an indispensable means of broadening the work presented by the teacher in the class rooms."²⁴

He stated further that "at least 4000 volumes" should be added to enrich its holdings and bring it up to standard.

Throughout the early years of the twentieth century, faculty members of the Territorial Normal School administered the Library, in addition to their regular classroom teaching assignments. Miss Jessie M. Smith, teacher of elocution, literature, and physical culture, took charge of the Library from 1901 to 1902. During the academic year 1902-03, Miss Kathryn T. Daly taught literature and elocution, as well as supervising the Library.²⁵

It was not until the fall of 1903 that the Tempe Normal School obtained its first trained librarian. In September of that year, Miss Winifred Evelyn Peters, a graduate of the training school of the Los Angeles Public Library, became Librarian and Secretary, a position which she held until April, 1906.²⁶

A year after her arrival, Miss Peters reported that a classed catalog of the book collection was available, in addition to the dictionary catalog which was being completed at the time. Under her guidance, library holdings increased to some 5,000 volumes, including standard works of history, science, professional and general literature, educational reports, government reports, encyclopedias, and other reference works."²⁷ Miss Peters resigned in the spring of 1906,

to become librarian of the Southern Pacific Railway Club House in San Francisco.

Following the resignation of Miss Peters, Miss Laura Dobbs (who had joined the Normal School staff as a part-time librarian in 1905) served as full-time Librarian and Secretary during the 1906-07 academic year.²⁸

The two succeeding years (1907-08 and 1908-09) saw a return to the old system of having faculty members supervise the Library, as well as teach. Miss Gracia L. Fernández combined the duties of librarian and professor of Spanish during this period.²⁹

Always fully cognizant of the fact that an adequate book collection was a basic requirement for the institution, President Matthews constantly sought to upgrade and increase the holdings of the Normal School Library. In his 1906-08 biennial report containing recommendations for the 1909-10 and 1910-11 academic years, he stated firmly that "an appropriation of not less than \$1500 should be made for the Library."³⁰

Continuing its steady growth and broadening the scope of the collection, the Library was able to report in the Normal School's 1907-08 catalogue that approximately 80 of the best literary, scientific, professional, and general magazines were received annually.³¹ Such titles as American Journal of Archaeology, Atlantic, American Historical Review, Classical Review, Collier's, Journal of Geology, Etude, Primary Education, and Woodcraft were regularly bound and

added to the Library's holdings.³²

In the fall of 1909, Miss Winifred E. Peters returned to her former position as Librarian of the Tempe Normal School, remaining until the summer of 1910, when she left to be married.³³

By then the Library's resources had increased to about 6,000 volumes, classified according to the Dewey Decimal System. This collection was now large enough to permit the placing of some encyclopedias, atlases, gazetteers, and biographical dictionaries in the assembly hall and the several recitation rooms for the convenience of the students.³⁴

For the first time, a short, two-part course in Library Instruction was offered during the 1910-11 academic year.³⁵ In the first semester, the students were introduced to the use of the library in general, classification and arrangement of books, and use of the card catalog and periodical indexes. Those who wished further instruction, enabling them to become teacher-librarians, might continue with Part 2 of the course, studying the relation between library and school, book binding, book selection and purchasing, preparation of materials for the shelves, accessioning, classification and book numbers, cataloging, and charging systems.

Following Miss Peters' resignation, Miss Laura Debb again became Librarian in the fall of 1910, remaining until the arrival of Miss Ruth M. Wright in September, 1911.³⁶

Students entering classes that fall of 1911 found a remodeled Library occupying two large, well-lighted rooms

on the first floor of Old Main, together with an adjoining room for both bound and current periodicals.³⁷ Miss Ruth M. Wright, head of the Reference Department of the Portland Public Library and a graduate of Pratt Institute of Library Science, with a wide range of experience, joined the Normal School staff as librarian.³⁸

Miss Wright reported during her second year as Librarian that the Normal School's professional library, housed in the Training School, was built up by a rather unusual plan, of which she did NOT approve. Each senior student bought one textbook and subscribed \$1.00 with which to buy professional books for the Library's reference collection of such material.³⁹

At the beginning of the academic year 1912-13, the Library's holdings included a collection of approximately 300 volumes of children's books housed in the Training School library.⁴⁰ These had been purchased with funds from entertainments given by the Training School, there being no library funds available for such items.⁴¹

This same academic year, 1912-13, the course in Library Instruction became a two-year program and included special work for members of the senior class who were interested in the formation of a school library.⁴²

By the fall of 1913, the Library had grown to approximately 7,000 volumes, plus sizeable holdings of government documents.⁴³

At this time, the book collections, current periodicals, and newspapers, as well as the reading room, were occupying

space urgently needed for classes. These overcrowded conditions were a definite handicap to the efficient functioning of the Library, as President Matthews was well aware.

In the Annual Report of the Tempe Normal School to the Governor for 1913-14, it was stated emphatically that the Library is "the general laboratory of all the departments of the institution, and as such should be the best equipped and most convenient building on the campus."⁴⁴ It was noted further that the Library had had scant opportunity to keep abreast of the rapid developments taking place within the School.

The annual report of the Tempe Normal School's Board of Education to the Governor of Arizona for 1913-14 contained a number of recommendations for the maintenance and improvement of the School during the academic years 1915-16 and 1916-17.⁴⁵ The Board strongly urged that high priority be given to an appropriation of \$45,000 for construction of a special building to house both the Library and the executive offices. A separate appropriation of \$2,500 per annum for the purchase of library books--"a small amount for so important a purpose--"⁴⁶ as the Board stated, was highly recommended. Unfortunately, lack of state funds made appropriations for these projects impossible.

In September, 1915, the Library took over the entire student assembly hall on the east side of the first floor of Old Main. The remodeled quarters became a combined library and study hall, where the students were required to spend all

their study periods. In order to facilitate this increased Library responsibility, the position of assistant librarian was added to the faculty.

Pictures and statuary, gifts of various individuals and organizations, added greatly to the attractive surroundings. A tan and brown color scheme prevailed throughout the area.⁴⁷

By this time the collections had increased to approximately 7,500 volumes, with 100 current periodicals being received regularly. A special children's room was opened in the Training School to house the collection of about 1,000 of the best juvenile books presently available. The Library Methods course for seniors was expanded to include book binding and the use and arrangement of pictures.⁴⁸

Two years later, the main Library's holdings had grown to 9,600 volumes, while the children's library had expanded to 1,200 items.⁴⁹

Miss Wright resigned in the spring of 1918, to accept a position as Director of the county libraries of Brumback County, Ohio. At that time the Library had, in addition to some 11,200 volumes, the following resources:⁵⁰

1. An extensive pamphlet collection, with special emphasis on the fields of home economics and agriculture.
2. An Arizona Collection.
3. A collection of clippings, with special emphasis on Arizona.
4. A collection of finely illustrated books.
(Locked Case Collection).

The children's library in the Training School contained 1,800 volumes of juvenile books, together with a teacher's reference collection and a picture collection occupying eight vertical file drawers.⁵¹

Miss Wright was succeeded in the fall of 1918 by Miss Louise E. Encking,⁵² a graduate of Pratt Institute of Library Science, who remained until the summer of 1919, when she accepted a library position in Los Angeles.⁵³

That same fall saw the appointment of a new Librarian for the Normal School: Thomas Jerome Cookson, a Cherokee Indian veteran of World War I, with a good background in Academic library work.⁵⁴ When Mr. Cookson arrived in September, 1919, "to herd the lambs in the library pastures," as the weekly campus newspaper expressed it,⁵⁵ he took charge of a collection containing over 13,000 bound volumes, together with several thousand unbound reports and bulletins. Over 100 of the best current periodicals were being received regularly.⁵⁶

Under Mr. Cookson's skilful administration, the Library enjoyed a slow but steady growth, until by the opening of the 1926-27 academic year, the collections had increased to approximately 16,000 volumes (not including several hundred bound periodicals and serials), several thousand unbound bulletins and reports, and a large pamphlet collection. Over 130 leading periodicals, three of the largest American daily newspapers, and a number of daily and weekly Arizona newspapers were received.⁵⁷ More than 3,000 children's books

were in the Training School library.⁵⁸

The Library's quarters in Old Main had been enlarged to include the entire east side of the building,⁵⁹ but expanding collections and increasing student enrollment had fast rendered this area entirely inadequate. It may be recalled that as far back as 1914, President Matthews had requested construction of a combined Library and administration building, thereby freeing desperately needed space for classroom and scientific laboratory purposes. However, it was not until some 16 years later that Dr. Matthews' long-cherished dream became a reality.

At its regular monthly meeting⁶ held on January 9, 1930, the State Board of Education approved construction of a building to house both the Library and the administrative offices.⁶⁰ The architectural firm of Lescher and Mahoney was authorized to prepare plans and specifications immediately.⁶¹ The contract for this new structure, climax of President Matthews' building program, was awarded to Rex B. Mesny.⁶² A site south of the Industrial Arts building and just east of Carrie Matthews Hall, on ground occupied by the Training School gardens, was selected. The building, designed for easy enlargement in the future, was to have been ready for occupancy on September 1, 1930, although it was December before the Library was moved and the collections made available to students and faculty.

Named for President Emeritus Arthur John Matthews, the new two-story building, with its graceful Corinthian columns, housed on its ground floor the offices of administration:

president, president emeritus, registrar, and business offices. A sizeable basement provided space for the storage of old records.

The Library occupied the entire second floor, reached by a winding staircase. The dark Philippine mahogany woodwork throughout was balanced by a general light color scheme for walls and ceilings. Large windows overlooking the campus further enhanced the artistic effect. Approximately half the area was taken up by steel book stacks which, together with the shelving in the reading room, provided space for 26,000 volumes. The Arizona Room, which housed a collection of books, pamphlets, and periodicals pertaining to Arizona and the Southwest, the librarian's office, and the general reading room accounted for the remaining floor space.⁶³

On the evening of February 14, 1931, the new Matthews Library was dedicated. The entire ceremony, broadcast direct from the Library by remote control over Phoenix radio station K. T. A. R., was one of the first broadcasts of its kind in Arizona.⁶⁴ Dr. Ralph W. Swetman, President of the College, was chairman for the occasion. Addresses by C. G. Case, State Superintendent of Public Instruction, President Emeritus Arthur J. Matthews, John R. Murdock, Professor of History, and other notables, interspersed with musical selections by the College Chorus and soloists, constituted the program.⁶⁵

At the time of the move to the new building, the Library's holdings numbered 14,306 volumes, exclusive of public documents, and 2,500 bound periodicals. Two hundred

and six general and technical periodicals were received regularly.⁶⁶

Before long, the Library had outgrown its quarters once more. These were the Depression years; money for new buildings or even for enlargement and repair of existing structures was unavailable.

Dr. Grady Gammage, President of the Arizona State Teachers College at Flagstaff for seven years, became President of the Arizona State Teachers College at Tempe in July, 1933. The following month he presented a detailed building and repair plan for the institution to the Board of Education. This construction work would be financed by the Public Works Administration of the federal government, not by state funds.

After several months of consideration by the Board, Dr. Gammage's plan was approved, and he was authorized to apply for a federal Public Works Administration (PWA) loan of \$375,000 for new campus buildings and enlargement and repair of existing structures.⁶⁷ Final approval of the loan--ultimately much more than was originally requested--was obtained in March, 1935, with enlargement of the Library to be the first unit of the project.⁶⁸

Once again the architects were Lescher and Mahoney; the Del E. Lebb Construction Company was the general contractor.⁶⁹ Construction work for the new wing on the south end of the building, which would double the size of the present structure, was begun that fall.

Elaborate dedication ceremonies took place on Parents' Day, March 27, 1936,⁷⁰ with Governor Benjamin H. McCar as the

principal speaker. The newly enlarged structure provided additional offices and classrooms, as well as much needed space for the Library proper--reading rooms, a larger Arizona Room, and expanded housing for book shelves and stacks, the capacity of the latter having been increased to an estimated 86,000 volumes. Early the following month the James Lee Felton Memorial Alcove on the second floor of the new Matthews Library addition was dedicated.⁷¹ Named in honor of Dr. Felton, head of the English Department from 1910 to 1932, this alcove was made possible through funds raised by alumnae members of the Zeta Sigma sorority, which was sponsored by Dr. Felton throughout his entire time as a member of the faculty. Reading lamps, easy chairs, and attractive tables provided a quiet, informal atmosphere for reading and study. A portrait of Dr. Felton, painted by Tom Harter, and a bronze plaque designating the alcove were placed in the area at that time.

By the opening of the 1939-40 academic year, the institution's holding had topped the 21,000 volume mark, plus approximately 4,000 bound volumes of periodicals, about 6,000 uncataloged public documents, and some 3,000 children's books in the Training School library. Two hundred and forty-one general, educational, and technical periodicals were being received. A grant from the Carnegie Corporation of New York made possible the purchase of additional items for the Library.⁷² Stack privileges were extended to all graduate students at this time.

Dr. Sidney E. Kramer, whose wide range of experience included five years as an assistant in the Special Collections Division of Columbia University Library, became Head Librarian in the fall of 1940. After his resignation in the spring of 1941, he later became a Resident Fellow of the Library of Congress in War Bibliography.⁷³ Mr. Thomas J. Cockson, who earlier had become Assistant Librarian, assumed the position of Acting Head Librarian.⁷⁴

Following the death of President Emeritus Arthur Jean Matthews on July 20, 1942, in Long Beach, California, impressive funeral services were held on July 23 in the main reading room of the Matthews Library. His body lay in state in the foyer of the building which was the culmination of his dream and the climax of his unceasing efforts to provide a true intellectual heart for his beloved college.⁷⁵

With the establishment on campus of the 315th College Training Detachment for the Army Air Force early in 1943, library facilities and collections were heavily used. Headquarters for army personnel directing the training program were established in the Library-Administration Building.

At this time the students, trainees, faculty, staff, and other patrons had access to approximately 35,000 books, 4,300 bound volumes of periodicals, and some 7,500 public documents, plus about 4,500 volumes in the Training School library. In addition, 300 general, educational, and technical periodicals were received regularly. Special features of the Library included the Arizona and Southwest Collection,

the James Lee Felton Memorial Room, which housed the Browsing Collection, and the collection maintained by the Carnegie Endowment for International Peace on behalf of the International Relations Club.⁷⁶

Seating for a maximum of only 200 in the general reading room and for an additional 100 individuals in the reference area made it necessary to forbid regular college students to enter the reference room when cadets of the Aviation Training Program were in the Library.⁷⁷

In the spring of 1943, a carved oak memorial measuring eight feet by five feet was placed in the foyer of the Library building. Prepared by the Arts Department, this permanent honor roll bore the names of college faculty and students serving in the armed forces of the United States during World War II.⁷⁸

On November 1, 1943, Harold Walter Batchelor, head of the Baldwin-Wallace College Library at Berea, Ohio, became Chief Librarian of Arizona State Teachers College at Tempe. Mr. Cockson remained on the staff for several years as assistant librarian. In keeping with his basic concept of this as a student oriented library, Mr. Batchelor welcomed student suggestions and comments regarding books and library policy.⁷⁹ As an experiment in reading availability for the students, a magazine browsing room was early added to the library's facilities. Open stacks were initiated, and the loan period for books increased to four weeks.

Through the efforts of Senator Carl T. Hayden, selected U. S. government documents were received on a continuing basis.⁸⁰

Shortly after the close of World War II, Arizona experienced a tremendous influx of population. Demobilized service men taking advantage of the GI Bill of Rights to further their education, disemployed war workers, retired people, and many others who had fallen in love with the state filled cities, towns, and numerous heretofore sparsely settled areas. Within a short time, Phoenix and the Valley of the Sun became the largest population center in the state. Enrollment at Arizona State College in Tempe skyrocketed from 553 students during the 1945-46 academic year to 4,094 in 1949-50.⁸¹

By the end of the 1948-49 fiscal year, the Library's holdings had risen to 67,983 books and 7,918 bound volumes of periodicals, with 742 periodicals received currently.⁸²

Materials of all kinds to supplement the wide variety of courses offered poured into the building.

Once again Matthews Library outgrew its quarters. More than 12,000 volumes were stacked on the floor along the walls and piled in every corner, seating accommodations were entirely inadequate to meet the demands of the vastly increased student population, and work space for the technical processing departments of the Library was practically non-existent.

It was decided to remodel and enlarge the existing structure. Tempe architect Kemper Goodwin was selected to draw up plans for the remodeling. The J. B. Porter Construction Company was awarded the \$525,000 contract.⁸³

By late October, 1949, preparations for interim housing of the Library were under way. In order to maintain maximum

service for the students and faculty, the move to temporary quarters in the new Maintenance Building on the east side of the campus was accomplished during the Christmas vacation. A core collection of some 50,000 volumes was assembled for student-faculty use, while approximately one-third of the loan collection, half the bound periodicals, and a great deal of the binding backlog were placed in storage in the basement of the old auditorium.⁸⁴ Inadequate light and sanitary facilities, overcrowding, and requests for materials in storage posed problems for both patrons and library staff. Despite numerous difficulties, the Library served the growing student body and faculty until the close of the 1950 summer session.

The move back into the newly remodeled and enlarged library building was begun in mid-August and by the opening of the fall semester it was possible to offer limited service, with full scale operations following a few weeks later.

Arranged throughout for subject specialization, the first floor of the building housed the Library administrative offices, Technical Processes (acquisitions, bibliography, and cataloging), the loan desk, the card catalog, a general lounge area leading into an outdoor patio designed for leisure reading or study, and a library science classroom. In addition, there were three large service rooms for general reference, educational materials, and current periodicals.⁸⁵

On the second floor of the building, a well-lighted gallery provided space for the Oliver B. James Collection of American Art, recently presented to the Arizona State College.

Four large reading rooms were devoted to Humanities, Science and Technology, Social Sciences, and the Best Books Browsing Collection. A mezzanine in the latter room was assigned to the collection of rare books, both first editions and finely bound volumes. The staff lounge and kitchen were also located on this floor. Three levels of book stacks, with space provided for four additional levels, embodied the most up-to-date features of design and construction. Behind the stacks were installed cubicles for the use of graduate students doing research.

A full basement housed dark rooms, printing rooms, a studio, storage, and office space for the Bureau of Audio-Visual Aids. A central projection room, three class rooms, and radio studios occupied the remaining area.⁸⁶

In all, space for 500,000 volumes was available throughout the Library. An outstanding innovation was the widespread use of color in the various areas of the building. "It's just like a fairyland," one visitor remarked, after touring the Library.⁸⁷

On Sunday afternoon, November 19, 1950, the remodeled and enlarged Matthews Library was formally dedicated in an impressive outdoor ceremony.⁸⁸ Over a thousand faculty members, students, and outsiders attended, while more than 2,000 individuals went through the building afterward.

President Grady Gammage dedicated the Library to educational purposes and to the memory of Arthur J. Matthews, long-time president of Arizona State College at Tempe. D.Y.

Robert L. Nugent, Vice President of the University of Arizona, in his keynote address emphasized the fact that the library was "the great new heart" of the campus. Music was provided by the A. S. C. Choral Union, while the College Trio (instrumental) played during the inspection of the building after its dedication.

Beginning in January, 1951, on the first Sunday afternoon in each month during the school year, the library held open house and a tea honoring a distinguished resident of the Salt River Valley.⁸⁹ Such outstanding individuals as Reg Manning, Dr. Katharine Turner, Gus Arriola, Patricia Benton, Dr. Rufus K. Wyllys, Paul Coze, and Jessie Benton Evans were among those whose work was recognized. A direct outgrowth of this series of events was the Friends of Matthews Library, through whose activities many notable additions to the institution's holdings were made.

On May 18, 1952, the Eugene P. Pedewill Memorial Music Room (a part of the Browning Room) was dedicated.⁹⁰ This splendidly equipped room was the gift of Mrs. Mary Pedewill, widow of Eugene P. Pedewill, eminent Phoenix music patron. Individual listening equipment permitted students to enjoy the finest classical recordings and radio programs. From the large Magnavox housed in this room, music was piped to the library lobby on the main floor, to the public lounge, and to the art gallery on the second floor.

In 1954, the Curriculum Laboratory, formerly administered by the head of the Training School Library, became a

separate department of Matthews Library.⁹¹ Designed to serve teachers in training at the College, as well as Arizona teachers already in service, the Curriculum Laboratory held a wealth of material. Courses of study issued by outstanding school systems, pertinent books and monographs in the field, publications of various state departments of education, textbooks used in elementary and secondary schools of Arizona, teaching units, and other helpful items were available.⁹²

Many outstanding collections of books and other materials were given to the Library throughout the years following the opening of the remodeled and enlarged building. By 1955, the rapid growth of the collections made necessary the addition of four new stack floors, thus providing a total of seven levels. It was estimated that this would increase the Library's capacity by one-third, to approximately 800,000 volumes. A unique feature of the fifth level was the use of Stor-Mor book drawers for storage of infrequently used items,⁹³ chiefly pre-1920 publications. At the close of the 1955-56 fiscal year, the collections numbered 238,916 accessioned volumes, including 18,750 bound periodicals; 1,602 periodicals were received currently.

An open stack self-service privilege was once again instituted on September 1, 1956, and proved very popular with students and other users of the Library's resources.⁹⁴ The Librarian's remarkable ability for securing gifts brought many outstanding additions to the holdings.

By the fall of 1957, the Library's rapid growth of the preceding seven years, plus the increasing enrollment, made imperative the construction of a new building. The urgent need for an expanded Library (both staffwise and structure-wise) was strongly emphasized in the Librarian's annual report.⁹⁵

In November, 1958, Arizona State College at Tempe became Arizona State University. Thus at the beginning of 1959, Matthews Library was faced with the many problems and challenges arising out of the sudden change from college to university status. It was on the borderline of being a university library: its collections had outgrown those of a college institution, but it had not yet acquired many of the basic scholarly materials needed to supplement the university curriculum and for the extensive research which would be a part of the developing doctoral program.

By the close of the 1958-59 fiscal year, its first such year as a university library, the collections had increased to 339,132 volumes. As University Librarian Harold W. Batchelor stated in his annual report, more volumes were added during that period "than were acquired in the library collection during the first sixty years of growth."⁹⁶ (NOTE: This statement is open to question. It was the practice to catalog pamphlets, leaflets, folders, and various other types of ephemera more appropriate for a vertical file, pamphlet bind them, accession, and count such items as a book added to the collections).

During the early spring of 1959, the Library was severely criticized by members of the faculty, the staff, and the student body for failure adequately to meet acceptable standards of administrative organization, service (particularly in the reference area), management, and public relations. In September, Warren McArthur, Jr., a senior engineering student with no library training or background, revealed to the State Press that he had just completed a five-month personal study of the Library, which he had begun in April.⁹⁷ Included in this study were replies to a questionnaire sent to ex-faculty and staff, graduate students, and other individuals familiar with the Library through extensive use of its collections and services.

This campus fault-finding was not always completely valid. Student criticism, in particular, was frequently based on isolated incidents and/or even flagrant misinformation. However, there were enough sound bases for criticism that President Grady Gammage requested the American Library Association to make a survey of Matthews Library, indicating strengths and weaknesses and including recommendations for improvement of its organization and services.

During the last week in October, Richard B. Harwell, Associate Director of the American Library Association, and Everett T. Moore, Head of the Reference Department at the UCLA Library and immediate past-president of the American Library Association's Reference Division, made an intensive study of Matthews Library.⁹⁸ Their completed report was released early

in December.⁹⁹ Copies were placed at the Library's loan desk for circulation to all students, faculty, and staff who were interested. (NOTE: At present, the Library does not possess a single copy of this report in either its office files or in the archives).

As one might well expect, reaction to the report was varied. The State Press, in a front page article headlined "Library Behind Times--ALA Library Study Released," quoted at length from the report.¹⁰⁰ Some individuals wrote letters to the State Press editor; still others expressed themselves directly to members of the University Administration and to the Library staff. The sudden death of President Grady Gammage on December 22, 1959, delayed until the following year much of the Library reorganization and improvement of services recommended in the survey.

The Diamond Jubilee of Arizona State University, commemorating the 75th anniversary of the establishment of the institution in 1885, was celebrated throughout 1960. Matthews Library displayed old photographs of the campus, its buildings and student groups, as well as early Normal School catalogs and other items of interest. The Architecture Branch Library, first of four such specialized libraries which later came into being, was opened on February 1 of the Jubilee Year.¹⁰¹

development during the 1960-61 fiscal year, together with a similar grant the following year, aided materially in upgrading the Library's resources. At the close of the

1961-62 fiscal year, the collections were reported as numbering 451,097 volumes, including 56,272 bound magazines.¹⁰²

On June 30, 1962, Mr. Batcheler resigned as University Librarian, after 19 years of service, in order to devote full time to the chairmanship of the Department of Library Science in the College of Education.¹⁰³

In August, Dr. Alan D. Covey, Librarian of Sacramento State College in California, accepted the position of University Librarian.¹⁰⁴ Dr. Covey's first year was largely one of reorganization and planning. Many of the recommendations for improvements in departmental and staff organization, as well as in public services, made in the 1959 ALE survey, were carried out at this time.¹⁰⁵

Two general service divisions were established, Technical Services and Public Services. The former included Acquisitions (Bibliography, Orders, Gifts and Exchanges), Catalog (cataloging, typing, processing), and Periodicals (periodical records, binding, mending). Public Services was expanded to include Reference, Loan, Reserve, Government Documents, Interlibrary Loan, and the Architecture Branch Library.¹⁰⁶ Three reference desks were established for subject divisions: Humanities; Education and Curriculum; and Science/Technology and Social Sciences. Appropriate books and periodicals were shelved in adjacent reading rooms.

A \$50,000 Library Development Fund made possible the acquisition of an important collection of Latin American books and periodicals, as well as other much needed material.¹⁰⁷

A Library Staff Association was formed during Dr. Covey's first year as University Librarian.¹⁰⁸

At the time of the library survey in 1959, it was strongly recommended that a new library structure be given high priority in the campus planning and building program.¹⁰⁹ Following the approval of a \$3.4 million appropriation for this facility, Dr. Covey and John Ellingson, Director of the Physical Plant, visited 12 college libraries throughout the United States in preparation for its design and construction.¹¹⁰ By the close of the 1962-63 fiscal year, Dr. Covey was able to report that plans were being laid for a new building, with the present Matthews Library ultimately to become an undergraduate facility.¹¹¹

Four outstanding developments took place during the next fiscal year (1963-64)--the Library of Congress reclassification project and the abandonment of the old Dewey Decimal System; the installation of IBM computerized records systems for Loan Service (June 15, 1964) and Periodicals; photoduplication service; and the purchase of the Heller Collection of 10,000 volumes, which included many priceless literary works.¹¹²

In June, 1964, East Hall, built as a women's dormitory in 1903 on the site of the Normal School's horse corral*, was razed to provide space for the new library building. Construction work on the multi-million dollar structure was begun that fall.

* The corral, incidentally was moved elsewhere at the time East Hall was built. It was still needed for the horses of those

students in the outlying districts who daily rode to and from the Normal School. This was a "Commuter Campus" from its very beginning.

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A careful three-year study and analysis of the Library's faculty-centered method of acquisitions, together with discussions involving the Faculty Library Committee and department and library chairmen, resulted in the establishment of The All Books Current or ABC Plan which made its debut in July, 1965. Under this blanket-type order scheme, the Library would receive "all of the offerings relevant to the objectives and purposes of ASU of all publishers in the United States."¹¹³

The 1965-66 fiscal year¹¹⁴ was the last spent in the old Matthews Library before the move to the new building. It was an extremely busy period for the entire staff. The first complete library inventory in twenty years was made at this time. The public catalog was revised, and approximately 70,000 cards representing missing items were later removed from the files. The Library became a depository for the Army Map Service and U. S. Coast and Geodetic Survey maps, thereby richly increasing its resources.

Under the Higher Education Act of 1965, the Library received a \$5,000 basic grant for purchase of materials to implement the University's expanding research program. Financial support for the Library from student groups on campus was highly gratifying. Three of these outstanding student-supported projects were the establishment of the

Leisure Reading Collection, made possible by a donation from the Panhellenic and Inter-fraternity Councils; donation of proceeds from the Lambda Chi Alpha-sponsored University Toad Hop for the purchase of books; and the allocation of \$35,000 by the Associated Students of Arizona State University for "the acquisition of books and other necessary materials."¹¹⁵

A new University auxiliary, the Arizona State University Library Associates, planned and organized by Dr. Covey, was founded in 1966. Over 250 influential citizens and civic leaders, under the chairmanship of Edward M. Carson of Phoenix, became charter members. Actively concerned with the development of the Library, this group has been responsible for the addition of many unusual and valuable items to the collections.¹¹⁶

The move into the new Library took place during September and October, 1966. Delays in construction and interior finishing of the building made it available on a floor-by-floor basis, rather than as a fully completed and equipped structure. This necessitated ~~the~~ drastic revision of the master plan calling for a leisurely move of some 600,000 volumes over the weeks between the close of the second summer session and the opening of the fall semester. Despite this handicap, service was maintained in both buildings. Books and periodicals were constantly available to faculty, students, and the general public, albeit sometimes snatched hastily from book trucks en route between Matthews Library and the new building and delivered by hand to eagerly

waiting patrons.¹¹⁷

Reference services were enlarged to five divisions-- General, Education (including the Curriculum Laboratory), Science, Social Science, and Humanities, one service on each floor of the building. Sixty-nine faculty studies and 202 graduate study carrels facilitated the work of those engaged in research.¹¹⁸

Following the move to the new building, the public card catalog, which had heretofore been a dictionary type, was divided into an author-title section and a subject section. A number of index guides added to each section made use of this revised catalog much easier and more efficient.

On November 22, 1966, the new Charles Trumbull Hayden Library was dedicated. Named for the founder of Tempe, and of the Territorial Normal School of Arizona, president of the first Board of Education for the School, and father of U. S. Senator Carl T. Hayden, the building was designed by the architectural firm of Weaver and Drever and built by the T. G. K. Construction Company. Following remarks by Senator Carl T. Hayden (class of 1896)*, Mr. Norman H. Strouse, Chairman of the Board, J. Walter Thompson Company, New York, gave the dedicatory address, "New Star in Tempe."¹¹⁹

Aesthetically pleasing, as well as highly functional and flexible, the Library received the Award of Merit presented jointly by the U. S. Office of Education, the American Institute of Architects, and the Educational Facilities Laboratories "for achievement of excellence in architectural design."¹²⁰

Footnote in re Senator Hayden*

* The Library provided an office for Senator Hayden after his retirement from congressional service. At present, he is engaged in research pertaining to the early-day pioneers of Arizona.

(Page 33 follows.)

It was not only the architects, faculty, and staff who thought well of the new Library. The students, especially, were enthusiastic over the comfortable accommodationsⁱⁿ for study or casual reading, the improved services, and the general helpful, friendly atmosphere throughout. It was a revelation to hear student remarks to the effect that "the building and staff make it easier to see that grandpa's grandpa was people, that it was people who made the discoveries which lifted us out of the jungle." Surely something of this spirit must have touched each and every one of those who had anything to do with the building--the librarians who assisted in the planning, the architects, the contractor, the construction people, the university administration, the Regents, the Legislature, and the taxpayers.

In April 1967, the Arizona Historical Foundation, an organization devoted to scholarly research and publication in significant phases of the state's history (particularly its pioneer period), merged its resources with those of the Arizona State University Library. Books, pamphlets, manuscripts, photographs, maps, and other items were combined with the Library's existing Arizona Collection, thus making available for research a highly significant and expanding assemblage of information pertaining to the growth and development of the forty-eighth state.¹²¹

The resources of the Library were further enriched during the 1966-67 fiscal year by the establishment of a Law Library in conjunction with the new College of Law, which would admit its first class in September, 1967. A basic

collection of over 36,000 volumes was acquired and processed by the Law Librarian and his staff. Closely integrated with the main University Library, this rapidly growing collection was available to all users of that institution's resources.¹²²

At the close of the fiscal year 1966-67, the Library collections totaled 759,631 volumes. Currently received were 5,513 periodical titles and 5,126 serial titles.¹²³

Late in the following fiscal year, the informational and directional aspects of the General Reference Service were shifted to an information booth in the main lobby of the Library. In order to facilitate use of the public catalog, a special Catalog Information Service was set up in the area. Direct telephone communication to this service from each of the other floors eliminated trips to the card catalog on the part of patrons.

With the establishment of the Special Services unit, some 230,000 microform items, the map collection, and the newspapers were concentrated in one area on Level I.¹²⁴

During Dr. Covey's seven years as University Librarian, many notable collections (both gifts and purchases) were acquired for the Library. In addition to the Heller Collection, purchased in 1963, may be mentioned 134 volumes of the works of Bruce Rogers, noted American book designer; Xerox copies of Ambrose Bierce's papers; the Clare Booth Luce collection; papers of U. S. Senator Carl T. Hayden and Representative John J. Rhodes; a complete microcard collection of United Nations documents, 1946 to date; the

Ridgeway collection of materials in the field of Arizona history (including diaries, photographs, and letters); and additions of the Library's Omar Khayyam collection, purchased in large part from the Leigh W. Hunt Memorial Fund.

Highlight of the 1968-69 fiscal year was the acquisition of the Library's millienth volume, Histeria Naturae, by Jean Nieremberg, printed in the year 1635.

In the spring of 1969, Dr. Covey submitted his resignation as University Librarian (effective July 1), to assume a teaching position in the Department of Library Science at Wisconsin State University, Oshkosh, Wisconsin. More than eight decades of Library history, extending from 1886 to 1969, were at an end.

THE END