

Older than it Looks: *Origins of the University of Calgary Library*

by

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As Alberta moved toward provincehood in 1905, citizens in its two most populous cities were in fierce competition to be named the provincial capital. When Edmonton was given the honour, incensed Calgarians assumed that they would be awarded the university but Premier Alexander Rutherford had other ideas and the chosen site was Strathcona. In November 1905, Calgary was granted the consolation prize – the teacher training facility, or normal school, and with its development came one of Alberta's first libraries.

The Alberta Normal School initially operated in temporary quarters in Calgary's Central School, but almost immediately construction began on a new building with fourteen-foot ceilings and oak fittings – a building grand enough that today it houses the southern offices of the provincial government. On the second floor, space was specifically designated for a proposed library. Classes began there in 1908, the same year that the University of Alberta offered its first classes, so depending on how quickly the University of Alberta organized its library, it's possible that, when opened, the Normal School Library was the first post-secondary library in Alberta; certainly it was the first publicly funded library in Calgary.

Libraries are not built overnight and in his 1909 annual report the Normal School principal, W.H. Thompson, stressed the need for the library.¹ He had already taken the step of hiring Helen F. Mason as stenographer and librarian. In 1911 she was replaced by Laurie Jost, who in turn was followed by Annie Shaw in 1915. All three combined a secretarial role with their library responsibilities but it seems unlikely that they had any library training. This is not surprising since the only rudimentary library training that existed in Canada at the time was in summer courses in either Toronto or Montreal.² No information is available about their library practices, but they were certainly responsible for purchasing books, probably at the suggestion of teaching staff, organizing books on the shelf, and setting up circulation procedures. They may have had

access to publications about library organization and cataloguing since later evidence suggests that the books were organized in a standard classification scheme. In his 1911 annual report the new principal, Dr. E.W. Coffin, was able to say:

It is a great satisfaction to report that our library is steadily increasing and that the use thereof by the students is becoming more general. Special library periods have been set apart in the weekly programme in order to enable the students to become more freely acquainted with the books and periodicals.³

Not surprisingly, the library collection alone was not sufficient to meet the needs of the students but the Calgary Public Library, itself just three years old, was there to help. In 1915 Coffin said, "The Library staff have gone out of their way to direct the students in their reading, and have granted privileges that are really more than could have been fairly expected."⁴ Clearly it was not just the collections of the public library that Coffin valued, but the expertise found there, probably in the person of Alexander Calhoun, Calgary's first public librarian, a former teacher and a man of wide-reading and formidable intellect.⁵

By the beginning of the 1920s, the Calgary Normal School⁶ had outgrown its quarters. In 1922 it moved into an imposing red brick gothic building, situated on 123 acres of land on the brow of North Hill. It was to share this building with the Institute of Technology, the precursor of SAIT, which had been operating out of temporary quarters in east Calgary since it was established in 1916. The library was also a shared facility, located in the central tower, the demarcation line between the two institutions. It was housed on the third floor, along with the gymnasium - a juxtaposition that created noise issues that were to plague the library for many years. The librarian also served both institutions although, in the early years, there is little evidence that many materials were bought specifically

for the Technical Institute, which had only brief and limited programs.

Understanding the nature of the Normal School program is key to understanding the role of its library. By 1919 the Normal School program had expanded from a four-month program, designed to turn out teachers as quickly as possible to meet the demands of the growing province, to an eight-month program. The students (and instructors) were very busy indeed, scheduled into at least seven 40-minute classes each day. Normal School instructors felt the need to teach, not just educational theory and teaching methods, but also some of the subject content their students would be responsible for teaching. As the principal of the Camrose Normal School wrote:

Students are entering the Normal School strikingly deficient in knowledge of the subjects they have to teach. . . . In such subjects as Art, Music, Domestic Art (and probably Penmanship) few of the students have had much actual training. This makes it necessary for the lecturer to give a good deal of time to teaching the fundamentals of the subject, and leaves too little time for instruction in method.⁷

Thanks to the records created by Isabella Wilkinson Currie, who took over the library in 1924, information is available about what kind of collection was developed to meet these diverse needs. She was the first 'librarian' to actually have some library training, probably obtained through summer school courses, and her duties related solely to the library. The 1929 Normal School yearbook described her as follows:

Born in a Presbyterian manse, Ontario. Has taken Library courses at Seattle and at University of Minnesota. Joys: A book fresh from the press and smelling of printer's ink, and the piano, in which she has reached professional standing.⁸

It was undoubtedly her training that caused her to purchase an Accession Book in which Currie handwrote a complete list of the 4,750 books in the library at the time she took it over, and then regularly recorded the titles of all the books she added.⁹ The first two pages are full of philosophy and psychology titles, making it clear that this is a 'shelf list' which mirrored the arrangement of the books on the shelves, and revealing that they were likely classified using the Dewey Decimal system.

About one-sixth of the collection was works of educational theory and philosophy, and books about teaching methods, such as might be expected in an education library. There was also a significant collection of school texts, both those used in Alberta schools and others, with a notable emphasis on buying a wide variety of sets of reading primers – not just the *Alexandra Readers* (which had been the first readers authorized in the province) or the *Canadian Readers*, which were newly authorized in 1923, but a whole variety of others, including 20 copies of each of the four volumes in the *Oxford Reading* series.

Most of the rest of the collection consisted of informational titles in many different disciplines, books such as *Introduction to Geology*, *Introduction to the Social History of England*, *Orations of Cicero* and, perhaps surprisingly, *Philosophy of Ancient India*. Most were at an adult level but there was a selection of children's materials as well, primarily collections of myths, folk, and fairy tales. The reference collection held both the ninth and the eleventh editions of the *Encyclopaedia Britannica*, the 12-volume *Cambridge Modern History*, the 22 volumes of the *Times History of the War*, the *Statutes of Alberta*, the *Canada Year book* from 1908 to 1921, and copies of *Canadian Annual Review of Current Affairs* since 1912.

The composition of the collection makes it clear that an important role for the library was to fill in the gaps in the students' educations, not just in terms of their subject backgrounds, but also by widening their reading and their cultural knowledge. The literature section was equal in size to the education section, with classic novels by authors ranging from Dickens and Austen to Nellie McClung and collections of poetry by the major English language poets.

In an era when books were scarce commodities in most homes and towns, the emphasis was on providing access to good materials rather than on providing resources for student research. In 1921, Dr. Coffin wrote:

One of the most difficult things to foster, even in teachers-in-training is a disposition towards independent enquiry. . . . To correct this notion we might do many things, were it not for the amount of academic review still found necessary.¹⁰

A decade or so later, Coffin opened up more room for

inquiry in the program. In 1936, Alberta's Department of Education introduced a radical new school curriculum - the Enterprise curriculum - which grew out of the social and educational theories of John Dewey and the work of the Progressive Education Association in the United States. Philosophically, progressive education emerged from Dewey's belief that education was the wellspring of democracy. A major proponent of the theory in Alberta was Normal School instructor Donalda Dickie, whose book *The Enterprise in Theory and Practice* described an Enterprise as "the cooperative achievement of a social purpose that a teacher presents to her class with a view to having them use it as an experience in intelligent social behavior."¹¹

The new Enterprise curriculum meant a change in approach for Alberta's normal schools, which were expected both to prepare their students to teach this curriculum and to modify their own teaching methods in accord with the new activity program. Therefore in 1936 the normal schools decided to reduce the number of teaching periods to give more opportunity for independent study, as well as for time in the practice schools. By 1940, Dr. Coffin reported to the annual conference of normal school instructors that the lecture method was no longer being used to any extent in Calgary. In place of it students made reports and participated in class discussions on topics related to the general curriculum.¹²

These changes obviously had an effect upon the school's library. A new emphasis begins to appear in Dr. Coffin's reports and in 1937 he notes that "Our library has been increased during the year by several hundred volumes, a large number of which are especially helpful in Social Studies."¹³ In 1939, Coffin recorded that "a course of instruction in library classification and procedure is given to each class group; despite the fact that the library accommodation is much over-taxed, that more shelf-space is urgently needed and an assistant to the librarian is desired."¹⁴ Not only was the library itself important but knowledge of how to use and organize a library was seen as important for teachers-in-training.

However, circumstances intervened. The Normal School and its overtaxed library were about to move into even less adequate space with the outbreak of World War II, as their building was taken over as an Air Force Wireless Training School. The Normal School was moved into King Edward School, while the Technology Institute made do in the Grandstand

Buildings of the Calgary Stampede. The library, too, split – most of it went to King Edward, some went with the Tech programs, and some of the collection was later described as having been "buried" in the Institute.¹⁵ The principal reported that "the very limited reading-room space here [at King Edward] made it impossible to continue the arrangement of having classes in the morning and independent work time in the afternoon, since it became necessary to spread library work throughout the day."¹⁶

In 1942 Isabella Currie retired after many years service and Mary Isobel Grant, more commonly known as 'Belle,' took her place. She had an Education degree from Columbia University, later taking a leave to obtain her Bachelor of Library Science degree, and was hired to participate in teaching as well as running the library. She inherited a library that numbered about 8,000 volumes, and with whose collection philosophy she disagreed. Reported Grant:

The former Librarian, a quiet and capable lady, sincerely concerned with the care of the books and pictorial material, not being a professional librarian, had felt no responsibility, apparently, for maintaining the general balance of the Library and with the exception of one or two general works had left selection to the staff. [i.e. the instructors].¹⁷

The result was that when she arrived, Grant found that in the history collection there were 23 copies of one author on Canadian history and 42 of another on British history. Grant felt that this was the result of a natural tendency by instructors to order multiple copies of both their own publications and books by their favourite authors, to the sacrifice of variety of viewpoint.

At the end of the war, both the Technical Institute and the Normal School instructors and students returned to their home on the hill, but it was no longer called the Normal School. It was now the Calgary branch of the Faculty of Education of the University of Alberta, thus being the first province in Canada to take the step of moving all teacher training into a university. The library was now considered a branch of the University of Alberta Library with that university's chief librarian, first Marjorie Sherlock and later Bruce Peel, responsible for overseeing its administration. All acquisitions and cataloguing were done in Edmonton, although decisions about what to order were made locally.

The library moved back up the fifty-two steps in the

Central Block to a space that was increasingly inadequate to its purposes. For lack of space, some of the more historic parts of the collection were stored up a narrow, winding staircase in the tower, causing the librarian to warn female students to hold their skirts tightly as they ascended.¹⁸

Probably from the time of the library's return to the Institute Building, the librarian no longer served the Institute of Technology which developed its own library. However, the two libraries continued to share the same physical space until 1959 when the Library of the Institute of Technology and Art moved out of the east end of the room, freeing up 420 square feet - and the iron grill that separated the two libraries was removed.¹⁹

The demands upon the library began to change when during 1948-49, some Arts & Science courses were introduced in Calgary as options within the two years of the Bachelor of Education. By 1951, the first year of an Arts or Science degree was offered in Calgary and the library no longer served just the Faculty of Education. It now became the Library of the University of Alberta, Calgary Branch and, as Belle Grant commented in her 1951 Annual Report, "The library itself will from now on cease to be a specialized one, but will reflect the fields of the faculties concerned, Arts, Science, and Education."²⁰

Belle Grant's lively, and lengthy, annual reports to the University of Alberta librarian provide a detailed picture of library activity. In her 1949-50 report, she noted that the library had received 475 books that year: 281 for Education and 194 for Arts & Science. Two years later she recorded considerable growth in the reference collection with the purchase of such items as the *Dictionary of National Biography*, the *Oxford English Dictionary*, *Keesing's Contemporary Archives*, and *Groves' Dictionary of Music and Musicians*.

As well as providing interesting details of the growth and administration of the library, Grant's reports also record her struggle to be seen as a professional by her colleagues and to have ultimate control over the library collection. An ongoing issue arose when, in accordance with Edmonton's practice, a Library Committee was established to advise the Calgary librarian. Part of the source of the tension was that the expenditure of the book budget was a divisive issue among the emerging new Faculties, as they competed for scarce book budget funds. The Education Faculty, in particular, complained

that Arts & Science received a disproportionate share of the book budget compared to its student enrollment.²¹

Grant rightly noted that there was a difference in viewpoint between instructors, who were concerned primarily with their own subjects, and librarians, whose concern was the entire collection. One example she gave was that the Library Committee had "found it painful to consider the admission of three books representative of modern art which, whether we like it or not, is of undeniable significance in our western civilization."²² Such points, as valid as they may have been, may have been undermined by her somewhat extreme reaction to situations. For example, when she was asked, in 1954, to account in labourious detail for book budget expenditures, she wrote:

I asked for advice. I merely received insults. For that reason I suggest that the Library would be better served if, for the remainder of this term at least, a secretary be appointed for your Committee and you advise me by letter of changes desired.²³

In July of 1957 Grant resigned to do graduate work, apparently motivated in part by her failure to get a requested sabbatical leave. Later, Bruce Peel wrote that while Belle Grant had many admirable qualities, including charm, a pleasant personality, an inquiring mind, and a certain zest for life, that her resignation was "most fortunate for the University Library in Calgary because I just cannot see her giving it the direction it needed during a period of transition and growth."²⁴

Peel's choice for her successor was Dorothy Ryder, a woman who should be remembered for the contribution she made to establishing a real university library in Calgary. Ryder had a BA from UBC, a library degree from McGill, and had worked at the University of Alberta library, where she'd clearly made a good impression on Bruce Peel whose telegraph offering her the Calgary position said, "...am personally pleased about your selection."²⁵

When she began her work in Calgary in September 1957, she was faced with the conundrum of knowing that although the library would have to substantially increase its holdings because full Arts & Science degrees would soon be offered in Calgary, there was almost no room for new materials. She knew, too, that she while she was busy with the day-to-day running of the library, she would also have to devote much time to

planning for a new library on a new campus, because the university had finally obtained land of its own.

On Ryder's arrival, the library had a collection of about 20,000 volumes and subscribed to 148 periodicals. About one-third of the holdings were in the field of Education. The library was open for 54 hours a week during term and the staff consisted of three full-time employees, including the librarian, and seven part-time student assistants.²⁶

Responsibility for allocating the book budget to different subject departments had rested with the University of Alberta librarian, but in 1958 Peel gave this authority to Dorothy Ryder, to be advised by the Library Committee. He suggested that these appropriations should be maintained at about the same level as the previous year, since the present collection was already overcrowded and "I would not consent to the ordering of books just to place them in storage; in any case there is no storage room either here or there."²⁷ He felt they should wait for a few months for the move into the new campus before placing any substantial orders. The book budget assigned to Calgary totalled \$4,000 – \$1,200 for Education materials, \$1,400 for Arts, Science, and the new faculty of Engineering, \$500 for the Library to spend on its own, and a \$900 reserve fund.

The responsibility given Ryder for allocating the book budget added to the struggle for decision-making power between the librarian and the Library Committee. In the case of some faculty members, this was exacerbated by a past history of poor relations with the previous librarian. Peel intervened to stress the advisory nature of the Library Committee's role:

I am sure the present Librarian would, in most cases, take the advice of the Committee. However, it is not obligatory for her to do so, and in any case she is under my direction.²⁸

In 1957, the Library Committee suggested that each faculty member submit a list of basic books for the new library. Five hundred titles were suggested and Ryder asked the Library Committee to take responsibility for narrowing the list to the 75 titles which would actually be ordered that spring, since "she understood that there were certain professors who felt strongly against the librarian choosing the books, so she preferred not to have anything to do with the actual choosing."²⁹ The books they chose seemed to reflect a belief that any

respectable academic library had to hold a core collection of 'great books.' Their top ten choices were all Humanities titles: *The Decameron*, Kant's *Critique of Pure Reason*, Tolstoy's *War and Peace*, Saintsbury's *History of Criticism*, *Literary Essays* by Bagehot, Carlyle's *Essays*, Dostoevsky's *Crime and Punishment*, Hume's *Treatise of Human Nature*, *The Koran*, and Charles Lamb's *Letters*.

Plans were well underway for the first buildings on the new campus, and many attempts were made to forecast its rate of growth. The Calgary Library Committee irked President Dr. Walter Johns of the University of Alberta by estimating that by 1970 Calgary's university would have 8,000 students, and suggesting that they should therefore plan for a library that would hold at least 400,000 volumes.³⁰ Dr. Johns believed that by 1970 the maximum enrolment would more likely be 4,400, and he scoffed at the suggested number of volumes, given that the University of Alberta had just received its 200,000th accession in the previous month.³¹

Later, in planning for a library building on the new campus, Dorothy Ryder opted for a figure in-between those of Johns and the Library Committee, estimating a 1970 enrolment of 5,500 students and a collection of 210,000 bound volumes.³² However, she would have been better advised to go with the optimistic forecasts of the Library Committee.³³

On August 16, 1960, the library began its two-and-a-half day move to the new campus, which opened its doors to students in September, under the slightly modified name the "University of Alberta, Calgary." Fifty high school students were hired to move the 25,000 library items in two vans.³⁴ The new campus had only two buildings, the Science building and the Arts and Education building; the library moved into temporary quarters in the basement of the latter until a library building was constructed. The basement space had an area of a little under 12,000 sq ft., with the capacity for shelving 50,000 books. It included room for a Processing Department, since in the new location the Calgary library took back responsibility for its own technical services.

In the next few years the University, like all universities in North America, experienced an unprecedented period of growth. The baby boomers were beginning to reach the age for higher education and, unlike previous generations, a large number of them were going on to

university. As Dorothy Ryder expressed it, the challenge was to “within a short period of time, telescope the development that would in the past have taken twenty to fifty years.”³⁵ In the four academic years between 1960 and 1964, the library’s book collection grew from 30,000 to almost 78,000, the volume of periodicals rose from 613 to 7,458 and its materials budget quadrupled. This required a tremendous increase in staff, as the library evolved into four different departments, with the total number of staff increasing from twelve to thirty-seven, of whom eight were professional librarians.³⁶ In the midst of substantial collection building, hiring large numbers of staff, and establishing a departmental structure, Dorothy Ryder was also planning a freestanding library building. In November 1963 this building, now known as the Library Block, opened and gave the library 60,000 sq. ft. of space on three floors.³⁷

Perhaps exhausted by her endeavours, Ryder fell ill early in 1964 and that provided the opportunity for some of her ambitious new staff to approach the Library Committee about reversing some of her decisions about the layout of the library. When the Library Committee supported their position about the appropriate location for serials, Ryder was furious.³⁸ In a letter to the University’s newly appointed president Herbert Armstrong, she wrote that in the last two years the Library Committee had developed a tendency to assume an administrative rather than advisory role, that in 1963 they had taken control over the division of the book budget after the librarian had already tentatively divided it, and that the president had subsequently worsened the situation by giving funds for books directly to the Library Committee chairman. “The situation for the Librarian on the UAC campus in the last seven years,” she wrote, “has sometimes been ludicrous, often impossible and always isolated.”³⁹ She felt she had no choice but to resign.⁴⁰

Ryder should, however, have taken satisfaction in knowing that her work had not just created the strong foundations for a real university library but that, prior to her resignation, Calgary’s library had achieved complete independence from Edmonton, two years before the University of Calgary as a whole became autonomous.⁴¹ It is ironic, however, that it was also in 1964 that the Faculty of Education, whose original collections were the foundation of the library, ‘seceded’ and set up its own library. Annoyed at what they saw as the condescending attitude of other faculties toward having school textbooks and children’s materials in the

University Library, and frustrated by the long delay in getting the ‘curriculum laboratory’ that Ryder promised but hadn’t yet delivered, the Education Curriculum and Instruction Department set up its own Materials Centre⁴² School texts, children’s books, pamphlets and pictures were moved over to the new Materials Centre, which over the years evolved into today’s Doucette Library of Teaching Resources.

However the rest of the education collection remained in the main university library. Today there are on the shelves of both the main University Library, and the Doucette Library, books that bear the stamp of the “Provincial Normal School Library” and which were purchased in the early years of the twentieth century, tangible reminders of the long and winding history of both these University of Calgary libraries.

In a year or two, a brand new library building – the Taylor Family Library – will open on the University of Calgary campus, offering a 21st Century vision of an academic library whose focus will be more on electronic than print materials. This will only be the latest incarnation of the old Normal School Library. The story of its evolution from its beginnings in 1909 until 1964, by which time the University of Calgary library was operating as an independent academic library, is a significant part of the history of Calgary. The story of the origins and development of this library provides insights into the changing role and nature of libraries, while the experiences of those who provided its leadership speak to the struggle of librarians, to obtain professional recognition and status in an academic community.

NOTES

¹ Alberta Department of Education. *Annual Report* (Edmonton, AB: King’s Printer, 1909), 40 (hereafter cited as Alberta Education AR).

² Peter F. McNally, “Fanfares and Celebrations: Anniversaries in Canadian Graduate Education for Library and Information Studies” in *Readings in Canadian Library History*, ed. Peter McNally, 2nd ed. (Ottawa: Canadian Library Association, 1996), 41.

³ Alberta Education AR, 1911, 46.

⁴ Alberta Education AR, 1915, 29.

⁵ Donna Lohnes and Barbara Nicholson, *Alexander Calhoun* (Calgary, AB: Calgary Public Library, 1987).

⁶A second normal school opened in the town of Camrose in 1913.

⁷ Alberta Education AR, 1921, 43.

⁸ *Calgary Normal School Yearbook* (Calgary: Calgary Normal School, 1929), 13.

⁹ Calgary Normal School Library Accession Registers, 1925-1960. Calgary Normal School fonds, M5695, Glenbow Archives.

¹⁰ Alberta Education AR, 1921, 37.

¹¹ Dickie, Donald, *The Enterprise in Theory and Practice* (Toronto: W.J. Gage & Co, 1940), 125.

¹² Alberta Education AR, 1940, 26.

¹³ Alberta Education AR, 1937, 36

¹⁴ Alberta Education AR, 1939, 36.

¹⁵ Annual Report of the Library, 1954. University Library fonds, UACR 83.007, University of Calgary Archives (hereafter cited as Library AR),

¹⁶ Alberta Education AR, 1940, 37.

¹⁷ Isabel Grant, Report to Library Committee, included in UACLC Minutes, March 10, 1954, 1-2 (hereafter cited as Grant Report, 1954).

¹⁸ Dr Ethel King-Shaw, interview by Barbara Brydges, tape recording, April 15, 2005.

¹⁹ Library AR, 1958-9.

²⁰ Library AR, 1951-52, 1.

²¹ Minutes of meetings, University of Alberta, Calgary Branch Library Committee, May 9, 1956. University Library fonds, UARC 83.007, University of Calgary Archives (hereafter cited as UACLC Minutes).

²² Grant Report, 1954, 8.

²³ *Ibid*, 8-9.

²⁴ Bruce Peel to Andrew Doucette, Oct 5, 1959. A.L. Doucette fonds, UARC 86.034, University of Calgary Archives (hereafter cited as Doucette fonds).

²⁵ Bruce Peel telegram to Dorothy Ryder, Aug 16, 1957 in Dorothy Ryder's Scrapbook, University Library fonds, UARC 18.007, University of Calgary Archives (hereafter cited as Ryder Scrapbook).

²⁶ Dorothy Ryder, *The Library University of Alberta at Calgary. 1957*. Unpublished manuscript in Ryder Scrapbook.

²⁷ Peel to Ryder, May 5, 1958, University Library fonds, File 31.06, UARC 83.007. University of Calgary Archives. (hereafter cited as Library fonds).

²⁸ Peel to Dr. T.G. Finn, June 3, 1958, File 31.06,

Library fonds. Peel was later to have his own difficulties with the University of Alberta Library Committee. In 1966 the Library Committee in Edmonton commissioned outside experts to do a report about the library and, according to Peel, "it was very apparent to them that the Library Committee thought it was running the library and that the librarian was about like the caretaker who sweeps the floor." (Patricia Jobb, "Biography of a Librarian: Bruce Braden Peel." Unpublished paper for Master of Library Science degree, University of Alberta, Edmonton, 1987, 67).

²⁹ UACLC Minutes. Feb. 27, 1958.

³⁰ Library AR, 1959-60.

³¹ Walter Johns to Andrew Doucette, Dec 4, 1959. Doucette fonds.

³² Ryder, Dorothy. "The Library, University of Alberta, Calgary." Typescript of article submitted to the *Alberta Library Association Bulletin*, 1964 in Ryder Scrapbook.

³³ In reality, in 1970/71 the University of Calgary had an enrolment of 8,397. By 1972/73, the book collection numbered over half a million.

³⁴ "Library launches big move to new university quarters," *Calgary Herald*, Aug 17, 1960.

³⁵ The quote is from an article Ryder submitted to the Supervisor of the Cultural Affairs Branch of the Alberta government in 1961. It appeared in the branch's magazine, *Leisure, Recreation and Cultural Development*, vol, 3, no. 1, word-for-word as Ryder wrote it, under the byline of Hal Martin (Ryder Scrapbook).

³⁶ Annual Reports of University and College Libraries to the Dominion Bureau of Statistics, 1960/61 - 1963/64 (pasted in Ryder Scrapbook).

³⁷ The building is four stories plus a basement, but when it was first built part of it was needed for Faculty offices, so it was some time before Library got use of the whole facility. Library AR, 1963-64.

³⁸ Ryder, Dorothy. "A brief presented by the librarian concerning the following matters, April 28, 1964" (unpublished manuscript in Ryder Scrapbook)

³⁹ Ryder to Dr. H.S. Armstrong, Nov 10, 1964. File 32.06 University Library fonds.

⁴⁰ When Ryder wrote about her resignation in her annual report, she said that the Library Committee's motion in support of the staff position had climaxed a 'difficult and demanding year.' Library AR, 1963-64.

⁴¹Bruce Peel reported to the Canadian Association of College and University Libraries in July 1964 that “the operation of the library on the Calgary campus is now quite divorced from Edmonton.”

Quoted in *UAC Library News Bulletin*, Aug 1964.

⁴² Minutes of meeting, Department of Curriculum and Instruction, Faculty of Education, April 14, 1964. Faculty of Education fonds, UARC 88.17.3, University of Calgary Archives.