

# Forty Years of Library Education

*The School of  
Library, Archival &  
Information Studies,  
University of  
British Columbia*

1961—2001



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***1961–2001***

***by Maurizio Dattilo  
& Judith Saltman***

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School of Library, Archival & Information Studies  
1956 Main Mall  
The University of British Columbia  
Vancouver, BC  
V6T 1Z1  
<http://www.slais.ubc.ca>

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## ***Foreword***

2001 is the 40th anniversary of the founding of the University of British Columbia's School of Library, Archival & Information Studies, known in 1961 as the School of Librarianship. This publication offers a factual background and personal memoirs of the School's forty years from 1961 to 2001.

*Forty Years of Library Education* began as a research collaboration course taken for credit in the Master of Library and Information Studies program. From January to April, 2001, Maurizio Dattilo, a graduate student in the MLIS program, and I conducted a historical study of the School. To this end, the Archives and Special Collections at the University of British Columbia Library were examined, and interviews were conducted with eleven present and emeritus faculty.

We hope that this brief examination of the School adds to historical research in Canadian library education and paints a true picture of the School's spirit from its beginnings.

Maurizio and I felt it was an honour and pleasure to interview the faculty. The School would like to thank Maurizio for his strong research, writing, and commitment to this publication.

We would like to thank the following faculty for their participation: Lois Bewley, Terry Eastwood, Sheila Egoff, Ronald Hagler, Bert Hamilton, Ken Haycock, Anne Piternick, Samuel Rothstein, Peter Simmons, Jeff Stokes, and Basil Stuart-Stubbs.

We also wish to acknowledge the guidance of Sylvia Crooks and Ann Curry and the assistance of the University Archives, the University of British Columbia Library.

We are indebted to the generosity and expertise of Beth Davies, MLIS 1999, for her design and publication of this book.

**Judith Saltman**



**Main Library North  
Wing construction,  
1948**

# On Faculty

*"I would describe it as sometimes very tight, sometimes very loose, sometimes almost antagonistic. Other times a great bond of unity...."*

*"I think I got along with all of them except for some very determined rows on my part, to try [to] break down some of the rather conservative approaches of the School."*

**Lois Bewley**

*"But boy did we fit."*

**Ronald Hagler**

*"We all had our quirks and so on but it was a very congenial atmosphere and we were all sort of trying to develop the School."*

**Anne Piternick**

*"I probably expected this somehow subconsciously that this would be their life's career here. ... I think I was always a bit shocked and surprised when people left and somehow, 'Why are you leaving?' ... I think I did take the view that we were a kind of a group and there was a lot of group feeling. Yes, yes."*

**Samuel Rothstein**

*"I don't think personalities were ever a serious problem in the Library School. We all had our differences but we operated in spite of them and in fact were very friendly and social in spite of the difference that we had. It was I think in the history of the library school, at least in the thirty years that I was associated with it, it was rare for differences of opinion to get in the way of Canadian politeness I suppose if you want to reduce it to that."*

*"Faculty members were sort of awesomely strong."*

**Peter Simmons**

# *The Pre-History & Decade the First*

Education for librarianship in Canada is shy of a century old. When McGill University, with help from Melvil Dewey, initiated its summer program in 1904,<sup>1</sup> it began a uniquely Canadian tradition that influenced other such programs in Canada. Twenty-four years later, the University of Toronto followed suit when it assumed joint responsibility with the College of Education for the Ontario Library School.<sup>2</sup> Together these two universities dominated the library education scene in Canada until the 1960s, a decade in which four new graduate level programs developed across Canada.<sup>3</sup> One of them was the School of Librarianship, now the School of Library, Archival and Information Studies ("SLAIS"), at the University of British Columbia (the "University") that officially opened its doors to a class of 30 students on September 6, 1961.

When Dr. Samuel Rothstein, the School's founding member and original Director, penned the Calendar description for UBC's 50th Session, he noted that the "School of Librarianship has had a long history and a brief existence."<sup>4</sup> The University considered the idea of a library school and offered courses for the training of librarians at various times throughout its history, beginning not long after the University began operating in 1915.

In its *Report on the Library* dated April 25, 1919, the Senate Library Committee reported that the Acting Librarian was in the midst of delivering a nine-lecture course for teachers on "Library Organization, and the Use of Reference Books...".<sup>5</sup> By letter of October 20, 1920, The Board of Trustees of the Victoria Public Library requested the University to establish a department for the training of librarians. While the Senate referred the issue to the Faculty of Arts and Science, a library school or department was not forthcoming.<sup>6</sup> The Senate continued to discuss courses for librarians from time to time in the 1920s, however, as Dr. Herbert T. J. Coleman, Dean of Arts, raised it again on May 6, 1925.<sup>7</sup>

Debate about library education intensified in the 1930s, sparked by events in eastern Canada and by a local request. In 1930 McGill University replaced the diploma program with Canada's first post-baccalaureate one-year Bachelor of Library Science degree.<sup>8</sup> The University of Toronto

# The Role of Faculty

*"Be very concerned about how well you were imparting what you knew or believed to the students. Conduct yourself as fairly and impartially as you can, be a little tough but be fair. Be willing to work with ... your faculty, your colleagues with individuals who have strong personalities which I hope these new people will have because if you haven't you are pretty blah in front of a group of students. Be willing to continue to learn yourself and don't be afraid to be yourself because I think if you try to pretend in front of a group of students, and these are all adults, they are not fooled. And care about what you are teaching. And I think this gives impetus to so many more things that occur in your work with the students."*

**Lois Bewley**

*"The approach that we've taken is that the tenured faculty teach first the required courses and then every faculty member teaches at least one section of a required course. And the reason we do that is to ensure that those foundation courses focus not just on the needs of practice today and tomorrow, but focus on the underlying theories and principles of those particular core competency areas."*

**Ken Haycock**

*"I like the fact that the faculty members were true mentors in relation to the students. They were there and they had long office hours, they were accessible, they were collegial."*

**Basil Stuart-Stubbs**

joined the ranks six years later when it too offered for the first time a one-year program leading to a Bachelor of Library Science degree.<sup>9</sup> On the west coast, the Librarian Section of the Secondary School Teachers' Association of the Lower Mainland took up the cause. In 1938, it petitioned the Minister of Education and UBC to establish courses for the training of librarians. In its view, there was, "an utter lack of standards" for school librarianship and the "chaotic state of the library situation" in the schools of the province was "unsatisfactory."<sup>10</sup> On December 7th of that year, the Special Committee tabled its single page Report of Committee in response and recommended to the Senate that the University education program offer five additional lectures on School Library work in connection with its Education 12 course. Despite the developments at McGill and the University of Toronto, the Special Committee found that it was "not expedient for the University to establish a Library School as had been done in some other Canadian universities."<sup>11</sup>

The struggle waged on but the 1940s promised hope in two respects. It began in 1944 with the appointment of Norman MacKenzie as President of the University. As an administrator who saw the library as a central part of the university,<sup>12</sup> he provided the support necessary at the highest level and set the climate that would eventually allow Samuel Rothstein and Neal Harlow, University Librarian from 1951 to 1961, to develop the School of Librarianship. Of no less importance was the addition of the north wing of the Main Library during the 1947–1948 academic year. As President MacKenzie indicated:

... while we were planning the north wing of the Library, we became convinced that Canada (and Western Canada in particular) needed another school of librarianship if the needs of new and expanding libraries were to be met. My colleagues and I also agreed that UBC was the place for the establishment of such a school. So, in planning the north wing, rooms and facilities were provided that would make possible the realization of the idea when the time was ripe.<sup>13</sup>



(l-r) Neal Harlow,  
Norman Mackenzie  
& Samuel Rothstein

# On Teaching

*"I do not think anybody can actually teach and it's a cliché. You provide a climate where they want to learn. ... [Y]ou had to get the students involved in something, either in teams or very practical work out in the field and so on. And so that is what I tried to do; get them as much involved outside the school as I could and then relate that to what we were doing in school. I hope I succeeded. I certainly tried."*

*"... I think one of the things that you couldn't describe as fun, but must be privately satisfying for [a] teacher ... is to meet the people when they come in and they soon become individuals, believe me, and new to the profession. Some of them ... coming from some other profession and then seeing the growth, the professional growth by the time they graduate. And when that has occurred, you feel maybe you've done something to contribute to somebody's career. I am proud of that in a private kind of way."*

*"... did I enjoy my years at the School? The answer for me is yes because it gave me so much more than I thought. I can remember thinking one day ... I'm a teacher and I was proud of that fact."*

**Lois Bewley**

*"... we have probably the two best doctoral graduates in the country that ... we have attracted and there is still some notion among some of my colleagues and, 'Well what are they going to teach?' Well I think more of us are now to the point where we'll sort that out. These are people who have exciting research agendas, they are doing interesting work, they'll add to the intellectual life of the School and that frankly is a higher priority [at this time]."*

**Ken Haycock**

*"I think we may have been more or less different from most schools in continuing to emphasize teaching and practice and good performance on the job when other schools were being perhaps beset by the university into emphasizing publications."*

**Samuel Rothstein**

*"You look out at all those people working in the field and you think to yourself, well, I played a certain part in getting them there, look at these people, they're doing really well, you know. ... I think that always made all of us very proud."*

**Peter Simmons**



**Samuel Rothstein  
with students from the  
first graduating class**

The University had to wait another decade before the time was ripe, yet the 1950s led the way to the inevitable. As the fifties lapsed into the sixties, the time for a library school was right, the demand critical and the justifications plenty. The first push in the 1950s came on December 13, 1950 when the University Senate carried a motion "that the Library Committee and Librarian be asked to give further consideration to the possible establishment of a Library School."<sup>14</sup> More importantly, the UBC Library in the mid-fifties could not fill five professional library positions in the areas of cataloguing and reference.<sup>15</sup>

Though the need was present, the missing ingredient was a "catalyst" to make it a reality. The catalyst: a former UBC student, Samuel Rothstein.<sup>16</sup> When Dr. Rothstein completed his Ph.D. at the University of Illinois and returned to UBC in 1954 as Assistant University Librarian, he noticed the "feeling that we ought to have a library school here had grown."<sup>17</sup> The University was expanding and establishing professional and graduate programs, and the demand for librarians was surpassing the supply. As such, he "almost automatically fell into the role of helping the movement along."<sup>18</sup>

His help was most noticeable initially as Secretary of the Special Committee on Library Education of the Public Library Commission. In April 1956, the Victoria Public Library Commission established the Special Committee to study the issue of library education in Western Canada and, specifically, in the province of British Columbia. In its Report the following year, the Special Committee concluded "that there is a strong case for the early establishment of a library school in western Canada."<sup>19</sup> It recommended "the provincial government and the University of British Columbia give careful consideration to the establishment of a graduate library school at the University of British Columbia within the next three years."<sup>20</sup> When the Senate received the Report, it referred the matter to the Library Committee to study and prepare a report of its own.<sup>21</sup>

# On the M.L.S.

*"I recall long faculty meetings discussing what the changes should be. I can remember a meeting ... where we finally thrashed, and I mean, thrashed out the major outline of the program."*

*"I think the actual transmission was smooth. I mean it was something that we all wanted and the details of what we were going to have, I think, caused most of the discussion but not the idea."*

**Lois Bewley**

*"It took us the first ten years of our history to realize something we maybe should have set out to do at the beginning. Could we have done it [the two-year M.L.S.] in '61? I could tell you right now, even though I wasn't here with Sam before Senate Committee, we couldn't have done it in '61. Now how he got it done in '71 is by the reputation of the School and trust that every department and in Arts had in Sam."*

**Ronald Hagler**

*"So people got into little niches and corners and so on. ... I made the point of saying for the first ten years I and, not only I, but every other member of the faculty would know every student by name. That wasn't true after that. There would be lots of students that were never in any of my classes and I would know them only slightly if at all. I still tried to learn their names, but you saw less of them and they were more absorbed in their own specialty and so on. So the degree of that, and I hate that abominable term, togetherness, but the degree of coming together was less as it must be when you have this specialization."*

**Samuel Rothstein**

Similar calls were made from other concerned parties. In 1956, the B.C. Women's Institute passed a resolution that the Minister of Education consider a course leading to a "degree in Library Science."<sup>22</sup> In 1957, both the B.C. Parent-Teacher Federation and a committee of the Alberta Library Board wrote to the University and requested the establishment of a library school.<sup>23</sup> The Canadian Library Association in its 1958 Annual Conference and the Pacific Northwest Library Association also endorsed the creation of a library school at UBC.<sup>24</sup> As it did earlier, the Senate asked Neal Harlow and the Senate Library Committee to prepare a statement about the "desirability of a library school" including its projected costs.<sup>25</sup>

That they did. The initial plan was that the School was to commence in the fall of 1960<sup>26</sup> with two programs: a one-year curriculum leading to a Bachelor's degree and a further one-year curriculum leading to the degree of Master of Library Science.<sup>27</sup> The Library Committee envisioned a school with three full time faculty members, an Assistant Director and a Director who at the beginning would be the University Librarian.<sup>28</sup> In the end, however, the School of Librarianship did not offer two programs. When it opened its doors in the fall of 1961, it offered a one-year Bachelor of Library Science degree, the Senate having approved in principle the development of the School on February 11, 1959.<sup>29</sup> Its purpose was "to give a selected group of university graduates the understanding, motivation, skills and knowledge to make libraries most useful to our society and thus to promote the ends which reading serves."<sup>30</sup>

In President MacKenzie's view the School was established through the efforts of Samuel Rothstein and Neal Harlow:

...in the early days of the Harlow period, Dr. Sam Rothstein ... had returned to us to become the necessary catalyst to turn plans into action. He was interested in library schools; his knowledge was extensive; his enthusiasm and vigour, boundless. Aided and



Ronald Hagler

# On the M.A.S.

*"Roy wanted to establish it while he was still Director. So possibly the last year before it was actually established, things happened fairly quickly..."*

**Lois Bewley**

*"I really believed that a good deal could be done to improve upon the care of archives in the country by having a proper professional education."*

*"This was a wonderful opportunity, the first degree programme in the country and on the continent, really ... this was a fantastic opportunity."*

*"The University just simply said, 'OK here is the deal, we've got this degree, and we've got some people here already who can contribute to it in the History Department [and] elsewhere in the University with students taking electives that support it in the School of Librarianship ... and we'll hire this one person, maybe a sessional lecturer or two, and we'll hire this one person to get the program off the ground.' And that's precisely what we did in the early years."*

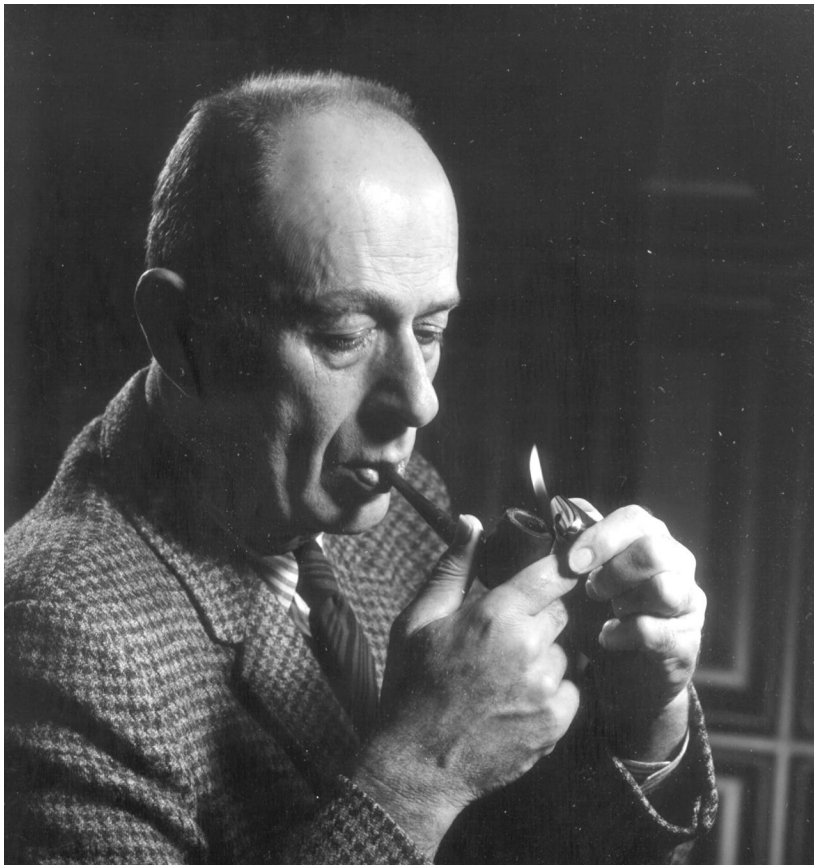
**Terrence Eastwood**

abetted by Neal Harlow, he drew up definite plans, and finally, with the support of the Senate and the Board of Governors, he saw the plans bear fruit. The School of Librarianship offered its first classes in September 1961, and, starting in a modest way, it has already doubled in size, and is now well known in library circles throughout North America. Quite appropriately, Dr. Rothstein is its Director. To him I pay warm tribute; it is his due.<sup>31</sup>

In Dr. Rothstein's view, the School existed because of President MacKenzie and Neal Harlow:

... in a sense the key players at that time where Neal Harlow and others from the library community. Neal Harlow, of course, being very close to matters because of his presence on the campus and the President of the University, Norman MacKenzie.... And in the event it was ... MacKenzie's own convictions that a library school was necessary and appropriate for the University that won the day.<sup>32</sup>

When it came time to appoint the first Director, efforts were fruitless. Dr. Rothstein had made many suggestions, but none of the individuals were interested in coming to Vancouver.



George Piternick

# On the M.A.S.

*"I was just completely committed and deeply involved and we did make some headway eventually in terms of the resources that could be brought to bear. We had a second and then a third professor and the number of people we brought into the program grew.... But they may have been hard years, but they were also great years, interesting ones and the pioneering students I remember with great fondness. They were terrific. And it wasn't easy for them because in fact they were kind of pushed and pulled."*

*"My view of the matter is, and I say this with a certain amount of passion, yes of passion, is that this School took the archivists in and as I said before, I received a tremendous amount of support from many of the people that ... were here in the earlier days of the School and built the School and we couldn't have done it without ... the support of those people. I think the School is better off for having both programs."*

*"I think that ... it was a good thing archives landed up here and quite frankly it was a good thing that it not only landed up in a library school, it's a good thing it landed up in this library school which had a very strong tradition."*

*"Basil Stuart-Stubbs deserves a lot of credit for the early success of the Master of Archival Studies program just as Roy [Stokes] deserves the credit, [for] ... getting the damn thing on the rails.... And I am very grateful to those two and to many others that were here to ... support and even sometimes no doubt to suffer having these crazy archivists running around doing their thing in the School."*

**Terrence Eastwood**

President MacKenzie stepped in and in a “decisive way”<sup>33</sup> told Dr. Rothstein that he ought to be the first Director even though Dr. Rothstein only contemplated the role of faculty member:<sup>34</sup>

...President MacKenzie said to me that they were not getting anywhere about finding a director and he in effect told me that I had better do it or the school won't get started while he was still around.... He said, “This is the time to do it. When you get a new President in you will be beginning all over again and now you got everyone more or less convinced,” and he said to me, “you have ... to do it and you ... [have] to do it right away.”<sup>35</sup>

Dr. Rothstein did it and was met immediately with the task of selecting the faculty for the School. Having gained the trust of the University, he had full rein and chose Rose Vainstein, Ronald Hagler and Bert Hamilton. Mid-way through the first year, he added Sheila Egoff to the Faculty:

I was most grateful for the attitude of Dean Sperrin Chant, the Dean of the Faculty of Arts to which we belonged. ... [H]e was very willing to allow me full latitude in making decisions on the School subject to confirmation by ... the University, but essentially I worked on my own. I did not have a committee. I did not have anyone else. I chose the faculty, people I knew of then and they met my criteria....<sup>36</sup>

He wanted a faculty that “would never be accused of being boring and dull and inconsequential and niggling.”<sup>37</sup> He wanted a faculty comprised of people he respected and whom students would respect, enjoy and find easy to learn with or from. He wanted a faculty of good lecturers and who would not “dispirit”<sup>38</sup> students. Though he knew personally all members of the initial faculty with the exception of Ronald Hagler, Dr. Rothstein suggests he was either very lucky or more adept than he gives himself credit, to find a “first class faculty.”<sup>39</sup>



Rose Vainstein

# On the School's Relationship to the Profession & to Sessional Instructors

*"One of the other things I particularly enjoyed doing was working with the librarians in the field here and I think, and this may be bragging, but I honestly think that I established some good rapport between the field and the School that I had not actually felt when I first came."*

*"And I suppose the thing that I am proudest of here in B.C. is the work that I have done to develop public libraries in this province. The work that I nagged Library Services Branch about for years. The creation of some of the systems in the province, I can't relate directly to my door, but I certainly had a hand in. And the new Public Libraries Act in B.C. I certainly fought for long enough. It wasn't an item that I let anybody forget, to boredom, I think, on their part. But it was important to me. And the School gave me, and for this I will be eternally grateful to the School, gave me a platform. Gave me some kind of position from which I could speak, not always probably as neutrally as the School would have liked, but if you care about something, then you stand by it."*

**Lois Bewley**

*"We did very well because many of the recruiters and prominent librarians would give lectures themselves."*

**Samuel Rothstein**

*"They have been enormously supportive. And they demonstrate that support every time we come up for accreditation."*

**Peter Simmons**

*"I want to mention also the sessional faculty. They always have and certainly during my ten years played such an important role in rounding out the offerings by giving specialized courses in subjects in which the faculty, the full time faculty, would have been incompetent to teach. They also provide a link with the working profession which was very important and we've had some stellar teachers as sessional lecturers."*

**Basil Stuart-Stubbs**



Anne Piternick with  
School of Librarianship  
students

For the most part, the Faculty consisted of practitioners both then and over the first forty years of the School. Although the original Faculty had little teaching experience, its strength lay in the practical experience each of the five individuals brought to the school and the students. In Dr. Hagler's view, this was "a great virtue" of the School in the early days because it "did not have the baggage of the old style of library school."<sup>40</sup>

Just as Dr. Rothstein selected the initial faculty, he alone selected the first class of students, a task that was as important to him as his choice of faculty. In Sheila Egoff's view, Dr. Rothstein created the school because he wanted the students to come first.<sup>41</sup> Indeed, for a number of years the Faculty did not have office hours. Faculty office doors were open because "students had a right to be able to see faculty."<sup>42</sup>

Dr. Rothstein's desire served another function, namely, to bring credibility to the program. In those days, it was common to hear from critics that library schools were "dull, boring, niggling" and nothing other than a means of acquiring a "union ticket."<sup>43</sup> Because Dr. Rothstein felt that library schools ought not be viewed in that light, his solution was to admit only high quality students. This necessarily entailed a high degree of selectivity based not simply on undergraduate grade point averages, but on prospective students' attitudes, attributes and experiences. Dr. Rothstein felt that the School would produce "... good librarians and good graduates because [the students] were already good."<sup>44</sup>

We would only take the number we thought we could deal with and do well by. So I had in mind from the outset a high ratio as between faculty and students and we were going to have a lot of time with them and that the students would be in a sense faculty proof. I don't want to say foolproof; faculty proof. They were going to be good students no matter how successful or unsuccessful we were in our efforts at teaching. And to

# On Averting a Riot of Librarians

*"I really reacted to the War Measures Act.... I can remember speaking rather vehemently to my class about my objections to this, the Act and the imposition of the Act, and then thinking, 'Anybody walks into this class and I could be fired right now, I'm breaking the law.' But what I did that morning, apparently, was stir some pretty violent feelings in some of the people in the class. And one of the young men at the back of the class, who was from Quebec, suddenly leapt up and said, 'Vive Québec libre!' And one of the young men right down at the front of the class ... turned around and shouted, 'Fuck Quebec libre!' And the whole class erupted. I don't think I've ever been more terrified in my life. I thought, 'What in hell do I do now?' So I finally just bellowed, 'Sit down and shut up!' And I think they were all so surprised that this noise came out of me that they did."*

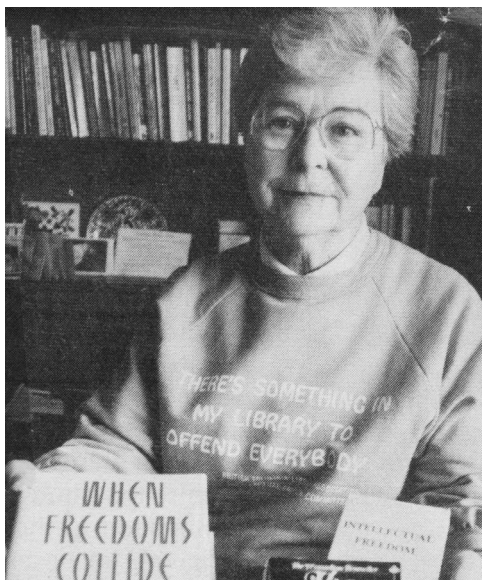
**Lois Bewley**

show that we had good students, as I said, the first thing you do is you set a quota and I made it clear that library school was not easy to get in to and this worked wonders. ... We took them seriously and they took us seriously and the program seriously.<sup>45</sup>

When SLAIS made its first foray into the accreditation business, there was substantial evidence that others took the program seriously. Dr. Rothstein firmly believed the School would be "accreditable" from the moment of its inception and "accredited" at the earliest time possible.<sup>46</sup> Indeed it was accredited at the earliest time, January 1963. Not merely accredited, commended. The American Library Association Accreditation Committee found the School's resources and facilities "unusually strong"<sup>47</sup> for such a young program. It also predicted that the School's high standards would point the way for others to follow.<sup>48</sup>

Amongst the seriousness, however, there was plenty of mirth. During the orientation week of the inaugural year, the School hosted a sherry party, a tradition that continued for many years and provided students and faculty a warm, informal environment in which to get to know each other. At the other end of the inaugural school year, was the proud moment of spring 1962 Congregation when the first group of students graduated. Not only did they receive the first ever University of British Columbia Library Science degree, they were the only library students to receive the coveted Bert Hamilton "Tummy Est" Medal. In recognition of having survived the "constant grind"<sup>49</sup> of the library school, Bert Hamilton thought it important to bring "a little touch of whimsy"<sup>50</sup> to the proceedings and provided each of the students with a medal, complete with a cadmium yellow ribbon to match the colour of the school's hood:

This little medal was made out of what is called a dowling of approximately three inches in diameter and I cut it in  $\frac{3}{8}$ th slices. And on one side, which is the obverse, I



Lois Bewley

# On Technology

*"Microcomputers came along and there was no money to buy these things for years and years. Well that was extremely frustrating. I mean that was ... really very difficult. So in addition to not really knowing what we should have and how it could be used in the School, I was confronted with the fact that there wasn't any money anyway."*

*"My big breakthrough came at a wine and cheese party. You know when ... room 835 is completely full of 150 people all talking at the top of their lungs and saying, 'Who are you?' and so on. And a secretary came and dragged me out and took me into the front office where Roy Stokes was the Director. And he was standing there with his hand over the mouthpiece of the telephone and he said, 'The Dean is on the phone,' it was the end of the budget year and there was money that had to be spent. ... So he calls up Roy and says, 'We've got,' I think if I remember correctly it's \$5000, 'We've got \$5000, can you spend it within the next couple of days?' Well in a university it is very hard to do ... it takes time to spend money. So Roy said to me, 'Can we spend \$5000 in the next couple of days?' And I said, 'Absolutely.' And so he took his hand off the phone and he said to the Dean, 'Yes sir, I think we can manage that.' And then I went back to the wine and cheese party and I lasted about two minutes. I said, 'I have to go home, I have to think, I have no idea how we're going to spend \$5000 in a couple of days.' And that's how we bought our first microcomputer, our first IBM computer for the school. And it lived in the faculty lounge for 15 years. It was the most terrible piece of junk. ... A ridiculous little machine but we spent the money and then the trickle began. ... It turned into a flood when Ken [Haycock] started raising funds."*

**Peter Simmons**

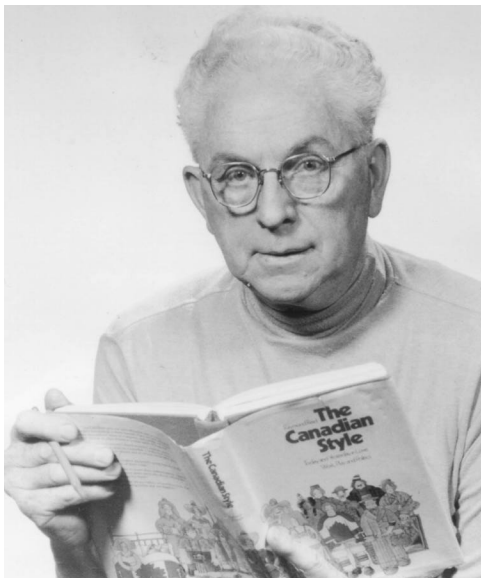
*"One of the things I wanted to do ... when I went to the School was to increase the amount of exposure the students had to, in the broadest terms, information technology."*

**Basil Stuart-Stubbs**

have “SL” for School of Librarianship, UBC, and then a great big “1” which of course is my estimate of everybody in the first year. On the reverse, there is “Tummy Est” which is the motto of the University—something that was really based on the actual, of course, which was “tuum est” which I never knew the meaning of—but “Tummy Est” suggested to me, intestinal fortitude. And that is what I tried to suggest by means of a coffee cup with steam arising from the center and thinking of each student who managed to get through the ordeal, there it was, intestinal fortitude.<sup>51</sup>

The School spent the first ten years establishing itself in the library community and its scholarship. It expanded the courses it offered, the students it took in and the faculty who worked there. With the departure of Rose Vainstein and Bert Hamilton, the School added to its full time Faculty, Marian Gilroy and Bill Wood in 1964. By the end of the 1960s, George Piternick, Anne Brearley (as she was before marrying George Piternick and taking his surname), Peter Simmons, Richard Bernard, Lois Bewley, Barbara Gibson, and Derek Francis, joined the full time faculty. Margaret Burke also joined the School during the sixties and became the Co-ordinator of Admissions and Placement. To complement the full time faculty, the School relied heavily on sessional instructors—practitioners in the field who have served the School with dedication, enthusiasm and expertise throughout the School’s forty years.

As the School expanded and the first decade progressed it became increasingly evident that the one-year program did not permit students sufficient leeway to take specialized courses. At one point, faculty even offered courses without credit.<sup>52</sup> When McGill University in 1965 opted for a two-year Master of Library Science degree, there was increased pressure for the School of Librarianship to follow. Dean Naegele’s response to the June 1964 McGill announcement was to ask Dr. Rothstein, “How soon would it be appropriate for us to move in the same direction?”<sup>53</sup>



**Bert Hamilton**

# Some Advice for SLAIS Graduates & Students

*"For God's sake don't go to the interviews smelling of marijuana."*

**Lois Bewley**

*"The best thing that students can do who choose to undertake a career in librarianship and I think it's true in archival studies too, is to focus on the knowledge, skill, and abilities they're developing, not on the type of institution that they want to work in and I do not believe that we are educating people to work in libraries. I believe that we are educating professional librarians, some of whom may choose to work in libraries and some of whom may choose to work elsewhere and that is what I feel most strongly."*

**Ken Haycock**

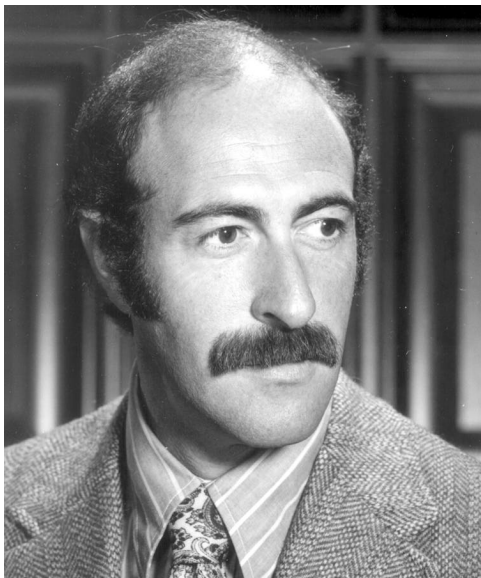
*"But I said that you should realize that while it's my job as a teacher to try to make it as interesting as I can, and I take that responsibility seriously, it's your job as a student to take an interest. You are not entitled to just sit back and say please me.... It's your responsibility as a student, as a person, and secondly as an about to be member of the profession, to make the most of your studies and your experience and so on. But you have to take an interest as well as derive one."*

**Samuel Rothstein**

With some initial resistance from the University in the late sixties, the School began to offer its two-year course leading to the degree of Master of Library Science in September 1971. The School's Council justified the move on several fronts.<sup>54</sup> The academic year of eight months was far too short to cover the expanding field. Students could not take courses involving the use of computers in the library process nor could they benefit from courses in other departments. Because libraries expanded during the sixties, there was a greater need for specialization, something the one-year program could not accommodate. Prospective librarians needed greater training. An expanded program could deliver this as the first year would concentrate on the core courses and the second year would permit students to take courses of interest. Moreover, the Bachelor of Library Science degree was becoming an anachronism. McGill had moved to the M.L.S. long after many of the schools in the United States. It was of "great importance that the School should be able to introduce this programme at the earliest time possible."<sup>55</sup>

The Faculty of the School was unanimously in favour of the expansion. Peter Simmons' recollection, though perhaps in his words, "faulty," was thus:

... we were all a bit giddy at first. We had managed to stuff this entire curriculum into one year, thinking that what we really needed was a year and a half and suddenly we were given two years. And we sort of went wild inventing courses. "Hey we can have them do this. Oh we can have a course on that, right, look at this, wouldn't this be terrific?" And my recollection is that it was an absolutely wonderful time. It was a lot of work. We all had to teach these new courses that we invented. But for the first time, we were free of what had been completely unrealistic time restraints....<sup>56</sup>



Peter Simmons

# On Students

*"In the first three years, they were older."*

**Sheila Egoff**

*"We got fewer and fewer people who came to the School because they liked books and we got more and more people who were looking at the School from a professional point of view, career oriented, how it could apply what they were doing in school to a career."*

**Anne Piternick**

*"When I talked to Dean Chant I said I think it's very important that we establish a very high standard and I want to be extremely selective in the students we take. And he said 'Well how many students [do] you ... think you are going to have for September?' And I said, 'I don't know but perhaps only ten or so.' [His] face said gulp, 'And it would make my life a lot easier if you had quite a few more.' We have to begin a new program that had only twice as many students as they had faculty. But he said, 'That is what you think you need, that's what we'll do.'"*

*"I thought that students and faculty rather than curriculum and facilities and other aspects were the key to a good library school."*

*"The thing we did best was to turn out very good students. We had, if I may say so, many many compliments from out visitors on the quality of our students and this gave me great great pride and satisfaction."*

**Samuel Rothstein**

## *Decade the Second*

Where it was Dr. Rothstein and the faculty that pushed for the two-year programme, it fell upon Roy Stokes, the School's second Director, to administer it. Professor Stokes came to UBC from Loughborough, England and began at the School following the term of Dr. Rothstein as Director in July 1970. Jeff Stokes recalls of her late husband the great challenge to get the two-year program up and running.<sup>57</sup> He was understandably proud of its success as the School enjoyed the continued approval of accreditation during his tenure.

With the expanded curriculum, the School broadened its emphasis. Thus for UBC's academic year 1971–72, the purpose of the School was "to give a selected group of university graduates the understanding, motivation, skills and knowledge necessary for effective library service."<sup>58</sup> It offered courses in six groups: Bibliography and Information Services; Library Materials; Documentation and Technical Services; Foundations; Library Administration; and Research. The faculty remained remarkably consistent. The only members who left full-time employment with the School during this period were Derek Francis and Marian Gilroy. Geoffrey Chapman was its only addition. The School also attracted students from all over the world. Though the student population in the last years of the B.L.S. was roughly 95, the School dropped its intake to 60 per year.

Roy Stokes, whom Dr. Hagler referred to as the "perfect Edwardian gentleman,"<sup>59</sup> quickly began leaving his mark on the School. At a meeting on May 14, 1973, the School's Council discussed proposals to offer the core courses in the initial term of the first year and to offer part-time opportunities for students in their second year.<sup>60</sup> In the 1973–74 academic year, 11 students availed themselves of this opportunity for part time studies.<sup>61</sup> In 1975, the School also offered for the first time, courses during the Summer Session.<sup>62</sup> Designed initially for the professional development of practising librarians, in practice it was students who enrolled in these courses.<sup>63</sup>

What appears to have guided Professor Stokes' administration was a desire to strike an effective balance between theory and practice.<sup>64</sup> The School continued with its field study course that required students to work in a library for a two to three week period. In the fall of 1973, students enrolled in Lois Bewley's public library course assumed complete control of the Burnaby Public

# Peter Simmons on Canada Day

*"I had moved out here during the summer and got here and checked into a hotel. And came out to the University on the first of July. We had a contract. Faculty members have a contract; start from the first of July to the 30th of June. So I came out here on the first of July, naive and ignorant, extremely ignorant American, to discover the first of July in Canada is not when the University is going to be open and in business. And there was nobody here. The whole University was shut down. I was astounded. I thought I was supposed to report for work. So I came on the first working day ... I said, 'Hi, I'm Peter Simmons.' They said, 'What are you doing here?' Said, 'Well, I have a contract that says I have to come....' 'Oh no,' they said, 'the students don't come 'til September.' And I said, 'Yes, but my job starts the first of July.' And they said, 'Well there is nobody here, they're all on vacation, why don't you take a vacation.'"*

**Peter Simmons**

Library for one week. At a meeting of the School Council, it was reported that the students “had coped very well.”<sup>65</sup>

If Professor Stokes succeeded through his faculty in striking an effective balance between theory and practice, by far one of his proudest moments at the School was the establishment of the Master of Archival Studies program.<sup>66</sup> The archival community had been clamouring for the establishment of a professional archival program since the mid-seventies, but the impetus for such a school came from Professor Stokes himself. As Terry Eastwood notes, Roy Stokes developed the program largely because he wanted to do it and it would not have succeeded but for the stature that Professor Stokes had in the University.<sup>67</sup>

His quest began in 1976. By that time a steering committee comprised of Professors Roy Stokes and Richard Bernard from the Library School and Jean Elder and David Breen from the Faculty of History had been struck.<sup>68</sup> In September of that year, Professor Stokes sent Dean Will the proposal for a one-year program of study leading to a Diploma in Archival Studies.<sup>69</sup> The University rejected it and asked that it be improved and expanded.”<sup>70</sup> In its place, the steering committee proposed a two-year Master of Archival Studies program. The Faculty of Arts accepted



**Sheila Egoff &  
Judith Saltman with  
children's books from  
Library's Arkley  
Collection**

# On George Piternick

*"I used to get these books for free. And this day, came across my desk, comes this book, and it's about this hockey player named Bobby Hull, not Bobby Orr, Bobby Hull. ... [E]verybody knows I'm, you know - I'm a joke about sports, you know. ... So, I toodle-looed into the faculty—I look at the book, and I think, 'Gee this guy's, you know, kind of a nice guy,' you know what I mean? So I toodle-loo into the faculty lounge, because I know that Sam Rothstein, and Lois Bewley, and George Piternick are great hockey fans. So I toodle-loo in and I say, 'God, do you guys know anything a hockey player named Bobby?'—well, the whole place just explodes. So they proceed to tell me about Bobby Hull, and about a few other hockey players I guess. This was before Wayne Gretzky days, and—so this made George late for class. This was unheard of. Oh, so he goes into the classroom—and the students told me this afterwards, George never told me, but the students told me—he said, 'Ladies and gentlemen,' he said, 'I'm late,' and he said, 'I do apologize,' but he said, 'I've had to—I've had to explain the fine points of hockey to Professor Egoff. Now, Professor Egoff's idea of a fine point in hockey is that it's played on skates.' Anyway, that just brought the house down."*

**Sheila Egoff**

the proposal in August 1978, but the School faced opposition at the Senate Curriculum Committee meeting of February 14, 1979. The Curriculum Committee did not believe the proposed Archival Studies program warranted a Master's designation and recommended, among other things, that it reject the proposal.<sup>71</sup> Professor Stokes made submissions against the motion. Blessed with wonderful oratory skills—"he enjoyed ... the chance to talk really"<sup>72</sup>—Professor Stokes told the Committee that its concern was ill founded. The program merited the Master's designation because it was anticipated that the "entry requirement would be an honours degree in History"<sup>73</sup> or an undergraduate degree in a relevant or appropriate discipline. He ended his submission with these strong remarks:

... the very nature of a professional program meant that one had two forces to reckon with; the entirely academic program and the acceptance by the profession for which the graduates were being prepared. Not to have gained acceptance by the practising archivists in what was a new and growing profession in Canada would have made the University vulnerable to the charge that it was doing nothing but educating expensively for unemployment.<sup>74</sup>

After further discussion, the Senate Curriculum Committee rejected the motion to reject the proposal. Dean Will and Dr. Elder moved that the proposal for the Master of Archival Studies degree program be approved. The Curriculum Committee carried this motion.<sup>75</sup>



Roy Stokes

# On George Piternick

*"Sam will have told you that he approached George Piternick because he knew him from Cal-Berkeley days."*

*"I think all my colleagues remember him as the most low toned humourous person among us all."*

**Ronald Hagler**

*"I have to tell you a story about George. ... I learned about this in a round about way, but this is a lovely story I think about George's personality. At one stage we used to have a Godiva procession, the engineers had a Godiva procession and one of the men students arrived rather late for class and came in and apologized and said to George and he was very sorry that he was late but he'd been watching the Godiva procession. He said, 'You should ... see it' he said, 'There's a naked woman riding around campus on a horse.' To which George replied, 'Hmm that should be worth a look, it's a while since I have seen a horse.'"*

*"He got on very well with his students. He had a very dry wit and he was very laid back."*

**Anne Piternick**

*"But every student had her or his own desk at California and we installed it here at UBC and George sat behind me. And I got to know him very, what should I say, differently. I was whistling a tune. ... George says to me, 'You haven't got Mendelssohn quite right but I think I know what you are trying to whistle,' were his first words to me. I thought to myself this is a person of some substance and so George and I got to be friends. And he came for the same reasons the others did. I thought someone with that kind of wit and background and humour and range of interests and so on would be good to have."*

**Samuel Rothstein**

## *Decade the Third*

The School of Librarianship began offering courses in the Archival Studies program in September of 1981, the first program of its kind in North America. The first class comprised eight students. Its only full time faculty member was Terry Eastwood. Ironically Basil Stuart-Stubbs offered him the position after a meeting in the Bombay Lounge of the Empress Hotel in Victoria. The Hotel must not have known that Basil was from the School of Librarianship. Had they known they might have barred him entry. According to Sheila Egoff, the School of Librarianship had such a wonderful field trip to Victoria on one occasion that the Hotel invited them never to return.<sup>76</sup>

Where the seventies saw the expansion of the School, the eighties presented serious economic challenges. With the retirement of Professor Stokes as Director, Basil Stuart-Stubbs assumed the role in July 1981 following his tenure as University Librarian at UBC, a position he held since 1964. In retrospect, Professor Stuart-Stubbs was the ideal administrator to guide the School through this turbulent period. As University Librarian he cultivated endless contacts that served the School well.

His first challenge was the seemingly endless turnover of faculty members. The stability of the faculty was no longer something the School could take for granted. Before the eighties were half over, Roy Stokes, George Piternick, Geoffrey Chapman, Sheila Egoff, Samuel Rothstein, Margaret Burke, Lois Bewley, and Richard Bernard retired. It did not bode well for the School that other departments in the Faculty of Arts could not replace retiring faculty. Indeed, Dr. Hagler suggests that Professor Stuart-Stubbs "feared for the history of the School."<sup>77</sup> The University need only have bought out two individuals and the School would have been eliminated.<sup>78</sup> Were it not for Professor Stuart-Stubbs' relationship with the Dean, the School could not have survived nor grow as it did. During this period, the School added Judith Saltman, Richard Hopkins, Donald Fox, Sylvia Crooks, Lynne Lighthall, Luciana Duranti, and Mary Sue Stephenson. As Professor Stuart-Stubbs recalls:

# On Roy Stokes

*"But the full enormity of what he accomplished and what he had to accomplish country wide in a profession that was not his own native profession only began to ... sink through to me in the decade afterwards or as the program came through and I was ... seeing people come from all parts of the country here to speak here and I realized what contacts he had made."*

**Ronald Hagler**

*"One of his proudest moments was when the ... degree of archives was started and he was very proud each year when graduation came. He was very proud of his students."*

*"But he did love talking and I must say ... that I always enjoyed anything of his that I've been to."*

*"[The Pacific Rim Conference] meant a great deal to him. ... I think he felt he was reviving the Loughborough Conference in a way, but of course on a much bigger scale ... And I think he enjoyed every minute of it."*

*"He loved bibliography. He always said he was very lucky that his hobby was his work and his work was his hobby."*

**Jeff Stokes**

*"He had a voice that was on the same level as Dylan Thomas'. So he could read a laundry list and you were just oh."*

*"When I left the University Library after 17 years they had a going away party for me in the Sedgewick Library which was a lot of fun. And the highlight which nobody was expecting was when they rolled out this huge birthday cake on casters. And Roy popped out into the paper top. He popped out in full academic regalia."*

**Basil Stuart-Stubbs**

I am not sure I had the political smarts but I had the right connections and while the rest of the Faculty of Arts took a beating in the 1980s, the School grew.<sup>79</sup>

...

I swear that if it had not been for the understanding that [Dean] Bob Will had of the importance of the Library School which was based on his understanding of the importance of libraries in the community ... the School could have been eliminated very quickly ....<sup>80</sup>

Basil Stuart-Stubbs also suffered the realization that the School's graduates, unlike previous years, were finding it rather difficult to find employment once they left the School. Guided by his philosophy that "universities and professional schools in particular should not graduate more professionals than the community itself can absorb,"<sup>81</sup> he instituted yearly surveys of the field, the first of which he conducted in the fall of 1982. Because students were disgruntled—they had at minimum six years of university and no guaranteed prospects of employment—Professor Stuart-Stubbs took the drastic measure and reduced the number of students the School enrolled from about 60 to no more than 45.

Matters were no different with the new Master of Archival Studies program. Because Terry Eastwood was the sole full time faculty member, it became obvious that he alone could not possibly complete the amount of work thrown his way. In February 1985, Basil recommended to the Dean of Arts that the School not admit any students into the first year M.A.S. program for the academic year 1985–86.<sup>82</sup> As it turned out the School did not suspend entry for that year or any year.

Despite the economic difficulties, Professor Stuart-Stubbs' ambition for the School was to



Basil Stuart-Stubbs

# On Samuel Rothstein

*"He used to take me for walks at lunchtime when I was beside myself with some worry.... He sort of calmed me down."*

**Terrence Eastwood**

*"So, one day, the heat in Ottawa is about 95 and has been for god only knows how many weeks. And then the winter had been terrible, 40 below.... And I'm lying naked on my bed, in my little apartment, and I am saying to myself, 'I've got to get an air conditioner in this bedroom!' This is a true story! Well, then the phone rings—and it's Sam Rothstein. And he says, 'Sheila,' he says, 'the temperature here is 78. The Russian Ballet is in town. Come on out and start a new library school.' And I said, 'Sam, I'll be on the next plane.'"*

*"But then we always had Sam as an adjudicator and Sam was always on the side of the students."*

*"Sam always used to say to me, 'Sheila,' he said, 'every time there is a crisis in the School, you're at the hairdresser.'"*

*"Sam is just ... unbelievable. And witty."*

**Sheila Egoff**



(l-r) Peter Simmons, Lynne Lighthall, Tom Shorthouse (1965 MLS graduate), Margaret Burke (1965 MLS graduate and administrative assistant from early years of school until 1986)

enhance its reputation. He wanted it such that “when an application crossed an employer’s desk and they saw M.L.S. or M.A.S., UBC, they would say, ‘Put that application at the top of the pile’.”<sup>83</sup> How the School sought to attain this was to expose students in greater degree to the use of information technology. To this end, the School built its first computer laboratory. No doubt, it would have been typical to observe Peter Simmons crawling around, drill in hand, poking holes in various walls in which to pass computer network cables. The American Library Association commended the School in this era of economic restraint, for this very reason, namely, that it had been able to expand its computer laboratory and increase the use of computerized information services.<sup>84</sup>

Given the expanding nature of the area of scholarship the School was providing, it changed its name in September 1984 from the School of Librarianship to the School of Library, Archival and Information Studies. Despite the change, the School continued to grant the degree of Master of Library Science until the 1994–1995 academic year when it began to offer the current degree, the Master of Library and Information Studies.

# On Samuel Rothstein

*"And there was hardly a misfit. Partly this is Sam's good management because he is very definitely a people person."*

*"He said to me once early in the history of the School, he wouldn't have started the School if Rose [Vainstein] wouldn't have been able to come."*

**Ronald Hagler**

*"Actually Sam's invitation to come and teach here was a godsend I always look on Sam as my saviour."*

**Bert Hamilton**

*"I think it a privilege and my pleasure at this time to make a formal motion of appreciation to Dr. Rothstein. Not only did he preside over the conception, gestation and parturition of the infant, but has given the child a full measure of parental affection, leadership and inspiration. All of us on faculty have profited both personally and professionally under his direction. Our bereavement at the loss of a parent is softened by the thought that we will, at least, retain an uncle."*

**George Piternick, April 21,  
1971, on the end of Dr.  
Rothstein's term as Director**

*"I may say with some pride that there has never been a time in my life that I questioned the value of what I was doing. I never had a single doubt that what I was doing was immensely worthwhile for society as well as enjoyable for me. And so this was a great plus for me."*

**Samuel Rothstein**

## *Decade the Fourth*

As it was common for faculty members to serve in various capacities in professional organizations including the British Columbia and Canadian Library Association, the School established a strong presence within the library community in its first thirty years. The nineties, however, were a decade where the School fell into greater step with the University climate while continuing to serve the profession.

The manner in which the community of professionals continues to serve the School is a testament to how SLAIS, in turn, excels in serving the profession. Not only has SLAIS enjoyed the benefits of employing sessional instructors, its graduates have consistently over the last several years been the most generous amongst all in the University. It is through their generosity, commitment and dedication to SLAIS, that the School has been able to expand its computer laboratory, provide bursaries and scholarships for students, and improve its physical quarters. No less significant is "the strongest commendation of the School, ... the employment of our graduates."<sup>85</sup>

Added to this service ethic is the School's transformation in recent years. The School had been within the Faculty of Arts. In 1990, in what Dr. Hagler calls "the great hostile takeover"<sup>86</sup> the School became part of the Faculty of Graduate Studies. For budgetary purposes, however, it remains within the Faculty of Arts. This change brought the school greater exposure within the University and permitted it to keep abreast of developments within the wider University environment.<sup>87</sup>

In keeping with the philosophy of the University, the School's faculty has a strong research focus and continues to advance the profession through scholarly research.<sup>88</sup> Ken Haycock, its current Director, led the way. No stranger to the School, Dr. Haycock had been a member of its Council since the early 1980s before he assumed the Directorship in 1992. One of his goals for the School, "the pinnacle"<sup>89</sup> of what he had been working for, was the development of the Ph.D. program to commence in September 2001.

# On the Philosophy of SLAIS

*"I think this comes from Sam Rothstein and carried on through, an attitude of philosophy of library service that you had a certain professional level of competence that you needed to provide whatever aspect of library service that you were offering. ... I know that many librarians that I know in the States ... wanted our graduates because ... they came with a different attitude and the only word I can think describes it, is service, a philosophy of service. It sounds a little preachy but I think that really was central to what we did."*

**Lois Bewley**

*"That's what I hope for the School, that it still keeps service-orientated."*

**Sheila Egoff**

*"This is a first degree in the field. And its real object is to produce competent professional archivists and records managers and people that can help out with proper care of records all along the continuum."*

**Terrence Eastwood**

*"I guess we never really gave up entirely on the thought that a library school was not partially a vocational school you know and that the personality and adaptiveness and all the rest of it were good things to have."*

**Bert Hamilton**

Under his administration and reflecting the expanded nature of the information professions, the School's purpose has changed markedly from the initial desire "to promote the ends that reading serves:"

In support of The University of British Columbia's mission, the School of Library, Archival and Information Studies prepares professionals to exercise leadership in planning, implementing and promoting the preservation, organization and effective use of society's recorded information and ideas.<sup>90</sup>

The School now offers a joint (M.A.S./M.L.I.S.) Degree Program, and with the English, Language and Literacy Education, and Theatre, Film and Creative Writing Departments offers a multidisciplinary Master of Arts in Children's Literature. It has a First Nations Curriculum Concentration, and is currently taking steps to establish joint programs with Education, Journalism, business information, and health informatics.<sup>91</sup>

The Summer Sessions begun during the Roy Stokes era continue but with a different focus. Rather than offering courses solely for the professional development of practitioners, SLAIS operates year round. It takes in students two or three times a year and offers individuals the choice of completing the degrees on a part time basis. To accommodate the part time student, classes are now typically held once a week in three-hour blocks.

The School witnessed changes in its faculty with the retirements of Anne Piternick, Peter Simmons, Ronald Hagler, and Lynne Lighthall. During the decade it added Albin Wagner, Ann Curry, Charles Dollar, and Heather MacNeil. Of the four, Dr. MacNeil and Dr. Curry remain. The School recently added Rick Kopak to its faculty. Its two newest appointees, Martin Dowding and Christine Marton, joined the School in 2001 after completing their Ph.D. at the University of Toronto.



Ken Haycock

# On the Philosophy of SLAIS

*"The archival studies program I don't believe is any more or less theoretical or professionally based than the library information studies discipline. But I think there is a sense in archival studies that you are taking an academic degree and what you choose to do with that is really, you know, up to you. And there will be a need to ensure that you come up to speed fairly quickly in terms of applying that theory and those principles in the workplace. The philosophy in library and information studies is still based on theory and principles but there is a philosophy of, one might label it, plug and play. You know that if you hire one of our graduates, on the first day on the job they should be able to do an exceptional job there and so that does mean there's a little different orientation in each program."*

**Ken Haycock**

*"The purpose of library school was not to teach people just to be practitioners but to be policy makers and people who developed strategies and planning and so on. And this was where there was a difference between the School and a Langara [technician] program. That you were going to be a leader, that you were going to be a planner, that you were going to develop policy."*

**Anne Piternick**

*"We had in mind the practice."*

**Samuel Rothstein**

*"Well I think the philosophy of library education is that we are preparing people for the field. ... I think we have always believed in the widest possible definition of what constitutes librarianship. I don't think anybody has had any difficulty convincing us that there are things that can be done with a library degree that go beyond the traditional boundaries of librarianship."*

**Peter Simmons**



(l-r) Charles Dollar, Jeff Stokes (widow of Roy Stokes, holding the Stokes medal for highest-ranking MAS graduate), Terry Eastwood, Luciana Duranti

Though SLAIS has charted new territory in its fourth decade, the School has, in another sense, remained quite consistent. It has enjoyed repeated accreditation and praise. Its faculty has enjoyed repeated accolades and service awards. Its sessional instructors continue to bring the world of experience to the School. Its students still embody the qualities Dr. Rothstein sought 40 years ago. To all who have been involved in the creation, establishment and development of SLAIS, no matter how great or small, thank you.

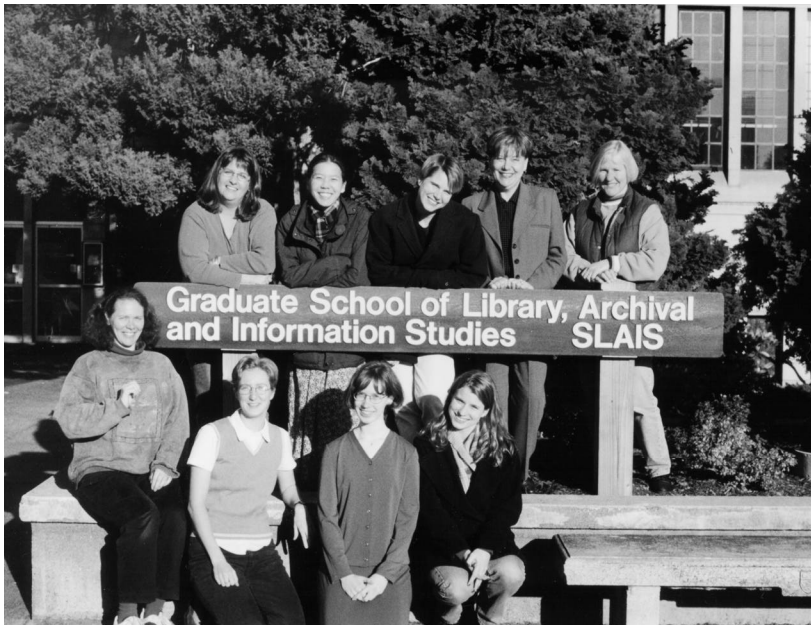
# On the Presidents of UBC

*"As I say we owe our existence to Norman MacKenzie, that's certainly the decisive act. But no President, I think, has taken the personal interest [that] John Macdonald did."*

**Samuel Rothstein**

*"I have for some time regarded your School as one of the best in the University and I wish that you would convey to your colleagues my warmest congratulations on a job well done."*

**John B. Macdonald,  
May 16, 1967, Letter to Dr.  
Samuel Rothstein**



The new SLAIS sign in front of the Main Library, 1999, with students from Professor Lynne Lighthall's class on Cataloguing of Special Materials (aka Cruel and Unusual Materials)  
(l-r) front row: Kathy Bossort, Katia Strieck, Christy MacKinnon, Shana Bystrom  
back row: Toby Willis-Camp, May Chan, Caroline Hyslop, Lynne Lighthall, Mimi Doyle-Walters

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p.39	Jindrich Vondracek photo

## Footnotes

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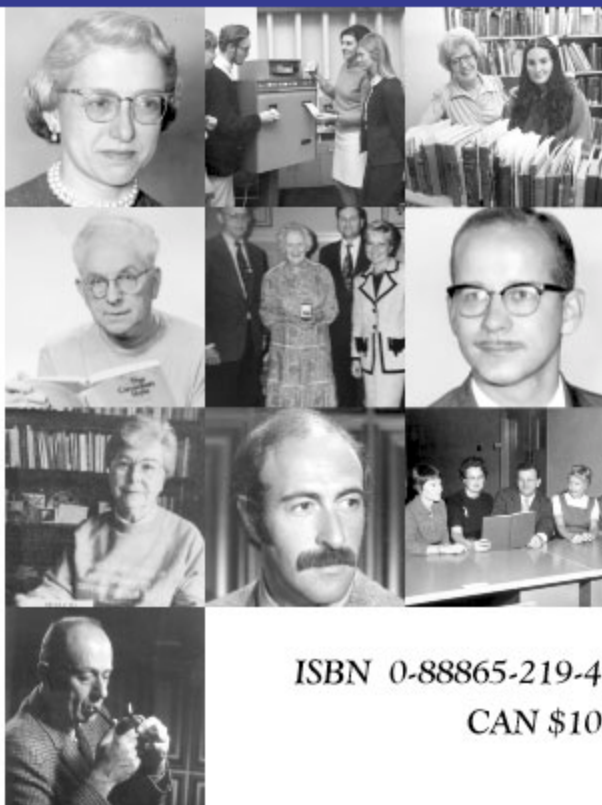
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