
What's History Got to Do with It? Seventy Years of Historical Dissertation Research at the School of Information Sciences of the University of Illinois at Urbana-Champaign

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ABSTRACT

The School of Information Sciences at the University of Illinois at Urbana-Champaign has a long tradition of historical research at the doctoral level, facilitated by faculty and the extensive resources available on campus, including the archives of the American Library Association. In this paper the authors identify dissertations completed over the course of the seventy-year history of the doctoral program in library and information science (LIS) at Illinois that focus on historical topics, employ historical methods, and/or engage extensively with primary sources. The authors analyze those dissertation topics by decade and category within the context of the School of Information Sciences' history and shifts in LIS.

"I have always contended that a librarian unacquainted with [the history of books and libraries] is illiterate."

—Robert Downs (1985, p. 10)

"The value of studying history, of both books and libraries, lies in its insights; even if, in both fields, the need for theory to grow out of practice must remain a mystery to those who do not understand practice."

—Donald Krummel (2000, p. 159)

"The early scholars of women's history knew that women were present throughout the past—the task was not so much that of ferreting out an obscure history but that of making the invisible visible. The same holds true for library scholars who would place children . . . in the mainstream rather than the margins. If they have been invisible,

it is because no one was looking for them. . . . But we know they were there.”

—Christine Jenkins (2000, p. 129)

“Systems of information—whether newspapers or computers, telegraph networks or libraries—can be viewed historically in and of themselves. But to reveal their true historical relevance and meaning, they need to be contextualized in wider historical developments. . . . Much more than this . . . we suggest that investigations of the major categories of history can themselves be enriched by giving them an information spin that reconfigures their orientation.”

—Alistair Black and Dan Schiller (2014, pp. 629–630)

INTRODUCTION

The epigraphs above from current and former faculty at the School of Information Sciences at the University of Illinois at Urbana-Champaign (hereafter “the School”) express some of the ways in which faculty members have viewed the relevance of history and historical research in library and information science (LIS). These quotations suggest past and potential contributions by those in LIS in the areas of book history, library history, women’s history, the histories of children and childhood, and information history, respectively. Both authors of this paper are doctoral candidates in the School. When we began our doctoral studies, we enrolled in the program at what had been since 1981 the Graduate School of Library and Information Science, which had an already-long track record of faculty and doctoral research in book and library history. Research in those areas persists, alongside contributions to women’s history, children’s history, and information history. The School’s most recent name change reflects a larger shift among LIS programs in the ways that they identify themselves, in many cases removing “Library” from school or department names. In some cases these name changes have been accompanied by curriculum expansion resulting in additional degrees offered or the development of undergraduate courses.¹ As current doctoral candidates with strong roots in libraries and archives who are writing dissertations concerning aspects of late-nineteenth-century information history, we viewed the occasion of the seventieth anniversary of the doctoral program at the School as an opportunity to consider the prevalence and range of historical topics and methods among the dissertations completed there since the first in 1951.

First, we would like to describe the context that attracted many doctoral students to the School, past and present, and has resulted in more than fifty dissertations to date (or about one-fifth of all completed dissertations) on historical topics and/or which make use of historical methods. Many in LIS will be familiar with the contributions of Professor Emeritus Donald Krummel in the areas of historical bibliography and library history;² many will also be familiar with the contributions of Professor Emeritus W. Boyd

Rayward, who has been described as “the leader of an academy of historians” whose work explores the “modernist information (or documentary) movement” from the last decade of the nineteenth century to World War II (Black & van den Heuvel, 2013, p. 261).³ Professor Emeritus Dan Schiller also has made significant contributions to the histories of information and communication, including *Theorizing Communication: A History* (1996) and *How to Think about Information* (2007). The contributions of Professor Alistair Black to the histories of British libraries and librarianship, as well as to information history, are many, including *The Public Library in Britain, 1914–2000* (2000) and *Libraries of Light* (2017). Associate Professor Bonnie Mak’s research interests include book history, as well as library and archives history.⁴

Youth services faculty members in the School have a rich tradition of research in the areas of library history, women’s history, and the history of print culture. For instance, Associate Professor Emerita Christine Jenkins has made contributions to the history of both youth services librarianship and women’s history, in addition to her work documenting the presence of LGBTQ themes in children’s and young adult literature over time. Similarly, Associate Professor Kate McDowell (whose dissertation is a product of her time as a doctoral student in the School and will be considered later in this paper) has made contributions to women’s history and the history of youth services librarianship, in addition to work on the history of children as readers. Associate Professor Carol Tilley has made significant contributions to comics history and the history of children’s reading.⁵

Another important factor to consider is the abundance of resources locally available to faculty and students of the School. Not only do the University of Illinois Libraries have one of the largest research collections in the country, but the American Library Association (ALA) Archives have been housed in the University Archives since 1973. Within this context of faculty and material resources, doctoral students have produced dissertations that represent a range of historical topics and methods and contribute to historical understanding in a number of areas relevant within and beyond LIS. Our own research interests compelled us to undertake this project and contribute to this issue of *Library Trends*. We hope that our look back through the kinds of historical research found in the dissertations of former students of the School demonstrates the value and potential of this kind of research not only for the School but across LIS doctoral programs.

INITIAL QUESTIONS

When we first proposed this project we articulated several questions about historical dissertations completed by doctoral students at the School. First, although both of us had a sense of the importance of historical research among faculty and students in the long history of the School, we wondered

about the relative weight of historical research within the doctoral program over time. We suspected that historical research had never been a dominant trend, but hoped that a look at historical dissertations by period might raise interesting questions for further examination about its place in LIS doctoral research. We also wondered how historical dissertation topics might be categorized, and what such an exercise might suggest about LIS as a field. We hoped to at least identify questions about historical, theoretical, and social contexts that may have influenced dissertation topic selection, committee formation, and theoretical and methodological approaches. Finally, we hoped that by looking back at historical dissertations we might emerge with more nuanced questions about both persistent and shifting priorities in LIS discipline and practice.

WHAT WE DID

We consulted the webpage maintained by the School that listed the dissertations completed from 1951 to 2016.⁶ As we made our first pass through the list of titles, our basic definition of a dissertation about some aspect of library and/or information history was that its primary concern is with the past, it makes use of both primary and secondary sources, and it involves analyses of those sources by using any of a range of accepted historical methods. Dissertations with single chapters providing historical contexts for their topics, for instance, would be omitted from consideration.

We eliminated titles from the list that we agreed were not histories, as defined above, and flagged a handful of others that were ambiguous from their titles alone. We then consulted the university's institutional repository, IDEALS (Illinois Digital Environment for Access to Learning and Scholarship), ProQuest Dissertations and Theses, and/or bound copies of all the dissertations that remained on our list to obtain abstracts where available and tables of contents when not. In cases where we were still undecided, we consulted introductions and sections dealing with methodology in those individual dissertations so as to determine whether the dissertations in question met our criteria. We ultimately decided to include dissertations that did not meet *all* criteria for library and/or information history in cases where the dissertations either reflected ways in which historical methods have been used by doctoral students over the long history of the School to advance knowledge in the "field," broadly defined, or reflected particular ways in which LIS doctoral students have approached historical questions. Our final list consisted of a total of fifty-two (of 245) completed dissertations, or 21 percent. We also noted the names and institutional and/or departmental affiliations of committee members for each of the dissertations on our list, as we felt that those might be significant in our analyses. We analyzed the list of dissertations first by decade, then by category. We used categories defined by Wiegand (2000) in his review of published literature on library history from 1947 to 1997, and included a

discussion of dissertations on our list that were beyond the scope of those categories. When we deemed it necessary for our analysis, we revisited dissertations on our list to better understand their purpose, scope, approach, and/or findings, although neither author of this paper read any of these fifty-two dissertations in its entirety, which limits what we are able to consider here. Finally, while we may address the contributions of these dissertations to the School, scholarship, and/or practice, we may only do so in a limited sense. We assume that successfully completed dissertations contribute to knowledge in their respective topic areas, because they were signed off on by committees and the head of the School; we also assume that dissertations later revised and published as monographs represent greater contributions than unpublished dissertations. However, we are unable to meaningfully assess the legacy of these historical dissertations in this paper. Based on our chronological and category analyses of the dissertations, we can only suggest the value and potential of historical research in LIS generally, as well as suggest areas relevant to LIS that may be as yet un-/underexplored by doctoral students.

DISSERTATIONS BY THE DECADES

In this section we present our analyses of the fifty-two completed dissertations on our list by decade, a unit of convenience, in order to better understand the role that historical research has played at the doctoral level over the School's seventy-year history. We also consider committees, particularly focusing on research directors and members from outside the School.

1950s

Between 1951 (the date of the earliest completed dissertation in the School) and 1959, thirteen dissertations were completed, seven of which we included on our list for analysis (table 1). This is the only decade in the School's history in which more than half of the dissertations completed (54 percent) met our criteria for historical dissertations. Robert Downs, who became dean of both the University Library and the School in 1943 and was instrumental in the creation of the doctoral program in 1948, influenced the direction of doctoral student research during the 1950s. McCoy (1956, p. iv) credits Downs for suggesting his dissertation topic. Krummel (2003, p. 80) has written that Downs "left the school largely alone, except in his own areas of academic libraries and library resources and in encouraging historical topics in the early doctoral dissertations." Three of seven historical dissertations completed during the 1950s deal specifically with academic library development, two of which were directed by Downs, and four concern aspects of book history, one of which was directed by Downs.⁷

While the influence of Downs is apparent, his interests were not unique

Table 1. Historical dissertations completed between 1951 and 1959

Year	Author	Dissertation title	Research director
1953	Winger, Howard Woodrow	<i>Regulations Relating to the Book Trade in London from 1357 to 1586</i>	Harris F. Fletcher (English department faculty, 1926–1962)
1954	Rothstein, Samuel	<i>The Development of Reference Services in American Research Libraries</i>	Leslie Dunlap (School faculty; associate director, 1951–1958)
1955	Baldwin, Ruth Marie	<i>Alexander Gill, The Elder, High Master of St. Paul's School: An Approach to Milton's Intellectual Development</i>	Harris F. Fletcher
1955	Yenawine, Wayne Stewart	<i>The Influence of Scholars on Research Library Development at the University of Illinois</i>	Robert B. Downs (dean of Library Administration; director of the School, 1943–1971)
1956	McCoy, Ralph Edward	<i>Banned in Boston: The Development of Literary Censorship in Massachusetts</i>	Robert B. Downs
1958	Erickson, Ernst Walfred	<i>College and University Library Surveys, 1938–1952</i>	Robert B. Downs
1958	Hertel, Robert Russell	<i>The Decline of the Paperbound Novel in America, 1890–1910</i>	Thelma Eaton (School faculty, 1949–1964)

*Note: Information about research directors is only given on first mention.

among library school faculty or students in general. Williamson (1986, p. 443) observed that as late as the 1930s, “English and history together continued to be the subject background of more than half of all students” entering library school programs (not at the doctoral level and not limited to the School). Some of these library school students during the 1920s and 1930s—like Downs, who earned his bachelor’s degree in history in 1926—might have gone on to teach in library schools in the 1940s and 1950s, bringing their academic backgrounds and interests, along with their accumulated professional library experience, with them. As Auld (1992) notes:

The first library educators were drawn from the ranks of respected librarians. . . . It was not until the mid-1970s that a sufficient number of doctorates had been awarded in the field that library schools could begin to insist each new faculty member must possess (or soon would possess) an earned doctorate. This shift in credentials was accompanied by a concomitant shift in emphasis away from teaching and service to research and publication. (pp. 53–54)

If teaching and service were the emphases for library school faculty during the 1950s and 1960s, it raises questions about how research was framed for doctoral students embarking on dissertation projects, often with the goal of joining the ranks of library and/or library school faculty at institutions of higher learning after earning doctorates, and how that influenced the choice of topics.

The relative newness of doctoral programs in LIS, and therefore the relative lack of faculty with doctorates in library science, also raises questions about the makeup of committees generally in the first two decades of doctoral research at the School. For instance, Harris Fletcher, a professor in the Department of English at Illinois, served as research director for two of the first three historical dissertations completed by doctoral students in the School.⁸ In addition to Fletcher, Winger (1953, p. 11) also acknowledges the assistance of a committee member who was director of the School of Journalism at Illinois. A professor in education served on Rothstein's (1954) and Erickson's (1958) committees. Baldwin's committee (1955) included a professor of English (not Fletcher). Yenawine's committee (1955) included a professor of history and a professor of education. A professor of political science served on McCoy's committee (1956), while a professor of education and one of English served on Hertel's (1958). In other words, all seven historical dissertations completed by students in the School in the 1950s had committee members from other departments at Illinois, although we were unable to ascertain for this paper whether this was the result of a School or Graduate College rule prior to 1980. (We confirmed that there was no such rule after 1980.) In any case only one of these outside committee members was a professor of history.

The predominance of historical dissertations and their division between book and academic library history during the 1950s, to the exclusion of other areas of historical research, are suggestive of how the faculty most heavily involved with and invested in the new doctoral program at the School, Downs in particular, viewed its domain and potential.

1960s

In the 1960s fifteen of thirty-six completed dissertations (or 42 percent) were included on our list for analysis (table 2). Six dissertations during the 1960s fall within the realm of book history (in which book history includes the histories of printing, publishing, and reading, but not library history, which within this context we consider a discrete category). The remaining nine dissertations completed in this decade we consider to be library history in the following areas: colonial libraries (2), library architecture (2), biographical treatment of individual librarians (2), library resources (1), library service (1), and library education (1). Although many more dissertations were completed during the 1960s than in the 1950s, overall, those dealing with library and book history, taken together, still represent

Table 2. Historical dissertations completed between 1961 and 1969

Year	Author	Dissertation title	Research director
1960	Cantrell, Clyde Hull	<i>The Reading Habits of Antebellum Southerners</i>	Robert B. Downs
1960	Kidder, Robert Wilson	<i>The Contribution of Daniel Fowle to New Hampshire Printing, 1756–1787</i>	Robert B. Downs
1960	Kraus, Joe Walker	<i>Book Collections of Five Colonial College Libraries: A Subject Analysis</i>	Thelma Eaton
1960	Ranz, James	<i>The History of the Printed Book Catalogue in the United States</i>	Thelma Eaton
1961	Boll, John Jorg	<i>Library Architecture, 1800–1875: A Comparison of Theory and Buildings, with Emphasis on New England College Libraries</i>	Harold Lancour (School faculty; assistant director, 1947–1961)
1961	Forrest, Earl Arwin, Jr.	<i>A History and Evaluation of English Historical Annuals for 1701–1720 and 1739–1743</i>	Robert B. Downs
1961	Holley, Edward Gailon	<i>Charles Evans: American Bibliographer</i>	Robert B. Downs
1961	Van Note, Roy Nelson	<i>Brush and Pencil: Tastemaker of American Art</i>	Harold Lancour
1963	Searcy, Herbert Lyman	<i>Parochial Libraries in the American Colonies</i>	Robert B. Downs
1964	Grotzinger, Laurel Ann	<i>The Power and the Dignity: Librarianship and Katharine Sharp</i>	Thelma Eaton
1964	Smith, Jessie Carney	<i>Patterns of Growth in Library Resources in Certain Land-Grant Universities.</i>	Robert B. Downs
1966	Carroll, Dewey Eugene	<i>Newspaper and Periodical Production in Countries of Europe, 1600–1950: A Quantitative Historical Analysis of Patterns of Growth</i>	Robert B. Downs
1966	Churchwell, Charles Darrett	<i>Education for Librarianship in the United States: Some Factors which Influenced Its Development between 1919 and 1939</i>	Robert B. Downs
1966	Stillman, Mary Elizabeth	<i>The United States Air Force Library Service: Its History, Organization, and Administration</i>	Robert B. Downs
1969	Baumann, Charles Henry	<i>The Influence of Angus Snead McDonald and the Snead Bookstack on Library Architecture</i>	Herbert Goldhor (School faculty, 1946–1952; director, 1962–1987)

a dominant trend within the School. The influence of Downs on dissertation research in the 1960s remained strong, as evidenced by his role as research director on nine of the fifteen dissertation committees considered here. While Downs continued as dean of Library Administration until his retirement in 1971, in 1962 Herbert Goldhor became the de facto director of the School. (The title was changed to director in 1971.) Goldhor has been described as a "strong advocate of the scientific method of inquiry as a framework for research" (Powell, 1989, p. 154), and a tribute to him written by former students says that for fifteen years in the doctoral program, "he was synonymous with the 'research methods' requirement" (Krikelas & Bunge, 1989, p. 297).

Goldhor's emphasis on the scientific method contrasts with the humanities orientation of Downs. The latter reportedly was referred to as a "stabilizing influence" by a former doctoral student during this period (Orem, 1992, p. 31). Orem writes that "[w]hen the trend in dissertations seemed to be slanted toward a statistical approach, Downs would encourage a nonstatistical method and would defend the project despite faculty arguments against it." Downs could only be "stabilizing" if actual or perceived changes during this period were causing a sense of disequilibrium. Although pursuit of this avenue of inquiry is beyond the scope of this paper, what we understand of Downs's and Goldhor's respective interests and general orientations to research (to say nothing of those of the faculty as a whole in this period), in combination with Orem's observations, are suggestive of contrasting and possibly competing trends in the direction of doctoral research during the program's second decade. We do not want to exaggerate what is merely suggested by our limited exploration of the School's history, however; the first completed dissertation under the direction of Goldhor employed what its author described as the "historical method" (Baumann, 1969, p. 9) to produce a nonstatistical analysis, while Carroll (1966), under the direction of Downs (with Goldhor also on the committee), produced a quantitative historical analysis. As was true in the 1950s, each of the doctoral committees for the historical dissertations completed in the 1960s consisted of at least one, and often two members from other departments, including history, education, English, sociology, art history, and art.

1970s

The School underwent a change in 1971 upon Downs's retirement: it became an "autonomous unit," independent from the University Library (Auld, 1992, p. 40). Our analysis makes evident another change: of the thirty-three dissertations completed during the 1970s, which is a similar number to that in the 1960s, only four (or 12 percent) are considered historical for the purposes of this paper. Downs served as research director on only one of these, completed in the year of his retirement (table 3).

Table 3. Historical dissertations completed between 1970 and 1979

Year	Author	Dissertation title	Research director
1971	Donnelly, Sister Francis Dolores	<i>The National Library of Canada: Forces in Its Emergence and in the Identification of Its Role and Responsibilities</i>	Robert B. Downs
1972	Davis, Donald G., Jr.	<i>The Association of American Library Schools: An Analytical History</i>	Rolland E. Stevens (School faculty, 1963–1980)
1973	Robinson, William C.	<i>Subject Dispersion in Political Science: An Analysis of References Appearing in the Journal Literature, 1910–1960</i>	Rolland E. Stevens
1976	Young, Arthur P.	<i>The American Library Association and World War I</i>	Donald W. Krummel (School faculty, 1970–1997)

This is a steep decline from the 1950s and 1960s, both in terms of the total number of historical dissertations completed and in their percentage of all completed dissertations during the respective decade. There is also an absence of dissertations dealing with book history (excluding library history, which is functioning here as a discrete category). Of the four dissertations, Donnelly's (1971) focuses on a national library, and Davis's (1972) and Young's (1976) examine library associations. Robinson (1973) describes his dissertation as a "historical study," although it is not representative of library or book history nor does it make use of historical methods. However, we ultimately included it as an example of the application of social science methods in a historical study by an LIS doctoral student at a point in the School's history in which historical research was no longer a dominant trend at the doctoral level. Also significant in this discussion, Donnelly's is the first historical dissertation completed at the School with a committee made up exclusively of faculty members from it. Davis had a committee member from education, Robinson's included one from political science, and Young's also included one from education.

1980s

A substantial revision to the doctoral program was approved by the Graduate College at the university in 1980. The program was revised in part because "a doctoral student could reach the research stage of the degree with very little previous experience of research, exposure to research methods, or practice in the writing of research papers. Without these experiences, it was very difficult for many students to identify an appropriate area of investigation" (Lancaster, 1992, p. 176). While this is one faculty member's

account, it implies that dissertation topics from earlier decades might not have been approved if proposed in the 1980s. Lancaster writes of the doctoral program between 1978 and 1992, which roughly encompasses the decade under consideration in this section: "The research tool most likely to be relevant and useful [to doctoral students] is that of statistical analysis, although other tools may be determined to be more appropriate for certain research areas" (p. 177). He explicitly mentions historical methods as acceptable. It is also worth noting that the School changed its name to include "Information" in 1981, thus a larger shift in outward orientation was underway.

While historical methods may have been acceptable during the 1980s, the decade represents the low point for historical dissertations in the seven-decade history of the School. Although the overall number of dissertations completed during the 1980s increased to forty-four, only five (or 11 percent) were identified by us as historical dissertations (table 4). Research for four of these was directed by Krummel. We see the reappearance of historical bibliography in two dissertations directed by him, which in this section we would classify broadly as book history, and two others that focus explicitly on library history: one a history of a professional organization's role in facilitating access to research, and the other a biographical treatment of a librarian's practice of the profession at a small liberal arts college. The fifth dissertation completed during this decade is interesting, because it focuses on library and information policy (the first appearance of the word *information* in the title of any of the fifty-two dissertations we identified as historical) in British and ex-British Africa, whereas all prior dissertations in the broad category of *library history* have been focused on North America. (Several book history dissertations focus on Europe.)

In terms of dissertation committee makeup during the 1980s with respect to the School, Zubatsky's (1982) represents an interesting departure. His committee included the secretary to the Board of Trustees of the university and also the university archivist. Zubatsky made extensive use of the ALA Archives. Both Cloonan's (1988) and Hunter's (1989) committees included N. Frederick Nash, head of Rare Books and Special Collections at the University Library. Cloonan's also included a professor of art history, and Hunter's included professors of English and musicology. The committees of Tucker (1983) and Olden (1987) included a professor of history. We ascertained that from at least 1980 forward there has been no rule in place at the School or the Graduate College requiring faculty members from other departments to serve on committees, which consequently renders their presence a matter of choice or necessity. Determining to what extent either or both is/are true is beyond the scope of this paper, but it raises interesting questions about faculty resources and expertise within the School in relation to historical dissertation topics.

Table 4. Historical dissertations completed between 1980 and 1989

Year	Author	Dissertation title	Research director
1982	Zubatsky, David Samuel	<i>"No book should be out of reach": The Role of the American Library Association in the Sharing of Resources for Research, 1922–1945</i>	Donald W. Krummel
1983	Tucker, John Mark	<i>Librarianship as a Community Service: Azariah Smith Root at Oberlin College</i>	Donald W. Krummel
1987	Olden, Edward Anthony	<i>The Beneficiaries of Library and Information Policy in British and Ex-British Africa: Steps from the White Women's League to the Electronic Library</i>	Lawrence W. S. Auld (School faculty; assistant director, 1978–1989)
1988	Cloonan, Michèle Valerie	<i>Paper-Covered Books, from their First Known Use in 1482 to the Introduction of Cloth, ca. 1825.</i>	Donald W. Krummel
1989	Hunter, David Chalmers	<i>English Opera and Song Books 1703– 1726: Their Contents, Publishing, Printing, and Bibliographical Description</i>	Donald W. Krummel

1990s

Although we identified the same number of historical dissertations during the 1990s as in the 1980s (five), the overall number of dissertations completed in the School steeply declined from forty-four in the 1980s to twenty-seven in the 1990s (table 5). Because of this, historical dissertations represent 19 percent, or nearly one-fifth of all dissertations completed during the 1990s. Although the percentage alone would suggest that historical research experienced a resurgence in the School in the 1990s relative to other types of research, the 1980s, with the same number of historical dissertations, represented the low point. In that sense historical research remained at a steady level through the 1990s, although the overall number of dissertations declined. Three of the five dissertations on our list fall into the category of *library history*; the two others we debated whether to include, although we ultimately took a broad view. (If we had not, the absolute number and percentage of historical dissertations during the 1990s would have declined.)

The first of the dissertations that was borderline for inclusion was Moses's (1995). She makes extensive use of published sources, as well as interviews with community members, to recover the names, works, and biographies of African American women writers in New Jersey who were not currently represented, or at least not adequately represented, in those published sources. Moses turned to community members to fill in the gaps

in the historical record, with the intent of improving bibliographic control and access to the works of this neglected group of writers. The second dissertation that required us to consult the introductory chapter is Elliker's (1996); in it, he explains that his dissertation is a combination of "elements of quantitative research with elements of historical research" (p. 9).

In most cases, the presence of committee members from other departments continued during the 1990s. These included faculty members from the departments of German, English, and anthropology.

2000s

The largest number of dissertations in the School's history, as measured in decades, fall between 2000 and 2009. Of the fifty completed during this period (nearly twice as many as in the 1990s), we included eight in our analysis, or 16 percent of the total (table 6). Krummel directed one of these eight, bringing the total number of committees in which he played this role to nine of the fifty-two dissertations on our list—surpassed only by Downs, who directed thirteen. We found historical research in youth literature and services reflected in five of eight completed historical dissertations completed during the 2000s: three in the category of library history and two in children's literature, thus indicating a trend at the doctoral level in keeping with the research and interests of youth services faculty, as we described in the introduction to this paper.⁹ The remaining three dissertations address other aspects of library history.

Table 5. Historical dissertations completed between 1990 and 1999

Year	Author	Dissertation title	Research director
1992	Walker, Thomas David	<i>An Eighteenth-Century Library Census: Adalbert Blumenschein's "Beschreibung verschiedener Bibliotheken in Europa"</i>	Donald W. Krummel
1995	Moses, Sibyl Elizabeth	<i>The Identification and Bibliographic Control of Publications by African- American Women Writers in New Jersey</i>	Linda C. Smith (School faculty; associate dean, 1980–present)
1996	Elliker, Calvin Harold	<i>The Periodical Literature of Music: Trends from 1952 to 1987</i>	Donald W. Krummel
1996	Cardman, Elizabeth R.	<i>Interior Landscapes: Personal Perspectives on Professional Lives: The First Generation of Librarians at the Illinois Library School, 1893–1907</i>	Christine Jenkins (School faculty, 1994–2015)
1997	Crawford, Holly	<i>Freedom through Books: Helen Haines and Her Role in the Library Press, Library Education, and the Intellectual Freedom Movement</i>	Donald W. Krummel

Table 6. Historical dissertations completed between 2000 and 2009

Year	Author	Dissertation title	Research director
2000	Wagner, Ralph Dinsmore	<i>A History of the Farmington Plan</i>	Donald W. Krummel
2002	Figa, Elizabeth Gremore	<i>Mapping and Storytelling an Information System: An Historical and Ethnographic Case Study of the First Circuit Rider Medical Library Program</i>	Linda C. Smith
2003	Kimball, Melanie Ann	<i>Youth Services at St. Louis Public Library, 1909–1933: A Narrative Case Study</i>	Christine Jenkins
2007	McDowell, Kathleen	<i>The Cultural Origins of Youth Services Librarianship, 1876–1900</i>	Elizabeth G. Hearne (School faculty, 2004–2007)
2007	Latham, Joyce M.	<i>White Collar Read: The American Public Library and the Left-Led CIO: A Case Study of the Chicago Public Library, 1929–1952</i>	Leigh S. Estabrook (School faculty, 1986–2007; dean, 1986– 2001)
2007	Del Negro, Janice M.	<i>A Trail of Stones and Breadcrumbs: Evaluating Folktales Published for Youth in the 20th Century, 1905– 2000</i>	Christine Jenkins
2008	Welch, Cindy C.	<i>Broadcasting the Profession: The American Library Association and the National Children's Radio Hour</i>	W. Boyd Rayward (School faculty, 1997–2007)
2009	Park, Sarah Y.	<i>Representations of Transracial Korean Adoption in Children's Literature</i>	Elizabeth G. Hearne

Information history—which within this context is considered distinct from *library history* and *book history*, although Black (2006, p. 445) has argued that book history and the histories of libraries and librarianship are one component of information history—is absent as a category in the 2000s. While the School added *Information* to its name in 1981 and dissertations that are oriented more toward information science than traditional library science appear on the full list of completed dissertations even in the 1970s, these dissertations are not historical in focus and nature. Information history as a discipline is, even now, in its infancy. Weller (2008) describes it as an “emergent field” in the subtitle of her book. Within this context, it is not surprising that dissertations consciously focused on some aspect of information history (or on library or book history as information history) are not present on our list of those during the 2000s. Committees included

faculty members from educational policy studies, history, and anthropology. Park's (2009) is the first dissertation of the fifty-two on our list to include faculty from other institutions (in sociology and anthropology)—a practice more common in recent years.

2010–2016

Although this decade is incomplete, it appears that a similar number of dissertations during the 2000s will be completed during the 2010s. As of the end of 2016, forty-two dissertations have been completed at the School, with eight of these included on our list of historical dissertations, or 19 percent of the total (table 7). The number of historical dissertations will surpass that of the 2000s, as there are three more years in the decade and the dissertations of the authors of this paper will also fit our criteria for inclusion when completed. So far in the 2010s, we find two youth literature dissertations that draw on archival sources (Nielsen's, 2010) or oral histories (Chen's, 2011); we also see a broader representation of library history and significant shifts in perspective. Luo's (2015) explores early youth services in China's public libraries. Hardy's (2010) uses "archival research, oral history and narrative analysis [to] examine the influence of race, culture, and gender on the research agenda and knowledge production of an African American woman librarian."¹⁰ Gaffney's (2012) considers libraries "as sites of conservative activism" and discusses the politics of reading within this context. Nappo's (2015) investigates the "system of information provision" in the United States during the 1930s, which "includes but is not limited to librarianship." We also see one dissertation in the area of knowledge organization—Dousa's (2014), which takes a biographical approach to better understand the indexing system of Julius Otto Kaiser. The most recently completed dissertation on our list, Villa-Nicholas's (2016), represents a departure from the historical dissertations we have previously considered. She uses archival sources and oral histories to examine the entry of Latina workers into telecommunications during the 1970s. The committees for these dissertations, while consisting mostly of faculty members in the School, also included faculty from and/or affiliated with gender and women's studies, African American studies, and the Center for East Asian and Pacific Studies at Illinois, in addition to education, media, and East Asian languages and cultures. The committees also included members from other institutions, from history and other departments.

DISSERTATIONS BY CATEGORY

Wiegand (2000) defines a set of categories to organize the published literature on American library history from 1947 to 1997. The category headings and subheadings he uses, which we will adopt in this section to categorize the dissertations on our list, are as follows:

Table 7. Historical dissertations completed between 2010 and 2016

Year	Author	Dissertation title	Research director
2010	Nielsen, Anna L.	<i>Invisible Scarlet O'Neil and the Whitman Authorized Editions for Girls: Homefront Representations of the American Feminine and the Feminine Heroic during World War II</i>	Christine Jenkins
2010	Hardy, Christa Valencia	<i>Piecing a Quilt: Jessie Carney Smith and the Making of African American Women's History</i>	Linda C. Smith
2011	Chen, Minjie	<i>"Friends and foes on the battlefield": A Study of Chinese and U.S. Youth Literature about the Sino-Japanese War (1937–1945)</i>	Elizabeth G. Hearne
2012	Gaffney, Loretta Mary	<i>Intellectual Freedom and the Politics of Reading: Libraries as Sites of Conservative Activism, 1990–2010</i>	Christine Jenkins
2014	Dousa, Thomas M.	<i>Julius Otto Kaiser and His Method of Systematic Indexing: An Early Indexing System in Its Historical Context</i>	Kathryn La Barre (School faculty, 2006–present)
2015	Nappo, Caroline Marie	<i>Libraries and the System of Information Provision in the 1930s United States: The Transformation of Technology, Access, and Policy</i>	Dan Schiller (School faculty, 2001–2014)
2015	Luo, Yang	<i>The Genesis of Youth Services in Public Libraries in China, 1912–1937</i>	Carol Tilley (School faculty, 2007–present)
2016	Villa-Nicholas, Melissa	<i>Latinas in Telecommunications: Intersectional Experiences in the Bell System</i>	Safiya U. Noble (UCLA GSEIS faculty, 2013–present; formerly UIUC College of Media faculty)

- Bibliographies and reference literature
- Biography
 - Biographical reference works
 - Biographies
 - Autobiographies
 - Collective biography: Women
 - Collective biography: African Americans
 - Collective biography: Blind spots

- Institutions
 - Private libraries
 - Predecessors to the public library
 - Public libraries
 - Academic and research libraries
 - Special libraries (including state library agencies)
 - School libraries
- Expertise
- Library education
- Library associations
- General historical studies of the profession and its activities
- Print culture history

The period covered by Wiegand's review overlaps with the first fifty years of the doctoral program at the School, and since he purposefully excludes dissertations from consideration in his review, mapping them from our list to his categories may raise some interesting questions. It is one way to make visible the areas that have been well-represented in the history of the School's doctoral program (and to consider trends over time), as well as areas that have not. Wiegand is focused explicitly on American library history, which by definition would exclude several of the dissertations on our list. When the exclusion would have been a matter of geography, we include the dissertation in question in the appropriate category and indicate with an asterisk after the title that it deviates in this way from Wiegand. In cases where more than one category seems applicable, we assigned the dissertation to the category that we determined to be most relevant. Because we provide full names and titles of the dissertations in the tables, in this section we abbreviate entries. Dissertations that did not fit into Wiegand's categories (minus the required U.S. focus) will be discussed at the end of this section.

None of the fifty-two dissertations on our list was categorized as "Bibliographies and reference literature" on libraries, which is why there is no table corresponding to that category. Seven dissertations fit into the category "Biography" (table 8). Most of the subcategories—"Autobiographies," "Biographical reference works," "Collective biography: African Americans," and "Collective biography: Blind spots"—are unrepresented, which is unsurprising, given the nature of dissertations. The one "Collective biography: Women" on the list is specific to the School—Cardman's (1996). We include Dousa's (2014) biographical treatment of Kaiser in this category, because Kaiser spent part of his career working as a special librarian. (For Dousa's treatment of Kaiser's systematic indexing, the dissertation could alternatively be placed in the "Expertise" category.)

We categorized nine dissertations under "Institutions" (table 9). Four

Table 8. Historical dissertations, 1951–2016: Biography

Year	Author	Dissertation title
SUBCATEGORY: BIOGRAPHIES		
1961	Holley	<i>Charles Evans</i>
1964	Grotzinger	<i>The Power and the Dignity</i>
1983	Tucker	<i>Librarianship as a Community Service</i>
1997	Crawford	<i>Freedom through Books</i>
2010	Hardy	<i>Piecing a Quilt</i>
2014	Dousa	<i>Julius Otto Kaiser and His Method of Systematic Indexing*</i>
SUBCATEGORY: COLLECTIVE BIOGRAPHY—WOMEN		
1996	Cardman	<i>Interior Landscapes</i>

Note: Wiegand (2000) focuses explicitly on American library history, which by definition would exclude several of the dissertations on our list. When the exclusion would have been a matter of geography, we include the dissertation in question in the appropriate category and indicate with an asterisk (*) after the title that it deviates in this way from Wiegand.

of these fall under “Academic and research libraries,” and the rest are sub-categorized as follows: “Predecessors to the public library” (1), “Private libraries” (1), “Public libraries” (1), and “Special libraries” (2). The interest in dissertation topics on the history of academic and research libraries as institutions through the mid-1960s is at least partially attributable to the relationship between the School and the University Library until 1971 and

Table 9. Historical dissertations, 1951–2016: Institutions

Year	Author	Dissertation title
SUBCATEGORY: ACADEMIC AND RESEARCH LIBRARIES		
1955	Yenawine	<i>The Influence of Scholars on Research Library Development</i>
1960	Kraus	<i>Book Collections of Five Colonial College Libraries</i>
1961	Boll	<i>Library Architecture</i>
1964	Smith	<i>Patterns of Growth in Library Resources</i>
SUBCATEGORY: PREDECESSORS TO THE PUBLIC LIBRARY		
1963	Searcy	<i>Parochial Libraries in the American Colonies</i>
SUBCATEGORY: PRIVATE LIBRARIES		
1960	Cantrell	<i>The Reading Habits of Antebellum Southerners</i>
SUBCATEGORY: PUBLIC LIBRARIES		
2007	Latham	<i>White Collar Read</i>
SUBCATEGORY: SPECIAL LIBRARIES		
1966	Stillman	<i>The United States Air Force Library Service</i>
1971	Donnelly	<i>The National Library of Canada*</i>

Note: Wiegand (2000) focuses explicitly on American library history, which by definition would exclude several of the dissertations on our list. When the exclusion would have been a matter of geography, we include the dissertation in question in the appropriate category and indicate with an asterisk (*) after the title that it deviates in this way from Wiegand.

the fact that Downs was dean of both, which is not to underestimate the influences of both the social and political contexts during the period. Public libraries are not represented in this category until the 2000s—fifty years after the first historical dissertation was completed at the School. The absence of the history of public libraries as institutions during the first five decades of dissertations at the School raises interesting questions about faculty members' and doctoral students' interests (and the relationships between them) and the priorities in LIS generally during the early decades of the School.¹¹ We include Donnelly (1971) in the “Special libraries” category because of her treatment of the National Library of Canada.

Wiegand (2000) includes under “Expertise” the literature that addresses the “history of cataloging and classification, public services (including reference), collection development, and library appliances and technology” (p. 17). We place ten dissertations in this category, including Erickson's (1958) and Baumann's (1969), because although their expertise often derives from outside the profession, it is applied to or implemented in libraries (table 10). As with “Institutions,” the public library does not make an appearance until the 2000s, at which point four dissertations address the history of youth services librarianship. This amplifies the question about the status of public libraries and librarianship with regard to topic selection during previous decades. Is this absence of historical dissertations on public library topics unique to the School, or is it a general trend in LIS dissertations prior to 2000? We categorize Luo's dissertation (2015) on the history of early youth services in China's public libraries under “Expertise.”

Since 1966, only one dissertation from the School addresses the history of library education (table 11). Of the four dissertations on the history

Table 10. Historical dissertations, 1951–2016: Expertise

Year	Author	Dissertation title
1954	Rothstein	<i>The Development of Reference Services in American Research Libraries</i>
1958	Erickson	<i>College and University Library Surveys</i>
1960	Ranz	<i>The History of the Printed Book Catalogue</i>
1969	Baumann	<i>The Influence of Angus Snead McDonald</i>
1995	Moses	<i>The Identification and Bibliographic Control of Publications</i>
2002	Figa	<i>Mapping and Storytelling an Information System</i>
2003	Kimball	<i>Youth Services at St. Louis Public Library</i>
2007	Del Negro	<i>A Trail of Stones and Breadcrumbs</i>
2007	McDowell	<i>The Cultural Origins of Youth Services Librarianship</i>
2015	Luo	<i>The Genesis of Youth Services in Public Libraries in China*</i>

Note: Wiegand (2000) focuses explicitly on American library history, which by definition would exclude several of the dissertations on our list. When the exclusion would have been a matter of geography, we include the dissertation in question in the appropriate category and indicate with an asterisk (*) after the title that it deviates in this way from Wiegand.

Table 11. Historical dissertations, 1951–2016: Library education

Year	Author	Dissertation title
1966	Churchwell	<i>Education for Librarianship in the United States</i>

Table 12. Historical dissertations, 1951–2016: Library associations

Year	Author	Dissertation title
1972	Davis	<i>The Association of American Library Schools</i>
1976	Young	<i>The American Library Association and World War I</i>
1982	Zubatsky	<i>"No book should be out of reach"</i>
2008	Welch	<i>Broadcasting the Profession</i>

Table 13. Historical dissertations, 1951–2016: General historical studies of the profession and its activities

Year	Author	Dissertation title
2000	Wagner	<i>A History of the Farmington Plan</i>
2015	Nappo	<i>Libraries and the System of Information Provision</i>

Table 14. Historical dissertations, 1951–2016: Print culture history

Year	Author	Dissertation title
2012	Gaffney	<i>Intellectual Freedom and the Politics of Reading</i>

of library associations, three concern the ALA (table 12). We include two dissertations in the category “General historical studies of the profession and its activities” (table 13). These are both relatively recent dissertations, so it is as yet unclear whether these are anomalous. Finally, we include only one dissertation under “Print culture history” (table 14), largely due to the way it is discussed in Wiegand (pp. 19–22). The category, which he argues is relatively absent within the LIS literature despite having tremendous relevance and potential, is presented in an effort to persuade library historians to engage with the work of critical theorists working outside of LIS. Wiegand emphasizes print culture history that explores the role of the reader in his examples, because he considers that as a place in which library historians could produce work relevant not only to LIS but beyond it as well. Since Gaffney’s dissertation (2012) engages with critical theory and addresses the politics of reading in her contemporary history of conservative activism and American libraries, we placed it in the “Print culture history” category.

Historical Dissertations beyond the Scope of Wiegand's Categories

While thirty-four of the fifty-two historical dissertations completed at the School fit with Wiegand's (2000) categories, we were left with eighteen to categorize ourselves. When we removed the "American library history" constraint on "Bibliographies and reference literature," we placed three dissertations in that category: Winger's (1953), on regulations and the London book trade; Cloonan's (1988), on paper-covered books; and Hunter's (1989), on eighteenth-century English opera and songbooks. If we removed the library constraint, deemphasized Wiegand's focus on the study of readers, and accepted that most of the earlier dissertations on our list did not engage with critical theory in the way in which he argues that print culture history does and library history should, we would place several dissertations in print culture history: McCoy's (1956), on censorship in Boston; Hertel's (1958), on the paperback novel's decline; Kidder's (1960), on Daniel Fowle and eighteenth-century printing; Forrest's (1961), on eighteenth-century English historical annuals; Van Note's (1961), on *Brush and Pencil*; Carroll's (1966), on European newspaper and periodical production; Walker's (1992), on "Beschreibung verschiedener Bibliotheken in Europa"; and Nielsen's (2010), on the Whitman Authorized Editions for Girls. Two dissertations—Park's (2009), on transracial Korean adoption in children's literature; and Chen's (2011), on Chinese and U.S. youth literature about the Sino-Japanese War—incorporate readers through the use of oral histories and personal narratives, and both engage with critical theorists working outside of LIS, although print culture history works less well as a category for them, and outside of the context of this paper it is not one we would apply.

Olden's dissertation (1987), on library and information policy in British and ex-British Africa, would require us to either add a category or to change "General historical studies of the profession and its activities" to something broader, such as "General historical studies of libraries and/or information and their related professions." We suspect that in the coming years, categories addressing aspects of information history, including policy, would be required to capture dissertation topics; for instance, whether Villa-Nicholas's (2016), on Latina telecommunication workers during the 1970s, represents one potential path for historical dissertation research that can be done within LIS in the current period. The remaining uncategorized dissertations stand alone in ways that are less likely to be replicated: Baldwin's (1955), on Alexander Gill, *The Elder* and Milton; Robinson (1973) and his study of subject dispersion in political science; and Elliker's (1996), on trends in the periodical literature of music.

CONCLUSION

Our look back through historical dissertations at the School has raised questions about the trends in topics and methods and the changing priori-

ties of the School and the field. Some of what we have observed is probably unique to the School, although a comparative analysis would be required to determine that. Certainly, as with most LIS doctoral programs in the United States, faculty interests drive doctoral-student recruitment to some extent, which then makes some topic areas and approaches more likely in a given year or years than otherwise. One can see the influence of Downs and Krummel, and also more recently of Jenkins, in their roles as research directors on dissertation committees. Since 2008 the School has been raising money to fund an endowed chair in the History of Libraries and the Information Professions, which suggests a commitment to support future historical research among faculty that could also extend to doctoral students in the coming years. In addition to their contributions to scholarship and practice, several alumni of the doctoral program at the School were involved in the creation of the endowment fund for this chair, including Donald Davis Jr., John Mark Tucker, and Laurel Ann Grotzinger, whose dissertations are among the fifty-two analyzed in this paper.¹²

Fourteen historical dissertations completed by students at the School in its seventy-year history have been published as monographs (table 15), several of which are cited in Wiegand (2000) as important works in American library history. He argues that Holley's 1963 monograph "established new standards for American library history biography," and that Grotzinger's in 1966 is a "worthy successor" to Holley (p. 9). Rothstein's 1955 monograph is cited by Wiegand in his discussion of "Expertise" as an important, but outdated work (p. 17). The two monographs published since Wiegand wrote his article concern youth services and literature, the most recent of which, Gaffney's (2017), is the only one of the fifty-two on our list of historical dissertations that we felt met Wiegand's criteria for "Print culture history." Certainly, her dissertation—and now her book—suggest possibilities for historical research in LIS, as well as the value of that research to the School and the field.

We were surprised to find that historical-dissertation topics comprised the dominant trend during the program's first two decades. Those early historical dissertations fell into one of two high-level categories: library history or book history.¹³ This is partly due to Downs's heavy involvement and investment in the doctoral program, and likely partially a matter of convenience: students in the School under Downs would have been familiar with the University Library, also headed by Downs, which was actively building both research and special collections. Beginning in the early 1970s, in terms of dissertation topics, library history was stagnant for three decades, and book history disappeared for two. Several factors internal to the School may have contributed to this, including the retirement of Downs, the School's independence from the University Library, new leadership and faculty in the School, revision to the doctoral program in 1980, and an explicitly broader focus on information science, reflected

Table 15. Historical dissertations published as monographs

Dissertation year / author	Published monograph
1953: S. Rothstein	<i>The Development of Reference Services through Academic Traditions, Public Library Practice and Special Librarianship</i> (Chicago: Association of College and Reference Libraries, 1955)
1961: E. G. Holley	<i>Charles Evans: American Bibliographer</i> (Urbana-Champaign: University of Illinois Press, 1963)
1964: L. A. Grotzinger	<i>The Power and the Dignity: Librarianship and Katharine Sharp</i> (New York: Scarecrow Press, 1966)
1964: J. Ranz	<i>The Printed Book Catalogue in American Libraries, 1723–1900</i> (Chicago: ALA, 1964)
1966: C. D. Churchwell	<i>The Shaping of American Library Education</i> (Chicago: ALA, 1975)
1969: C. H. Baumann	<i>The Influence of Angus Snead MacDonald and the Snead Bookstack on Library Architecture</i> (Metuchen, NJ: Scarecrow Press, 1972)
1971: F. D. Donnelly	<i>The National Library of Canada: A Historical Analysis of the Forces Which Contributed to Its Establishment and to the Identification of Its Role and Responsibilities</i> (Ottawa: CLA, 1973)
1972: D. G. Davis	<i>The Association of American Library Schools, 1915–1968: An Analytical History</i> (Metuchen, NJ: Scarecrow Press, 1974)
1976: A. P. Young	<i>Books for Sammies: The American Library Association and World War I</i> (Pittsburgh: Beta Phi Mu Chapbooks, 1982)
1988: M. V. Cloonan	<i>Early Bindings in Paper: A Brief History of European Handmade Paper-Covered Books with a Multilingual Glossary</i> (Boston: G. K. Hall, 1991)
1995: S. E. Moses	<i>African American Women Writers in New Jersey, 1836–2000: A Biographical Dictionary and Bibliographic Guide</i> (New Brunswick, NJ: Rutgers University Press, 2003)
2000: R. D. Wagner	<i>A History of the Farmington Plan</i> (Lanham, MD: Scarecrow Press, 2002)
2011: M. Chen	<i>The Sino-Japanese War and Youth Literature: Friends and Foes on the Battlefield</i> (Abingdon, UK: Routledge, 2016)
2012: L. M. Gaffney	<i>Young Adult Literature, Libraries, and Conservative Activism</i> (Lanham, MD: Rowman & Littlefield Publishers, 2017)

in the School's name change in 1981. Beginning in the 1990s, although historical research was still at a low point relative to the overall number of dissertations, we began to see topics contributing to women's history generally and specifically to African American women's history, and the most recent dissertation on our list contributes to Latina history. Beginning

in the 2000s there is a slight resurgence of historical dissertations, and public libraries and librarianship joined academic and research libraries and librarianship as topic areas, especially youth services librarianship. Also from youth services, dissertations emerge that explore the histories of representation and cultural appropriation in past children's literature, drawing on oral histories and personal narratives of readers. The relative absence of dissertations on our list that explicitly relate to information (rather than library or book) history was initially surprising; however, dissertations published since 2010 suggest the potential benefits to LIS of broadening the historical field to embrace information history, as some current doctoral students in the School are now doing.

What's history got to do with it? During these times when LIS education, research, and practice are changing in critical/significant ways—ways that call into question the cultural assumptions that we bring to how we describe and organize information resources; ways that witness shifts in ownership of information resources from public toward private hands; ways that have too many calling into question the relevance of our public information institutions—historical research and analysis can help LIS practitioners and educators obtain a longer view of the past and develop an informed and imaginative vision going forward.

NOTES

1. For an exploration of name changes and disciplinary shifts with respect to the iSchools, see Bonnici, Subramanian, and Burnett (2009).
2. See, for example, Krummel (1981). In 1994 a Festschrift was published in Krummel's honor, edited by Hunter. In 2012 Krummel received a Lifetime Achievement Award from the Society for American Music.
3. See, for example, Rayward (1975). For a comprehensive list of Rayward's publications and other contributions to LIS, see D'Arpa (2013). In 2013 Rayward was honored with a two-part Festschrift in *Library Trends* (vol. 62, no. 2 [2013] and vol. 62, no. 3 [2014]).
4. See, for example, Mak (2011). Mak, Black, and Schiller (2014) together hosted a panel on "History in the iSchools" at the 2014 iConference.
5. See, for example, Jenkins (1998, 2000), McDowell (2009, 2011), and Tilley (2012). Elizabeth Hoiem, who recently joined the School's faculty as an assistant professor, not only researches nineteenth-century British literature, but also the histories of pedagogy and education.
6. See "Completed Dissertations," School of Information Sciences, the iSchool at Illinois (<https://ischool.illinois.edu/academics/degrees/phd/dissertations>).
7. Baldwin's dissertation (1955), *Alexander Gill, The Elder, High Master of St. Paul's School: An Approach to Milton's Intellectual Development*, is here considered book history as a high-level designation, because it explores the relationship between reading and the transmission of ideas through texts, although it remains uncategorized in the next section.
8. In his dissertation's acknowledgments, Winger (1953) identifies Fletcher as a "Cooperating Member of the Library School Faculty," although Fletcher is not included in Appendix II, "Faculty of the School, 1893–1992," of Allen and Delzell's *Ideals and Standards* (1992).
9. Although not obvious from the dissertation's title alone (*Representations of Transracial Korean Adoption in Children's Literature*), Park (2009) analyzes children's books from 1955 and draws on both autobiographies and oral histories, in addition to works of children's literature.
10. The librarian in Hardy's 2010 study is Jessie Carney Smith, an alumna of the School whose dissertation (1964) is one of the fifty-two on our list.

11. A handful of dissertations completed prior to 2000 focus on public libraries, but these were not included on our list of historical dissertations.
12. "Alumni Encourage Matching Gifts to Complete First Endowed Chair at GSLIS," August 19, 2015, School of Information Sciences, the iSchool at Illinois (<https://ischool.illinois.edu/articles/2015/08/alumni-encourage-matching-gifts-complete-first-endowed-chair-gslis>).
13. We use *print culture history* in the section on dissertations by category, because we adopted the categories used by Wiegand (2000). In other sections we use *book history*, which is more reflective of the orientation of earlier historical dissertations in the School. Print culture history is a more recent, more contested phrase, but to differentiate book history from print culture history further is beyond the scope of this paper.

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