IN MEMORIAM

ESTHER LAVERNE STALLMANN

Esther LaVerne Stallmann, for twenty years a faculty member in the Graduate School of Library Science, died on March 19, 1969, following an extended and painful illness from a rare malady diagnosed as "cranial arteritis." Professor Stallmann, the only child of John Herman and Laura A. Hubbard Stallmann, was born on September 29, 1903, at Martinsville, Indiana. She was survived by no close relatives.

Following graduation from the Martinsville High School in 1921, she attended Indiana University where she earned the A.B. degree in sociology and mathematics with Phi Beta Kappa honors in 1924, and the M.A. in 1926. In 1927, she was awarded the B.S. in Library Science at the University of Illinois and in 1942, the Ph.D. at the University of Chicago. While studying for the doctorate, she was recipient of a Carnegie fellowship and two similar grants from the University of Chicago.

Before entering library school teaching, Miss Stallmann taught social science and mathematics in the high school in her home town for one year, served as a school librarian for two years in the Flint, Michigan, public schools and for two years as the reference librarian in the West Washington College of Education at Bellingham. In 1932, she joined the library school faculty at Peabody College for Teachers with the rank of assistant professor and in the following years taught successively at Syracuse University, the University of Tennessee and the New York State College.
for Teachers at Albany. At Albany she was professor and head of the Department of Librarianship from 1942 until her resignation in 1948. In January of 1949, she came to The University of Texas as a visiting lecturer. The following September she was appointed to the rank of associate professor, and in September, 1954, she became a full professor, one of the very few women on the faculty with that rank at the time.

Miss Stallmann was active in professional associations at the national, regional and state levels. In the American Library Association her most important assignment was with the Committee on Accreditation, the group responsible for accrediting graduate library schools in the U.S. and Canada. She served on this committee from 1965 to 1969 and in the last year as its chairman until illness forced her to resign. She was an Executive Board member of the Association of American Library Schools from 1953 to 1956 and its president in 1958-1959. While secretary of the Southwestern Library Association, 1956-1958, she called the first meeting of administrators and teachers in library education agencies in the six-state region, from which evolved the Association's permanent Committee on Library Education, of which she was the first chairman. In 1960, at her suggestion and under her direction, a graduate student compiled the first directory of library education personnel and programs in the Southwest which served as the prototype for a national directory later issued by the Library Services Branch of the U.S. Office of Education.
Before coming to Texas, Miss Stallmann served as president of the Hudson-Mohawk Library Association in New York state. In Texas, her work and influence in the Texas Library Association was far-ranging, but perhaps her most effective accomplishments resulted from her association with its Committee on Library Development, of which she was a member in 1952-1953 and its chairman from 1962 to 1965. As chairman, she was instrumental in preparing a flexible, long-range plan for library development in the State which continues to serve as a basic document in library planning. For six years she was chairman of the Texas Council on Library Education, composed of library science teachers and administrators in eleven institutions. Under her leadership, the Council for the first time in its twenty-year history became a cohesive, active group devoting its full attention to improving the quality of education for librarianship in Texas.

Throughout her tenure at the University, Miss Stallmann carried a heavy teaching and thesis supervision load. In the early years, because of the School's small faculty and also because of her wide and varied teaching experience, she was called upon to teach a number of different courses, as well as to develop new ones. In the later years, her fields of specialization were library backgrounds, public libraries, and research methodology, and it was in these areas that the main impact of her teaching was most pronounced. She was an extremely able teacher—well-organized, logical in presentation, inventive, thorough—as well as a
demanding one. She insisted that each student accomplish to the limit of his ability, would accept nothing less, and seemed to have uncanny ability in sensing when that limit had been reached. She encouraged students to question and criticize, but always to present objective evidence in support of their argument. Regardless of the grades they had made, students left her classes filled with respect and admiration for her profound knowledge of the subject, her honesty, fairness and clear thinking. One rare quality of her teaching was its lasting effect, testified to over and over again by graduates in the years following their graduation.

Miss Stallmann supervised the writing of 117 master's theses and reports and served actively on the committees for an additional eighty-seven. In consonance with an objective set forth in the School's first catalogue--"to integrate the School with the library development of the area and to contribute to the improvement of library service in Texas and the Southwest"--approximately two-thirds of the studies she directed were concerned with libraries and librarianship in the State and region. The studies provided accurate historical and statistical information, available in organized, synthesized form from no other source, that was widely employed in library study and planning. In consequence of these and similar studies, perhaps for the period covered, in no other state were library conditions so thoroughly documented. Nineteen of the 117 studies were published as monographs, as numbers in the Microcard Series.
of the Association of College and Research Libraries, a division of the
American Library Association, or in summary form in journal articles.
The quality of the studies she directed was widely recognized and copies
of many of them were acquired by scholarly libraries in this country and
abroad.

Teaching and thesis supervision, however, represented only a part
of Miss Stallmann's contributions. On numerous occasions during the
twenty years she served as Acting Director of the School when the Director
was on leave for various reasons. She was on the School's Budget Committee
and, at times, the chairman of the Graduate Studies Committee. She planned
and directed workshops and conferences; represented the School at meetings
which the Director could not attend; served as advisor to the Departmental
Librarian in which capacity she formulated an acquisition program for the
School; for a few years was secretary to the faculty; and throughout the
years she rendered invaluable service in many other ways, including the
advising of graduate students and assisting less experienced faculty members.
Every assignment was handled with thoroughness and dispatch, never with the
thought of receiving credit but only with seeing that the job was done,
and done well.

During her twenty years in Texas, Miss Stallmann served as survey
director or building consultant for ten municipal and county public
libraries in the State. Whenever feasible, she sought to involve inter-
ested graduate students in the surveys, thereby helping them to translate
classroom theory and principles into practical application in the field. Because of her heavy campus load, most of this work had to be done during weekends, holidays and vacation periods, largely at her own expense; and on the rare occasion when she accepted an honorarium, invariably the money was either returned to the library as a gift for some needed improvement or acquisition or it was deposited in the Library School scholarship fund.

Hundreds of persons from over the State--librarians, library and college administrators, presidents of library boards, officers of Friends groups, architects--sought her counsel on library problems on one kind or another. No matter how hard pressed she was with her own work at the time, she unfailingly welcomed those who sought her assistance which she gave without regard to the time and work that this might involve.

In 1968, graduates and former students, with the assistance of friends and colleagues from over the country, established a lecture fund in her honor:

Librarian, teacher, friend, who as professor in the Graduate School of Library Science, 1949-1969, profoundly influenced the quality of librarianship and library development in Texas through her professional and scholarly accomplishments; through the lasting effects of her teaching; through her valued counsel; through the example of her strong mental fibre and unimpeachable integrity. Though seriously ill and partially blind at the time, she was able to attend a luncheon at which time she was informed about the fund.

In 1969, Miss Stallmann was the recipient of the Beta Phi Mu Award for good teaching, presented each year by the Teachers Section, Library Education Division, American Library Association. Without her knowledge,
she had been spontaneously nominated by graduates who had been in her classes. The citation noted

her commitment to high teaching standards; her professional involvement and leadership; her warm personal relationships with her administration, her students and colleagues; her rare combination of intellect, integrity, sympathy for and understanding of people; and her contagious enthusiasm for building excellence in library service and the education of competent and devoted librarians.

As doubtless is true in the case of most true professionals, so it was with Esther Stallmann: the recorded aspects of her life and work may be likened to the part of an iceberg that shows above the water line; the greater part, and perhaps the more important part, lies submerged and hidden from public view. That part of her lifework is found only in the memories of those who were enriched by their association with her—the thousands of students she taught so well and her friends and colleagues who liked and respected her for the qualities she so consistently demonstrated: keenness of intellect, staunchness of spirit, unfailing loyalty, high integrity, unselfishness, and complete dedication to her work and to her profession.

Stephen H. Spurr
President of The University of Texas at Austin

Forest G. Hill
Secretary of the General Faculty