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A SURVEY OF THE DEVELOPMENT AND EMERGING PATTERNS IN THE PREPARATION OF SCHOOL LIBRARIANS

BY

Lois Klehamer Evralff

A DISSERTATION

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CHAPTER I

INTRODUCTION

Background of Study

Many historians believe that a historical study or survey really requires no justification beyond stating that it satisfies the need to understand how the status quo came to be. In addition to this comprehensive purpose there are at best two important professional reasons for tracing the development of school library education programs. First, to the investigator's knowledge, no extensive history or survey of school library education programs has been written. Second, school librarians represent potentially the largest group of library specialists in the United States. As such, it is important to know how this professional specialization developed, and the directions in which it seems to be headed, since the school librarian's functioning role as an integral member of a school faculty and/or as a service resource to faculty members should have some significance to preparation.

It is possible that the information will prove helpful to institutions preparing for accreditation. Furthermore, a clarification of the background might indicate something of the problems that lie ahead as transition takes place in moving in the direction of preparing people for instructional material centers and the use of multi-media.

Purpose of Study

This study will focus on the development of professional education for school librarians as it has unfolded in the United States from 1887 to 1969. The purpose of this study is to describe the background out of which the curricula for school librarians have developed by investigating sources which indicate the emergence of curricula for school librarians, how these emerged, their nature, and the reasons for their support.

To achieve the purpose of this study, these questions will be considered:

1. What historical developments in approaches to the preparation of school librarians may be identified?
2. Can one identify reasons for the approaches in Number 1 above, and how these reasons have been derived?
3. Are there emerging patterns over the period under investigation in the preparation of school librarians that can be identified?
4. If there are emerging patterns in the preparation of school librarians, what is the nature of these patterns?

Significance of Study

This study will be significant for all library education programs and librarians. It should be of particular significance to school library education programs and school librarians.

Almost every library education program has within its curriculum a course or a unit of study within a course dealing with the development of library education programs in general. Since there has been no study dealing with the development of school library education programs, there is at present no basis for understanding the status quo of programs that prepare school librarians.

In addition, the role of the school librarian has been affected by the tremendous educational changes that have taken place in the past decade. New technological advances and new school curricular patterns are influencing the functions of school librarians. An examination of library education curricula should give some clues as to whether or not school librarians will be prepared adequately to assume this new role.

The majority of school librarians in the U.S. receive their training in programs not accredited by the American Library Association. There may exist today a dichotomy in school library education programs between accredited and non-accredited schools. If there is one, it would be important to understand the origin of this dichotomy and estimate the extent to which future programs will probably be affected.

Assumptions Underlying the Study

A Major assumption in this survey will be that the data collected from the pertinent literature will be reliable and valid. They will reflect with accuracy the time and manner in which certain events took place

even though it might be difficult to isolate the specific situations that provided the impetus for school librarian curricular development.

Changes in school library education programs might possibly have taken place without ever being noted and recorded in articles or periodicals. The writer will assume, however, that any important program change will have been recorded somewhere in the extensive literature on library education programs.

Another major assumption is that it will be possible to describe the curricula and curricular similarities and differences by analyzing descriptions of library education courses.

Definition of Terms

ALA: The American Library Association is the national professional organization for all librarians.

Patterns: Curriculum designs or models that are likely to be adopted by most library education programs.

Accredited: Library education programs certified as meeting the accreditation standards of the American Library Association.

Non-Accredited: Library education programs that have not been certified as meeting the accreditation standards of the American Library association.

Library Education Program: The terms "library education program", "library science program", "library education curriculum" or "library science curriculum" will be understood as referring to the professional

training sequence of a librarian's college education other than general or liberal arts education and will be used synonomously.

Librarian: A person trained in library science and working in a library.

School Librarian: A person trained in library science in general or in school library education and working in a school library.

Organization

The writer will present pertinent research in Chapter II and the study design in Chapter III. The findings will be presented on a chronological basis in Chapters IV through VIII, and the conclusions and implications will be in Chapter IX.

CHAPTER II

RELATED RESEARCH

There has been minimal research related in a significant fashion to the present study. Since most of the literature which has relevance is dealt with in the historical survey chapters that follow, the writer has confined this section mainly to the research methodology of different studies. The writer selected that research which was 1) historical in nature and cited in the literature frequently, or 2) specifically related to school library preparation and also cited in the literature quite often.

In 1961 Carl White[1] published an historical study of the first period of library training, the 1883 to 1923 phase, which produced the American Library School. White recognized that to begin with 1883 would eliminate the roots of the library school movement so he devoted attention also to the social and educational setting prior to 1883.

The purpose of his study was "a better understanding of how the American library school originated and how its main lines of policy and

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[1]Carl M. White, The Origins of the American Library School (New York: Scarecrow Press, 1961).

organization as of the 1920's came to be sculptured as they were."[1]

The methodology used by White was to secure data from primary literature sources, to make connections, and to infer tendencies either from his own judgment or from that of his quoted sources. As White himself states, "I have been sparing in the use of footnotes"...and "they have been restricteed to the minimum necessary to document sources not apparent from the context."[2]

White focused his writing on major themes:

I. Social and Educational Setting;
II. Methods and Results of Technical Education;
III. Start of a Technical School for Librarians;
IV. Technical Education for Librarians;
V. Branches of the Family Tree;
VI. The Form of the New Tradition.

White's approach to his study was in sharp contrast to that of Sarah K. Vann whose doctoral dissertation, Training for Librarianship before 1923[3] was published by the ALA in 1961 the same year that White's study was published.

Vann's study, perhaps because it emerged from a dissertation, gives an impression of being a more scholarly historical document, extremely well footnoted and with extensive primary source material,

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[1] Ibid., p. 7.

[2] Ibid., p. 9.

[3] Sarah K. Vann, Training for Librarianship before 1923 (Chicago: American Library Association, 1961.)

including both original documents and correspondence with leading library education figures who were still available in the 50's.

A review of Vann's chapter titles indicates an approach that was more chronological in nature than that of White.

Chapter I	Before Formal Training: Methods of Securing Training
Chapter II	Toward a Formal Training Program: Dewey and the Columbia College School of Library Economy
Chapter III	After the Introduction of Formal Training, 1887-89: From Columbia to Albany
Chapter IV	The New York State Library School to 1893
Chapter V	Emergence of New Training Programs in the Nineteenth Century
Chapter VI	In the Last Decade: Proposals and Recommendations
Chapter VII	Into the Twentieth Century: From 1901 to 1905
Chapter VIII	In Pursuit of Library Training Standards, 1905-6
Chapter IX	Activities of the Committee on Library Training: Publishing a Tract and Establishing a Section
Chapter X	The Library Schools: From 1911 to 1919
Chapter XI	Training as Viewed by an Outside Agency: The Carnegie Corporation of New York
Chapter XII	Toward a Library Training Board.

An interesting difference in relevancy between Vann's and White's studies for this writer was that Vann produced data that could be specifically related to the training of school librarians whereas White contained little that had direct relatedness to library training for school librarians.

In 1919 Charles C. Williamson, Head of the Division of Economics and Sociology at the New York Public Library, was selected by the Carnegie Corporation of New York "to present existing conditions in this country with respect to training for library work."[1] The study

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[1]Charles C. Williamson, Training for Library Service: A Report Prepared for the Carnegie Corporation of New York (New York, 1923), p. 1.

that emerged eventually under the title, Training for Library Service, has come to be viewed by the library profession as furnishing the basis for the modern era in library training.

Williamson limited his study to the fifteen professional library schools, treating only incidentally training classes, summer schools, and other types of library training agencies. This cecame the prototype for most large scale studies of library education in focusing attention on the professional library schools, ignoring the expanding number of undergraduate and graduate programs in other institutions, particularly teaching training colleges.

Williamson visited each of the fifteen professional schools in 1920-21 and studied their organization and methods. His data were amplified by interviews but is drawn primarily from written material furnished him by the schools. Williamson's basic method was to supply data wherever available and then to comment rather freely as to the significance and implications of the data. In his last chapter it is apparent that Williamson found it expedient to combine his findings, interpretations, and recommendations in each specific area. This may have made for more satisfactory reading, but it does make it difficult at times to separate out fact from opinion. The latter were, however, subject to an advisory committee consisting of Dr.

Herbert Putnam, Librarian of Congress, Dr. James H. Kirkland, Chancellor of Vanderbilt University, and Dr. Wilson Farrand, Principal of Newark Academy, who reviewed and approved Williamson's report.

The first extensive study that was concerned with school librarians was Lucile Fargo's Preparation for School Library Work[1] published by Columbia University Studies in Library Service in 1936.

Fargo divided her study into two sections. The first part of the study included a survey of positions open to librarians in schools and in public libraries which served schools; followed by a functional analysis in which the school librarian's duties and functions are delineated and classified in librarianship categories and then compared with the functions of the classroom teacher. It also included an investigation of other factors involved in the education of school librarians: school library standards, certification, professional migration, and the influence of consolidation of both school units and the units of library service.

The second part of Fargo's study was concerned with the relationship between (a) education for school librarianship and the field of education for librarianship, and (b) between teacher education and

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[1]Lucile F. Fargo, Preparation for School Library Work (New York: Columbia University Press, 1936).

education for school librarianship. In addition, Fargo traced the beginnings of the curricula in school librarianship and outlined their content. She concluded with recommendations for a revised program of preparation for school library work.

There was little attempt by Fargo to do original research. Her data was drawn primarily from previous education surveys. On questions of professional background and movement Fargo did submit a questionnaire to 45 persons, and 35 responded, but there was no rationale as to how the population was chosen other than they were a selected group of competent persons.

In 1936, the same year that it published Fargo's study, Columbia University Press came out with How Shall We Educate Teachers and Librarians for Library Service In the School?[1] The book is subtitled, "Findings and Recommendations of the Joint Committee of the American Association of Teachers Colleges and the American Library Association with A Library Science Curriculum for Teachers and Teacher-Librarians." This study was financed by a grant from the Carnegie Corporation of New York to the Board of Education for Librarianship.

The Committee used as its director, Lucile Fargo, the Research Associate of the Columbia University School of Library Service. The

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[1]Joint Committee of the American Association of Teachers Colleges and the American Library Association, How Shall We Educate Teachers and Librarians for Service in the Schools? (New York: Columbia University Press, 1936).

Committee established that the aims of the study should be to ascertain:

1. What orientation in the use of libraries as tools of professional study should be provided for all beginning students.
2. What teachers in training should learn concerning books and other graphic materials useful in enriching the school curriculum at various levels.
   What teachers in training should learn about securing and organizing collections of books for school use.
   What teachers in training should learn about the functions and use of the school library.
3. The nature of the curriculum essential to the preparation of school library personnel.
   Opportunities which should be offered in teachers colleges for this preparation.
4. How the findings resulting from the above can best be introduced into the teacher's college curriculum.[1]

This study was really an examination and synthesis of data available from previous studies and a statement and elaboration of principles to guide institutions which were preparing school teachers, administrators, teacher-librarians, and school librarians.

In addition the Committee decided to channel some of its interests into a graduate seminar at the Columbia University School of Library Service. The Seminar, composed of librarians experienced in school and college work, was taught by Lucile Fargo. It was the Seminar which produced an outline and syllabi for a curriculum in library science for teachers and teacher-librarians.

In 1937 The American Library Association published a report on

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[1] Ibid., p. 3.

The Preparation of Teacher-Librarians[1] which was financed by a grant from the Carnegie Corporation of New York. The report was based on field studies made to compare conditions existing in teacher-librarian training agencies, and to present recommendations.

Two kinds of training programs were identified. Group I consisted of those offering approximately one half year of instruction, and Group II, those offering less than one-half year. The selection of institutions was delimited by "distance, proximity to other similar agencies or to library schools, and the time available for the visits." Twenty-two institutions in Group I were visited by two members of the Board of Education for Librarianship in 1935, and eleven institutions in Group II were visited by one person from the Board in 1936. Group I programs were described in Chapter III, Group II programs in Chapter IV, and Recommendations in Chapter V.

In 1945, Joseph L. Wheeler, retired from the Enoch Pratt Free Library of Baltimore, was commissioned by the Carnegie Corporation of New York "to prepare a memorandum as to matters affecting present-day training for librarianship, with especial reference to library schools, their faculties, graduates, students, curricula, relations to higher

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[1]American Library Association, Board of Education for Librarianship, The Preparation of Teacher-Librarians (Chicago: The American Library Association, 1937.)

education and to the profession of librarian."[1]

Wheeler's report was based on personal correspondence, review of catalogs, visits to fifteen cities or schools and conferences with nearly a hundred directors, teachers, employers and graduates. It is perhaps appropriate to refer to this as a report rather than a study since Wheeler made no effort to relate his comments and recommendations to specific sources. An appraisal of the library literature would indicate that the complexity of the field amidst the post World War II scene assured that the Wheeler report was not to have the significant effect on library training accorded the Williamson report.

In 1951 Ruth Ersted completed her study of "The Education of School Librarians."[2] The purpose of her study was to propose a curriculum for school librarians based on a job analysis related to objectives for school library services. Ersted had the following four hypotheses:

1. That all school librarians need to have a knowledge of the purpose and functions of both the elementary and secondary school library.

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[1]J. L. Wheeler, Progress and Problems in Education for Librarianship (New York: Carnegie Corporation, 1946), p. 5.

[2]Ruth M. Ersted, "The Education of School Librarians" (unpublished Master's thesis, University of Chicago Graduate Library School, 1951).

2. That school librarians need training in the fields of educational objectives and methods, educational and social psychology, curriculum development, reading and other related content in the area of education.
3. That the existing dichotomy of training for teacher-librarians (part-time librarians) and for professional school librarians (full-time librarians) should be discontinued.
4. That professional education for school librarians should begin in the undergraduate college or university program, (similar to the subject specialization in the preparation of teachers.)[1]

Ersted sent questionnaires to 100 school librarians named by state and city school library supervisors as having good programs of library service. She received 71 replies. Twenty-three were from Minnesota and 48 were from 23 other states with the second highest returns being six from Illinois. Her sample included 64 full-time and 7 part-time librarians, and the schools represented included those with grades from 1-12, 1-6, 1-8, 7-9, 7-12, 9-12, 10-12, and 9-14. Forty-six respondents had one year of library science; five had two years, nine had 15 semester hours of library science, nine had approximately six hours of library science, and two had no library science.

Ersted's findings and implications for school library education are discussed in Chapter VI. Her study had much significance but her conclusions, although in line with this writer's biases, were not completely justified since the statistical procedures employed in the sampling processes had many limitations, the most relevant being the lack of

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[1]Ibid., p. 2.

representativeness of the population sampled.

Summary

The following appears to be a succinct summary of the related research methodology described in this chapter:

1883 to 1923 - White: an historical survey but no verifiable documentation;

1869 to 1923 - Vann: an extensively documented historical survey;

1923 - Williamson: a report based on extensive personal visits and written data, but conclusions were not documented;

1936 - Fargo: used data obtained from previous studies; one questionnaire inadequately sampled by sending to 45 persons known to be competent but not identified;

1936 - Joint Committee of American Association of Teachers Colleges and the American Library Association: an examination of data available from previous studies.

1937 - ALA Field Studies: field visits to selected school library programs by three different members of the ALA Board of Education for Librarianship;

1945 - Wheeler: a report based on correspondence, catalog review, and some visits, but no documentation was attempted.

1951 - Ersted: a questionnaire to 100 school librarians,

mostly in the North Central region.

None of the research reviewed by this writer except for Vann's study, would be acceptable as valid doctoral research. The problems were seldom delimited by the authors, populations were not representative, instruments were not described, and conclusions were seldom documented.

This review of related research points up the validity of the statement by Vann, "The history of the development of library training courses in normal schools is yet to be studied."[1] In the library education field it has been difficult to find significant related research, but the findings in Chapter IV through VII are based on the increasingly abundant related literature.

CHAPTER III

DESIGN OF STUDY

The genesis of this study followed a visit by the writer to the ALA office in Chicago in 1962, and emerged from an informal discussion with several educators there. The idea was explored between 1962 and 1963 with two people long associated with the school library field, Mrs. Florence Cleary and Miss Charlotte Coye. Mrs. Cleary was Chairman of the Department of Library Science at Wayne State University, and Miss Coye was Head Librarian at Osborn High School in Detroit, a past president of the Michigan Association of School Librarians, and part-time library science instructor at Wayne State University and University of Michigan.

The Wayne State University Education Library provided initial background data on the subject. The dissertation proposal was submitted to her committee in the spring of 1963, prior to the writer's move with her family to California.

In 1964 after the dissertation proposal was approved, an intensive year was spent in data collection. First, letters were sent to the American Library Association's Library Education Division, and to the California Library Association requesting help in locating sources of

library education data. Second, a letter was sent to the Educational Materials Center in the Office of Education to obtain their bibliography on books in library science. Third, the writer spent hundreds of hours at the University of California in the Library School Library and the Education Library.

In the Library School Library the card catalog was checked for Library Schools and Training, Library Science-Study and Teaching, Education for Librarianship in the Vertical File, Curriculum, and History. Those headings were the ones used by the writer in her perusal of all library literature.

Following a check of the card catalog the writer inspected the following:

Library Science Abstracts, The Library Association, Chaucer House, Malet Place. London, W.C. 1960 to 1963.

Library Science Dissertations: Bulletin 1963, No. 38. U.S. Department of Health, Education and Welfare. Office of Education. 1925 to 1960.

Danton, J. Periam. "Doctoral Study in Librarianship in the United States," College and Research Libraries, 20:436-453, 1959. 1930 to 1959.

Merritt, LeRoy C. "Doctoral Study in Librarianship -- A Supplement," College and Research Libraries, 23:539-540, 1960. 1959 to 1962.

Library Research in Progress. U.S. Office of Education, Washington: Government Printing Office. 1959 to 1964.

Library Trends. Urbana, Illinois: University of Illinois, Graduate School of Library Science, 1952 to 1963.

Education Committee of the ALA Compiler. School Library Year

Book. No. 1, 2, 3. Chicago: American Library Association, 1927.

Guthrie, Anna Lorraine, ed. Library Work. Minneapolis: H.W. Wilson, 1912. Cumulated 1905 - 1911.

Bibliography: Education for Librarianship, 1925-1948. Compiled by Alan Heyneman.

Library Literature. H.W. Wilson Co. Published Quarterly, 1933 to 1963.

Library Literature, 1921 - 1932. American Library Association. Compiled by Junior Members Round Table of the ALA, Chicago, 1934.

In the Education Library the primary source was the Education Index, published since 1929 by H. W. Wilson Co. Additional sources were:

Education Abstracts. Ed. by Norman J. Powell. Albany, N.Y. 1949 to 1963. Ceased publication.

Encyclopedia of Educational Research. Ed. by Walter S. Monroe. New York: Macmillan, 1940 and 1950.

Encyclopedia of Educational Research, Ed. by Chester W. Harris. New York: MacMillan, 1960.

Review of Educational Research. Washington, Education Research Association, 1931 ---.

Research Studies in Education, A Subject Index. Compiled by Stanley B. Brown, Mary Louise Lyda and Carter V. Good. Homewood, Illinois: Phi Delta Kappa, Inc. 1941 to 1963.

Loyola Educational Index. A Reader's Guide to Education and Psychology. Ed. by Austin G. Schmidt. Chicago: Loyola University Press, 1963. (December 1928 cumulated)

From 1964 to 1966 the writer devoted her time to reading the books and articles to which she had been guided by her earlier library research.

The books and journals which provided the most pertinent data are of course reported in the ensuing chapters. The publications which provided the most pertinent data are:

Library Journal which goes back to 1876;

ALA Bulletin, the ALA publication begun in 1907;

Library Education Division Newsletter of the ALA which began in 1960;

School Libraries, the AASL publication started in 1952;

Journal of Education for Librarianship, the Association of American Library School publication begun in 1960.

The review of library literature provided the main basis for establishing the chronological time periods. The period 1887 to 1923 has been well accepted by librarians as the Dewey to Williamson era. There isn't similar agreement on succeeding periods of library training. This writer decided to carry the second phase from 1924 to 1950 which was just prior to the new ALA Standards for Accreditation and the Ersted study in 1951. The 1950's focused largely on standards for accreditation and the writer decided that the adoption by ALA of undergraduate standards in 1959 marked an appropriate terminal point for the third phase of library education. The 1960's are divided into two chapters due to length rather than any acknowledged turning point in library education.

In 1966 the writer explored the basis for selecting the schools

which she would include in her study of current library science curriculums. The two sources used were the Library Education Directory 1962-63, a publication of the Office of Education, and the November 1966 issue of the ALA Bulletin which contained a list of ALA accredited library science programs. A 1964-65 Library Education Directory was supposed to be forthcoming but correspondence with the Office of Education and a search of the libraries at the University of California were non-productive.

The 1962-63 Directory provided information about 277 librarianship programs with 12 or more semester hours in library education in accredited institutions of higher education in the United States. It listed 32 programs as being ALA accredited, all of which offered courses for school librarians. There were 238 non-accredited programs which offered courses for school librarians, and of those 33 offered Master's degrees. This left a total of 205 institutions with undergraduate programs in library education.

In the November 1966 issue of the ALA Bulletin three more institutions were added to the accredited list making a total of 35 at the time the writer began her survey. From the sample of undergraduate catalogs which the writer later obtained, four undergraduate programs were also offering Master's degrees. This resulted in a total of 35 accredited and 32 non-accredited graduate programs which offered Master's degrees with a specialization in library science.

Undergraduate programs are not usually comparable in too many respects with graduate programs. However, the writer decided that it would be desirable to examine a representative sampling of all undergraduate library science programs which offered courses for school librarians, particularly since the literature reflected so much concern over undergraduate standards.

In order to obtain a representative sample the writer used the table of random numbers on page 366 of Dixon and Massey's, Introduction to Statistical Analysis.[1] The writer placed her finger at random on page 366 and drew 32 numbers. This was done in order to obtain a population comparable in size to the two graduate programs, and it represented also about 16 per cent of the total undergraduate universe.

With due regard for the difficulty in getting responses to surveys from unknown graduate students, the writer enlisted the aid of her husband, Chairman of the Department of Counseling at San Francisco State College. Letters over his signature were sent to all accredited and non-accredited graduate library science programs, and the representative sample of undergraduate library science programs. (See Appendix A)

Catalogs or bulletins were received from 90 per cent of the gradu-

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[1]Wilfrid J. Dixon and Frank J. Massey, Jr., An Introduction To Statistical Analysis. (New York: McGraw-Hill Book Company, Inc., 1957), p. 366.

ate programs, and from 60 per cent of the undergraduate programs after the first mail request. A second request using the same letter but adding the words, second request, produced all but one each from the accredited and non-accredited graduate programs, and the undergraduate response increased to 70 per cent or a total of 26. A third mail request using the same letter but adding the words, third request, produced 100 per cent response from the graduate programs. Four additional undergraduate programs based on the random numbers were added to the mail list, and a final total of 86 per cent of the undergraduate sample or a total of 31 was obtained. However, since 4 of the latter were now offering Master's degrees according to the catalogs, the final number of undergraduate catalogs obtained was 27. To summarize:

Requests were sent to

35 ALA accredited graduate programs;

28 non-accredited graduate programs;

36 undergraduate programs.

Catalogs were received from the total universe of

35 ALA accredited graduate programs;

32 non-accredited graduate programs (this included four previous undergraduate programs);

27 undergraduate programs (from a possible 32).

The data from the catalogs generally represents 1967-68, but there were a number of institutions which sent 1966 catalogs and said new

ones wouldn't be available until 1968, or that the 1966 curriculum would be revised at a later date.

The writer's original intent was to carry her data up through 1963, but the delay in completing her dissertation necessitated an expansion. It became evident that it would contribute significantly to her study to include data from the North American Library Education Directory for 1966-68 and the 1968 Standards for School Media Programs. In addition it was necessary to review library literature from 1963 to 1969.

The North American Library Education Directory was based on correspondence with the institutions and would be presumed to be authoritative. In examining the data obtained by the writer from catalogs with data the directory received from correspondence with library educators there were discrepancies in spite of the fact that the time period was almost the same. Five of the 32 non-accredited graduate programs in the writer's survey were not listed in the North American Directory, and two were listed as having undergraduate programs. Seven of the 27 undergraduate library science programs were not listed in the Directory. According to the Directory estimates there were about 410 library education programs in the United States and a total of 384 responded - a better than 93 per cent response. Twelve of 59 programs which responded to the writer's request for catalogs did not respond to the Directory. This means that 20 per cent of the programs for which the writer had catalogs are not listed in the North American Directory. The only conclusion that

the writer has drawn is that the Directory may be erring on the low side as to number of library education programs in the United States, and that in all probability, there are more than 410 programs in this country.

The writer concluded her study with a summarization of reactions to the new Standards for School Media Programs. She recognized that data regarding library education in general, and school library preparation in particular encompassed fields that had expanded dramatically in the sixties. It might require a greater time lapse before the dynamic changes affecting all of library education could be viewed with adequate historical perspective.

CHAPTER IV

THE FINDINGS: SCHOOL LIBRARY TRAINING

1887-1923

In 1887 Melvil Dewey succeeded in establishing the first library training school at Columbia. The Columbia College of Library Economy was the culmination of years of effort by Dewey and others as a solution to the problem of providing the increasing number of libraries in the United States with trained librarians.[1]

Eleven years earlier the U. S. Bureau of Education had documented the apparent need for trained librarians with its publication, Public Libraries in the United States of America: Their History, Condition, and Management. It contained statistics on public libraries with three hundred or more volumes. There were 3,647 libraries in the latter category with 266 libraries having an average collection of

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[1] 1887-1937 Papers Presented at a Dinner Commemorating The Fiftieth Anniversary of the Establishment of the First Library School at Columbia College (Minneapolis: University of Minnesota, 1937), p. 15.

26,259 volumes.[1]

For every library in 1876 there was probably at least one person responsible for managing it. Thus there were presumably over 3,000 librarians in the U. S. none of whom had received formal library training. As Vann has pointed out, in all likelihood, the methods whereby librarians up to this point might have acquired some informal training could be identified as (1) through experience and inquiry; (2) through the reading of available literature; and (3) through the activities of the American Library Association.[2]

The year 1876 is also important for the history of library training because it marked the founding of the American Library Association, the publication of the Library Journal, and Melvil Dewey published the first edition of his Decimal Classification and Relative Index.

There is a limited amount of literature on the history of library training programs for the period 1887-1923, and there is a real scarcity of material directly related to the development of training for school librarianship.

It becomes necessary, therefore, to peruse the literature as it relates to the training of librarians to uncover by specific citation or inference those aspects of training which could involve preparing school

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[1]U. S. Bureau of Education, Public Libraries in the United States of America: Their History, Condition, and Management; Special Report, Pt. 1 (Washington, D.C.: Government Printing Office, 1876) pp. 1012-1142, cited thereafter as Bureau of Education, Public Libraries in the United States, (1876), p. 773.

[2]Sarah K. Vann, Training for Librarianship before 1923. (Chicago: American Library Association, 1961), p. 15.

librarians.

The first library training program that could be viewed as relevant for preparing school librarians was the Carnegie Library School of Pittsburgh which was organized by Frances J. Olcott in 1901 with emphasis on preparing specialists for work with children. However, this development cannot be ascribed to concern over school library preparation since "most existing school libraries were inactive and special training for school librarianship seldom considered."[1] Fargo, in her book, The Program For Elementary School Library Service, relates the development of specialists in children's literature "to the use of children's library work in the public library, and the emergence of a new curriculum in the elementary school."[2]

With the advent of training programs for the preparation of librarians came the inevitable conflicts. This writer will not attempt to describe extensively the background around which all of the conflicts arose, since this would be repetitious of the fine works done by writers such as Vann. It is important, however, to describe briefly the major training issues enunciated by the American Library Association's Com-

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[1] 1887-1937 Papers Presented at a Dinner Commemorating The Fiftieth Anniversary of the Establishment of the First Library School at Columbia College, (Minneapolis: University of Minnesota, 1937), p. 15.

[2] Lucile F. Fargo, Preparation for School Library Work (New York: Columbia University Press, 1936), p. 10.

mittee on Library Schools in 1900[1] and 1903[2], so that the specific development regarding the preparation of librarians, from which the specialization of school librarian emerged, can be understood.

The major training issues studied by the Committee in 1900 were:

1. Admission requirements

   Who should be admitted to training programs? Early training programs ranged from those admitting students with high school educations, to programs that required several years of college work.

2. Qualifications of the instructors

   The educational qualifications and the experience of the instructors were often limited. Some faculties had no college graduates as instructors and only one, Illinois, had as many as two-thirds of its faculty who were college graduates. Only Illinois had as many as fifty per cent of its faculty with experience in the field.

3. Curriculum content

   Cataloging and classification were the most important subjects in all programs, but there was considerable variation in curricular patterns as regards other subject matter. The committee of 1900 criticized what it felt to be an overemphasis on cataloging and classification, and this criticism "was a preview of twentieth century concern over cataloging and classification."[3]

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[1]American Library Association, "Report of the Committee on Library Schools, 1899-1900," Library Journal, XXV (August, 1900), p. 86.

[2]American Library Association, Committee on Library Training, "Report, 1903," Library Journal, XXVIII (July, 1903), pp. 83-101.

[3]Vann, op. cit., p. 120.

The Committee on Library Training, 1903, studied six kinds of library training programs:[1]

1. Schools offering winter courses, both one and two year programs. Nine schools were studied: the New York State Library School, the Library School of Pratt Institute, the Library School of Drexel Institute, the Library School of the University of Illinois, the School of Library Service at Columbia University, the Department of Library Science of Chicago University, the Course in Library Economics of Syracuse University, the School for the training of Children's Librarians of the Carnegie Library of Pittsburgh, and the Course in Library Science of Simmons College.

   Of the nine schools, only three were criticized by the Committee for their failure to achieve a desirable standard. Chicago University was reprimanded for its low entrance requirement, for allowing only a part of the course to be taken, and for employing an instructor without library school training. Columbia University was questioned as to the meaning of its entrance requirement of "good intelligence" and for permitting only part of the course to be taken; Syracuse University, for offering instruction by a faculty without library school training or experience in any other library.

   Since no specific criticisms were leveled at the other schools, it can be assumed that as of 1903 the following schools were found acceptable: the New York State Library School, the University of Illinois Library School,

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[1]American Library Association, Committee on Library Training, "Report 1903", op. cit., pp. 86-90.

> Pratt Institute, Drexel Institute, the Simmons College program, and the Training School for Children's Librarians at the Carnegie Library of Pittsburgh. Though they were the six schools represented by the membership of the Committee, there was an acknowledgment by the Committee that it represented library schools which are by no means satisfied with their own standards or with their own qualifications for criticism, but which are earnestly endeavoring to introduce better and higher standards as fast as these are recognized.[1]

2. Summer school or summer programs

Nine summer school programs were evaluated. They included the summer schools of the Indiana, Iowa, Minnesota, and Wisconsin State Library Commissions, the New York State Library School; the Chautauqua Institution, California University, the State University of Missouri, and the Amherst Summer Library School. The Committee's two criteria were:

(1) Only paid or appointed personnel should be admitted;

(2) Practice work in small libraries should be offered.

All the programs were notified that they were remiss on both criteria, but only Amherst and Minnesota were cited as failing to have the standards of the summer schools.

The Amherst program was told (1) it admitted unlimited persons without any experience; (2) it offered inadequate practical instruction to the inexperienced person; (3) its ratio

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[1]Vann, op. cit., pp. 112-113.

of one instructor to fifty students was inadequate; (4) it didn't use an entrance examination or a final test, and it gave credentials without experience.

The Minnesota Summer School (1) admitted an unlimited number of inexperienced persons and (2) gave credentials without experience.

3. Apprentice classes in libraries.

Of thirty-three libraries with apprentice programs twenty-three responded to the Committee which expressed concern over the varying admissions policies, curriculum and instruction. The Committee reserved its main concern over the fact that these programs were training apprentices for work in other libraries.

4. College courses in bibliography and the history of printing.

The Committee received responses from eleven colleges, and after noting considerable variability recommended that the College Library Section should give further consideration to the problem.

5. Normal schools giving courses in library economy

Ten normal schools, nine of them in Illinois and Wisconsin returned questionnaires to the Committee. Library school graduates headed up five programs and two were directed by summer school students. The Committee felt that, although the instruction was directed toward future

teachers, the preparation should be the same as that required for the librarian of a small library.

> The need for systematization of the normal school training of teachers was dismissed as not within the scope of the American Library Association, and the Committee recommended that the problem be brought to the consideration of the Library Section of the National Education Association.
>
> By dismissing the responsibility, the Committee failed to anticipate the impact of an emerging school library program and to realize that school library training might be regarded as an area for specialization in the regular library school or as indicative of the need for a new type of library school.[1]

6. Schools and individuals conducting correspondence courses

The Committee's concern with correspondence courses which were taught by individuals rather than institutions led to its recommendation that some library schools and some libraries be authorized to plan correspondence programs.

The 1900 and 1903 reports pointed up the beginnings of the kinds of conflicts that permeated library training until 1923. The range of problems revolved around such concerns as admission requirements, the curriculum, the relationship of academic training and field experience, qualifications for faculty, with the major concerns focusing on the two basic questions: (1) who should determine which institutions were qualified to train librarians, and (2) what should the standards be?

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[1]Vann, op. cit., pp. 112-113.

It was the 1906 Committee on Library Training which developed the standards for library schools offering winter and summer programs. These standards were to be in operation until 1920. The 1906 Committee included representatives from the following varied fields of interest:

A member of a state library commission.
The librarian of a free circulating library of, at least, 50,000 volumes.
The librarian of a college or a reference library.
A library trustee interested in questions of training.
Four library school graduates engaged in library work in various kinds of libraries and in various capacities, including one from the faculty of a library school.[1]

The standards adopted were:

WINTER SCHOOLS

1. Entrance requirements
   a. Three years beyond the high school preparation or
   b. An entrance examination in
      (1) history
      (2) literature
      (3) language
      (4) economics
2. Instruction
   a. At least one-third of the instructors to have been trained in and graduated from a recognized library school.
   b. At least one-third of the instructors to be experienced in other libraries than those connected with the school.
   c. Some of the instructors to have library duties.
   d. One instructor to every ten students in laboratory work.
   e. At least one-sixth of the students' time to be given to practical library work under supervision.

[1]American Library Association, Committee on Library Training, "Report, 1906", Library Journal, XXXI (August, 1906), p. 177.

3. Tests and credentials

The giving of a certificate or diploma at the end of the course which shall certify to the satisfactory completion of the course, but not to fitness for library work.

4. Subjects to be taught

a. Classification
   (1) Decimal
   (2) Expansion
b. Cataloging
   (1) Classed
   (2) Dictionary
c. Library economy
   (1) Accession work
   (2) Shelf-listing
   (3) Loan systems
   (4) Binding and rebinding
   (5) Supplies and statistics
   (6) Order work
d. Reference work, lectures and problems
e. Bibliography, trade
f. Book selection

SUMMER SCHOOLS

1. Entrance requirements

a. a paid position as librarian or assistant or
b. a definite appointment to a paid position

2. Instruction

a. one instructor trained in a recognized library school
b. two instructors with experience in other libraries than that connected with the school
c. one instructor to every fifteen students
d. one-fourth of the curriculum allocated to practical work

3. Tests and credentials

5 out of 8 voted for a pass card stating subjects
3 voted for certificates stating plainly that the course completed was a summer school course

4. List of subjects
   - Classification
     - Decimal
   - Cataloging
     - Dictionary
   - Library economy
     - Accession work
     - Shelf-listing
     - Loan systems
     - Binding and rebinding
     - Supplies and statistics
     - Order work
   - Reference work, lectures and problems
   - Bibliography, trade
   - Book selection[1]

As varying Committees on Library Training studied and made reports to the American Library Association, a new organization came into existence. In 1915 ten library schools which had been meeting fairly regularly for informal discussions organized formally an Association of American Library Schools.[2]

For several years the Association was viewed by the Committee on Library Training as the appropriate vehicle for developing standards. Azariah Root, Chairman of the Committee on Library Training, at a meeting of the Association of American Library Schools in 1915 declared:

> I am looking quite as much, perhaps more, to results which are worked out in the directions of standards by this Association of American Library Schools as I am to anything that an outside committee like the ALA Committee on Library Training can ever possibly do. About all that committee can ever possibly do is now and then set up

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[1] Ibid., pp. 175-176.

[2] Vann, op. cit., p. 162.

standards which seem to be at least the minimum standards that can be required.[1]

This view of the Association by the Committee on Library Training did not last long. This could have been predicted perhaps since the Association standards in defining its own membership requirements were lower than the 1906 standards. The latter specified entrance requirements to a training program as either three years beyond high school or an entrance examination on specified topics. The Association required only a four year high school preparation or its equivalent.

Five years later, in 1920, the Committee on Library Training officially nullified the 1906 standards and accepted the standards of the Association.[2] On the surface this would appear to be a capitulation, but the action, as Vann points out, was "a strategic move taken by the Committee to rescind the assurance, if it may be so described, extended in 1916 that the determination of standards was properly a function of the Association of American Library Schools."[3]

As indicated earlier in this chapter, the literature of the period, 1887-1923, as it pertains to school library training programs is con-

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[1]Vann, op. cit., p. 162.

[2]American Library Association, Committee on Library Training, "Report, 1920", ALA Bulletin, XIV (July, 1920), p. 284.

[3]Vann, op. cit., p. 164.

spicuous by its absence. In 1895 Katherine Sharp had reported in the Library Journal that twenty-two states had some legal provision for the establishment, financial report, and book collection of school libraries, but none for staff.[1]

It would not be accurate to state that no training for school librarians was taking place. In 1906

> The Indiana State Normal School, Terre Haute, established a department of public school library science during the school year, 1905-6, under the direction of Arthur Cunningham, librarian. Three courses, constituting a year's work, were offered: Course 1 was designed to "prepare the teacher for intelligent, systematic, and scholarly use of collections of books," and Courses 2 and 3 were concerned with "the organization and management of school libraries."[2]

That same year,

> The Year-book for June, 1906, of the Kansas State Normal School included several courses in library training, one of which, the Advanced Course, led to the degree of A. B. in education with library science as a major study to be pursued over a period of four years. The course, essentially an expansion of the summer course for librarians, included, in addition, typewriting, library history, organization and administration, bookmaking, children's literature, selection of books, books and authors, and library news.[3]

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[1]Katherine L. Sharp, "Libraries in Secondary Schools," Library Journal, XX (December, 1895), pp. 5-11.

[2]"Indiana State Normal School, Terre Haute, Indiana," Library Journal, XXI (April, 1906), p. 190.

[3]Kansas State Normal School, Emporia, Kansas, Year-Book, V, No. 6, June, 1906 (Topeka: State Printing Office, 1906), pp. 242-245.

Specialized training for school librarians was to be a slow process even though recognition of the need for professional training in general was demonstrated when the Council of the American Library Association voted in 1909 to establish a Section on Professional Training for Librarianship.[1] The focus of this Section was to be on where and when the specialized professional training was to occur in the training programs of students in library schools.

Specialization was given recognition by many of the leading educators in the library field, but it was to take Williamson's report on Training for Library Service[2] to set the pattern for specialized training in library programs.

Mary Hall, in her study of school libraries, could uncover only fifty trained librarians placed in schools between 1905 and 1915.[3] And, in 1914 the Bureau of Education in its survey of library instruction identified 93 normal schools which offered courses in library science. The range of efforts was from schools offering a single course on use of

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[1]American Library Association, "Council, June 26, 1909," ALA Bulletin, III (September, 1909), p. 442.

[2]Charles C. Williamson, Training for Library Service: A Report Prepared for the Carnegie Corporation of New York (New York, 1923).

[3]Mary E. Hall, "Development of the Modern High School Library," Library Journal, XL (September, 1915), pp. 627-632.

the library to some giving complete training for full or part-time librarians for school libraries.[1] It might have seemed obvious that the market for school librarians was to result in a demand that could not be met by the existing supply. In 1919 Mary Robbins, an instructor at Rhode Island State Normal School, surveyed via a questionnaire 125 normal schools and teachers colleges and ascertained that only a few gave courses that would prepare school librarians.[2]

> Not until standards for school libraries and certification for school librarians were developed was the pressure for special preparation for school librarianship sufficiently strong to influence, to any appreciable extent, the curriculum of library schools, and to interest the normal schools and teachers colleges in assuming responsibility for the preparation of library personnel as well as teachers.[3]

To understand how the increasing need for school librarians in the 20's was to be viewed by library schools, it is essential to report briefly the background and the issuance of the Williamson report.

In 1918 Williamson published an article entitled "The Need of a Plan for Library Development."[4] He expressed a concern in this article

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[1]U. S. Bureau of Education, Library Instruction in Universities, Colleges, and Normal Schools, No. 34, Whole No. 608, (Washington, D.C.: U. S. Bureau of Education Bulletin, 1914).

[2]Mary E. Robbins, "Training Teacher-Librarians in Normal Schools," ALA Bulletin, XIII (July, 1919), pp. 279-281.

[3]Florrinell F. Morton, "Training for School Librarianship," Library Trends, 1 (January, 1935), p. 357.

[4]Charles C. Williamson, "The Need of a Plan for Library Development," Library Journal, XLIII (September, 1918), pp. 649-655.

for the failure of library schools to provide the training needed for librarians of small libraries.

By 1919 Williamson had become increasingly convinced that "the library schools were repeating on a small scale the experience of the American medical schools and that, like the latter, the solution for improving standards lay in the creation of an authoritative body, controlled not by the schools, but by the profession.[1]

Vann has analyzed in detail the discussion and reactions by leading library educators and the various professional organizations that followed Williamson's appointment by the Carnegie Corporation to direct a study of library training programs in 1919.[2]

The convictions, the conflicts and the waverings of the American Library Association, the Committee on Library Training, the Committee on National Certification and Training, and the Association of American Library Schools eventually culminated in 1923, in approving a recommendation from the Chairman of the Committee on Library Training to the Council of the American Library Association "that a Temporary Library Training Board be appointed by the Executive Board to investigate the field of library training, to formulate tentative standards for all forms of library training agencies, to devise a plan for accrediting such

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[1]Vann, op. cit., p. 80.

[2]Ibid., Chapter XII, pp. 178-190.

agencies and to report to the Council."[1]

Several months later Williamson's study on Training for Library Service appeared, but it was his earlier influence that had markedly "initiated the concept that the Association had a bounden duty to create an agency for accrediting its professional training agencies."[2]

The section of Williamson's report that was to have implication for school library training was in Chapter XII, Advanced or Specialized Study.

> Probably the most important group for which specialized training should be provided at once are the school librarians. In states that have the best educational standards the high school librarian must have the qualifications of a high school teacher - which means a college degree with special training in education and some graduate study - in addition to a certain amount of professional library training. A college education and one year's study in a library school do not give adequate preparation for high school librarianship. A second year of special preparation is coming to be essential, the course to consist of three elements: (1) special study of high school library problems, supplementing and adapting the general course; (2) special study and training in educational subjects; history of education, educational psychology and the high school curriculum; (3) extensive field practice, consisting of quite long periods devoted to actual service in well-organized high school libraries under the close supervision and direction of able and experienced high school librarians. At the end of this second year's work the student would be much better equipped to organize and administer a high school library than he can be at the end of the second year's work in one of the two year schools at the present time. A graduate of the full course in either New York State or University

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[1]American Library Association, "Proceedings: Council, April 24, 1923," ALA Bulletin, XVII (July, 1923), p. 194.

[2]Vann, op. cit., p. 190.

> of Illinois School has spent more time than is necessary on various subjects which are highly important for all kinds of library work but of little or no value in a high school library. He will probably have taken only a brief elective course of rather general character on school libraries and will have had a limited amount of "practice" in high school libraries. No opportunity will have been offered for the training in education which is indispensable for acceptable and efficient service as a high school librarian.
>
> The need for specialized training for library work with children has long been recognized and fairly well provided for in the Carnegie Library School and, more recently, in Western Reserve University. Under the plan of organization proposed in this report, specialized training for professional work with children would be given as a second year of library school study, consisting of some technical library courses, with much attention to literature for children, through courses in education, child psychology, and the relations of the library to the public school, accompanied by much field work and practice under expert supervision...To provide the kind of specialized training proposed here, it will also be necessary in most cases for the library school to be located in the vicinity of other educational institutions whose cooperation will be indispensable. Thus, for the specialized course for high school librarians, the instructions in education and pedagogy must be sought in a teacher's college or department of education of a university. Tho not quite so necessary, it would be highly advantageous to have the cooperation of a school of education in the training of children's librarians.[1]

Williamson concentrated on the professional library schools and ignored undergraduate education in general, in spite of two important events that took place prior to writing his final report.

In 1918 the Committee on High School Libraries of the North Central Association came out with a report entitled, Standard Library Organization

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[1]Charles C. Williamson, Training for Library Service: A Report Prepared for the Carnegie Corporation of New York (New York, 1923), pp. 94-98.

and Equipment for Secondary Schools of Different Sizes.[1] The National Education Association and the American Library Association sponsored the report in 1920 which

> marked a turning point in the development of school libraries and had tremendous effect upon education for school librarianship.
>
> The implication of the Certain Standards for library education were recognized immediately. Officers of the School Library Section of the American Library Association, forseeing a need for school librarians that the library schools could not meet, called a meeting in New York on May 22, 1920, to consider such questions as: Does School library work require specialized training? If so, what difference should be made from the usual library school training courses in education or teaching?
>
> Following the lead of the North Central Association and the National Education Association, and spreading the pressure throughout the country, other regional associations and state departments set more or less similar standards, thus creating a market for school librarians to which neither the accredited library schools nor the program in teacher-education institutions were adequate. The literature of the period makes frequent reference to the discrepancy between the supply and demand in the school library field.[2]

Summary

In summarizing the findings for the period 1887 to 1923 there is an easily identifiable chronological pattern to events.

1876 - The American Library Association was founded; the Library Journal began publication; and Dewey published Decimal

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[1]National Education Association, Committee on Library Organization and Equipment, Standard Library Organization and Equipment of Secondary Schools of Different Sizes (Chicago: American Library Association, 1920).

[2]Morton, op. cit., p. 358.

Classification and Relative Index.

1887 - Dewey established the first library training school at Columbia, and library educators usually identify this date as the beginning of library education.

1895 - Sharp reported in the Library Journal that 22 states had established legal provisions for school libraries with the exception of staff.

1900 - ALA Committee on Library Schools studied admission requirements, faculty qualifications, and curriculum content.

1901 - Carnegie Library School of Pittsburgh began. Emphasis on preparing specialists for work with children in public libraries.

1903 - ALA Committee on Library Schools studied six kinds of library training programs; committee decided normal school training was not within its scope and referred to the Library Section of NEA.

1906 - ALA Committee on Library Training adopted standards for academic year and summer session training programs. Subjects to be taught were classification, cataloging, library economy, reference, bibliography, and book selection.

1906 - Indiana State Normal School established a department of public school library science. Three courses were offered: 1) Book Selection, 2) and 3) Organization of School Libraries.

1906 - Kansas State Normal School offered several training courses,

including an advanced course which led to an A.B. in education with a library science major.

1909 - Council of ALA established a Section on Professional Training for Librarianship.

1914 - Bureau of Education identified 93 normal schools with library science courses, ranging from one course to complete training.

1915 - Hall's study of school librarians from 1905 to 1915 could identify only 50 trained school librarians.

1915 - Ten library schools formed the Association of American Library Schools, which adopted its own standards for admission to library school. The latter were lower than the 1906 standards.

1918 - Committee on High School Libraries of the North Central Association came out with report, Standard Library Organization and Equipment for Secondary Schools of Different Sizes. Marked a turning point in the development of school libraries and had tremendous effect upon education for school librarianship.

1919 - Williamson was appointed by the Carnegie Corporation to study library training programs.

1920 - The NEA and the ALA sponsored the North Central Association Report. It led to the first national meeting to consider the

question of preparing school librarians. Other regional associations and state departments began to set somewhat similar standards as the North Central.

1920 - ALA Committee on Library Training nullified its 1906 standards and accepted the standards of the Association of American Library Schools.

1923 - Williamson published his final report, Training for Library Service. He recommended that school librarians should have a second year of library school study with special courses and much supervised field work; he emphasized need for cooperation between the library school and department of education or teachers' college along with other educational institutions.

CHAPTER V

THE FINDINGS: SCHOOL LIBRARY TRAINING 1924-1950

The American Library Association created a Board of Education for Librarianship in 1924 which was concerned with the critical situation in the school library field. In its first annual report it called attention to the need for school librarians, estimating that almost twice as many (seven thousand) as was being graduated by accredited library schools, would be needed annually.[1]

By 1926 the Board, in its second report, had developed detailed quantitative standards for library education.[2] There were eleven sets of standards:

1 - 4 For four different types of schools:
- a) junior undergraduate
- b) senior undergraduate
- c) graduate
- d) advanced graduate

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[1]American Library Association, Board of Education for Librarianship, "First Annual Report," ALA Bulletin, XIX (July, 1925), pp. 226-263.

[2]American Library Association, Board of Education for Librarianship, "Second Annual Report," ALA Bulletin, XX (October, 1926), pp. 444-446.

5 - 8 For four different types of summer courses

9 For library apprentice classes

10 - 11 For two different curricula in school library work (in accredited schools and in normal schools, college and universities)

In the latter two standards the Board recommended that only accredited library schools should prepare full-time school librarians, but that an accredited curriculum in school library work in a normal school college, or university might be undertaken by part-time school librarians.

In attempting to meet the increasing demand for school librarians the Board recommended a better geographic spread of opportunities for library education and the formulation of minimum standards for summer courses,[1] as well as minimum standards for a curriculum in school library work.[2]

Two specialized curricula in school librarianship were proposed. One was a sixteen-hour curriculum for part-time school librarians and was not recommended for those responsible for all phases of organization. The other was a thirty-hour curriculum closely following in admission requirements, duration, and degree or certificate conferred, the usual practice of accredited institutions of collegiate rank. The thirty-hour

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[1] Ibid., pp. 453-457.

[2] Ibid., pp. 462-464.

curriculum was to be as follows.[1]

	1st Semester	2nd Semester
Book selection and allied topics	3 (General)	1 (School)
Cataloging, Classification, etc.	2	2
Children's literature and storytelling		3
Field Work (children's rooms, school libraries, and general)	1	2
History and administration of libraries	2	
Library work with children	2	
Methods of teaching the use of the library		2
Reference and bibliography	3	3
The place, function, administration and opportunity of the library in the modern school		2
Elective	2	
	15	15

This was not the total curriculum. Students were usually required to study child psychology, philosophy of education, public school curriculum, and similar topics. The thirty-hour curriculum stood, however, as "the concensus of opinion to date on the nature of the training to be offered those who would undertake school library work as a profession. In its emphasis upon library science techniques it is noticeably in line with the tenor of the present discussion."[2]

In spite of the recognition of the need by the Board of Education for Librarianship, only three accredited library schools offered summer

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[1]Lucile Fargo, The Program for Elementary School Library Service (Chicago: American Library Association, 1930), p. 54.

[2]Ibid., p. 55.

session programs by 1927 and only five were reported by the Board in 1929 as having full curricula in school library work.[1]

Fargo had stated in 1930 her belief that schools of librarianship had instituted the necessary courses, and were turning out a sufficient supply of professional workers to meet at least the demand for expert department heads in schools, but she felt that

> there frequently remains the task of training a suitable personnel within the school. More and more, as the demand for elementary school librarians has exceeded the trained supply, the division of work with schools in the public library has been called upon to instruct and train teachers whom the exigencies of the situation have thrown into the position known as 'teacher-librarian' totally unprepared.[2]

In 1933 new qualitative standards limited to the professional library schools were adopted by the Board of Education for Librarianship.[3] Three types of library schools were listed for accreditation:

> Type I, those which require at least a bachelor's degree for admission to the first full academic year of library science, and/or which give advanced professional training beyond the first year.
>
> Type II, those which give only the first full academic year of library science, requiring four years of appropriate college work for admission.

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[1]American Library Association, Board of Education for Librarianship, "Fifth Annual Report," ALA Bulletin, XXIII (June, 1929), pp. 147-166.

[2]Fargo, op. cit., pp. 36-37.

[3]American Library Association, Board of Education for Librarianship, "Minimum Requirements for Library Schools," ALA Bulletin, XXVII (December 15, 1933), pp. 610-613.

Type III, those which give only the first full academic year of library science, not requiring four years of college work for admission.

The new standards were used for accreditation purposes until 1951.

The 1933 standards were supplemented in 1935 by standards for teacher-librarian training agencies which offered less than a full year of library science instruction.[1] (See Appendix A) The latter were not used for accrediting teacher-librarian programs, but instead accreditation standards were set by the North Central Association and other regional accrediting associations and state departments of education.[2] There is no evidence as to the degree to which, if any, the 1935 standards were used as guides by these other organizations.

In 1934 the Board in its Tenth Annual Report discouraged the increase of teacher-librarian courses and was concerned over their "undue increase...and their frequently undesirable effect on the employment of librarians with more complete professional training."[3] And in its eleventh annual report the Board perceived "the most serious immediate problem"

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[1]American Library Association, Board of Education for Librarianship, "Minimum Requirements for Teacher-Librarian Training Agencies," ALA Bulletin, XXIX (February, 1935), pp. 87-90.

[2]David K. Berninghausen, ed., Undergraduate Library Education: Standards, Accreditation, Articulation, (Minneapolis: University of Minnesota, 1958), p. 3.

[3]American Library Association, Board of Education for Librarianship, "Tenth Annual Report," ALA Bulletin, XXVIII (June, 1934), pp. 290-297.

in library education as being "the training agencies other than library school."[1]

In Ralph Munn's report on Conditions and Trends in Education for Librarianship published by Carnegie Corporation in 1936, there was just one paragraph that referred specifically to school libraries.

> The best training for the school librarian is subject to dispute. She needs no more bibliographical nor technical training than is currently given in a one-year school. To meet state certification requirements, she must secure certain specialized courses in education, either before or after the library school course. It is also desirable that she study the administration of school libraries and adolescent reading interests as part of her professional preparation.[2]

Florrinell Morton's perception of the school library training situation of the early 1930's was that:

> The unemployment of library school graduates threw out of balance the supply and demand of school librarians and brought about competition between the partially trained librarian and the library school graduate, resulting in antagonism toward the teacher-librarian programs.[3]

By 1935 three types of library school curricula were available.

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[1]American Library Association, Board of Education for Librarianship, "Eleventh Annual Report," ALA Bulletin, XIX (June, 1935), pp. 308-315.

[2]Ralph Munn, Conditions and Trends in Education for Librarianship (New York: Carnegie Corporation, 1936).

[3]Florrinell Morton, "Training for School Librarianship", Library Trends, I (January, 1953), p. 362.

Harris[1] had classified them as "nonprofessional", "semi-professional", and "professional." The nonprofessional courses were those in which library instruction was given with the purpose of making intelligent users of books and libraries. Semi-professional courses were intended to train teacher-librarians in the organization and management of small school libraries. Professional courses were offered in a library school for those intending to be full-time professional librarians.

The 1936-37 period produced significant reports for school library education. In 1936 the Joint Committee of the American Library Association and the American Association of Teachers Colleges published How Shall We Educate Teachers and Librarians for Service in the Schools?[2] and that same year Columbia published Lucile Fargo's study, Preparation for School Library Work.[3] A year later the ALA came out with The Preparation of Teacher-Librarians; A Report Based on Field Studies of Training Agencies.[4]

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[1]Mabel Harris, Non-professional Library Instruction in Teachers Colleges, Peabody Contributions to Librarianship, No. 3 (Peabody Library School, 1934).

[2]Joint Committee of the American Association of Teachers Colleges and the American Library Association, How Shall We Educate Teachers and Librarians for Library Service in the School; Findings and Recommendations (New York: Columbia University, 1936).

[3]Lucile F. Fargo, Preparation for School Library Work (New York: Columbia University, 1936).

[4]American Library Association, The Preparation of Teacher-Librarians (Chicago: American Library Association, 1937).

The Joint Committee suggested principles which should guide the education of both teacher-librarians (part-time) and professional librarians (full-time).

The Education of Teacher-Librarians and School Librarians[1]
(General Principles)

1. Curricula should reflect conditions in the field.
2. The ultimate vocational goal of persons pursuing courses in library science should be kept clearly in mind; i.e., classroom instruction or school librarianship.
3. The personnel of groups preparing for school library service should be selected on the basis of personal fitness and special abilities.
4. Special preparation for school library service should not be made at the expense of broad subject matter and cultural education.
5. Not all teacher-training institutions should attempt the preparation of school-library personnel. Centers for such education should be developed in relation to library facilities, staff, financial support, and regional or state demands.

(a) Teacher-Librarians (Special Principles)

1. Instruction for teacher-librarians can be based on the library orientation (nonprofessional courses) provided for all students.
2. The curriculum should be organically related to the teacher-training curriculum.

(b) School Librarians (Special Principles)

1. A professional curriculum not less than one academic year in length is essential for the full-time librarian. It should be offered in an accredited library school.
2. The organic relationship between school librarianship should be recognized in the curriculum.
3. The professional specialization of the school librarian should be built

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[1]Joint Committee, op. cit., p. 11.

> upon or coordinated with educational experience and study.

Lucile Fargo described a major dichotomy in library education as the question whether "special library service is chiefly professional from the point of view of librarianship or from that of the profession served, be it law, or medicine, or education."[1] She believed that some librarians and probably even more educators were not at all sure whether the specialization of school librarianship belonged to the teaching profession or the library profession.

Fargo's study was divided into two parts. The first included a survey of positions available to librarians in schools or in public libraries which served schools; an analysis of the duties and functions of the school librarian in relation to those of librarianship and compared with those of the classroom teacher an investigation of school library standards and certification, professional migration, and the influence of consolidation of schools and centralization of library service.

The second part of Fargo's study was concerned with relating education for librarianship in general and school librarianship, and also teacher education and school librarianship education.

In reviewing the positions available to librarians in schools, Fargo concluded that the variability of school situations in the United States

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[1]Fargo, op. cit., p. 1.

made generalizations very hazardous. The large majority of elementary and secondary schools employed part-time librarians and most of the latter were not utilized as true teacher-librarians, i.e., the librarianship phase of the job was that of a custodian of books and/or a reading teacher in charge of a reading room. Fargo felt that this influenced training programs for school librarianship by a) emphasizing training in reading-techniques, remedial reading, literary appreciation, and group management, and b) de-emphasizing, if not eliminating most technical courses in librarianship, substituting children's literature, book selection, reading guidance and story-telling.

In a number of communities, school librarianship services were provided by a municipal or county library. The professional librarian might be designated to provide library services that could range from kindergarten through junior college. This also increased the dilemma for all schools preparing librarians. Should they provide a narrowly specialized curriculum preparing solely for elementary or secondary librarianship, or should they provide a generic professional background with school service electives?

In analyzing the duties of school librarians Fargo concluded that the great majority of the duties could be readily classified under the recognized categories of librarianship: bibliography, organization and management, and services. She felt that this indicated that school librarianship for the present, while closely related to teaching, was not

identical with it. Many of the functions, however, indicated a need to be adjusted to school needs. Fargo decided that this justified the following conclusions:[1]

1. The main body of discipline essential to preparation for school librarianship should be basic and in line with the professional discipline provided for librarians generally--presumably through the curriculum of the library school. But this body of discipline must be shaped and adjusted so that students may be prepared to adapt standard practice to the varying situations existent in elementary and secondary schools....it ought to be evident that among the prerequisites for both students and instructors is a vivid appreciation of the kinds of service demanded in various types of schools.

2. The presence in the functional list of a considerable number of teacher functions too far removed from professional library work to be classified as adjusted or specialized library service may be interpreted to indicate that there should be an enlargement of opportunities for teachers, as teachers, to acquire a working knowledge of library practice .... This means: (a) the setting up in teacher training agencies of undergraduate library curricula closely integrated with teacher training subject matter and adequate to initiate future teachers into the use of library materials and the possible care of small collections of books; and (b) the inclusion in graduate administrative curricula for educators of opportunities for study of library functions, planning, and administration.

   In a nutshell, the whole situation comes to this: in planning instruction in school library service, two distinct objectives must be kept in mind: (a) librarianship preparation specialized for educational service; and (b) the preparation of teachers to use libraries and to assume the task incidental to officiating in the small school library. In the first case, librarianship is the main stem and education the variant; in the second case, education is the main stem and librarianship the variant.

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[1] Ibid., pp. 47-49.

Certification conditions were viewed by Fargo as being so chaotic from state to state that it was impossible to draw conclusions other than "it behooves the prospective secondary school librarian to acquire approximately fifteen semester-hours of credits in educational fields if he wishes to market himself professionally."[1]

Fargo's data on professional migration indicated that

1) trained librarians did not tend to shift from one educational level (elementary, secondary) to another, however, school consolidation could affect this situation considerably.
2) in transfer between public libraries and schools there were some changes from positions with public libraries to schools but not the reverse;
3) for various reasons, part-time librarians were not frequently advanced to full-time positions.

The data on pre-professional backgrounds of librarians indicated trends rather than significant differences. High school librarians were recruited more from liberal arts college programs than from teachers' colleges, and elementary school librarians came significantly from teachers-in-service. In this area also Fargo emphasized the critical difficulty of generalizing because of variables unique to local situations and financial conditions.[2]

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[1] Ibid., p. 79.

[2] Ibid., pp. 105-107.

From her study of school consolidation and centralization Fargo concluded that:

> We may expect a steady demand for two types of preparation: full professional education in library science including advanced courses in administration, supervision, rural school library extension, and the like for persons destined to fill the central positions; and training of teachers in the educational use of library materials and in the administration under supervision of book collections in schools.[1]

Fargo's review of the changing patterns for preparing school librarians included a thorough summary of the way in which the 1926 Board report presumed that the education of school librarians would take place in accredited library schools. The program which was generally followed amounted to this:

> First, the prospective librarian might go to an accredited library school where by means of electives he would be allowed to point his professional education in the direction of school library service. Such a procedure had the advantage of taking care of that large group of young college graduates who enter library school with no idea as to what particular phase of librarianship is best suited to their capabilities and interests. It afforded time for orientation and wise choice.
>
> Second, the prospective school librarian might register for a thirty-hour, first-year curriculum from the start highly specialized in the direction of school library service. The institution offering such a curriculum was equally eligible with the first for accreditation by the Board of Education for Librarianship as a 'library school' provided it met the usual standards as to faculty, physical equipment, and so on. Since these standards had been largely set up in line with those for separate professional schools with considerable autonomy in administration, they were difficult of application in teacher-training agencies where the library science curriculum involved had most of the characteristics of an

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[1] Ibid., pp. 115-116.

> academic major....
>
> The third possibility for the prospective library worker in the school was a sixteen-hour undergraduate curriculum, a curriculum still regarded as acceptable as to length by the Board of Education for Librarianship under its recent standards for the education of teacher-librarians.

In her analysis of the realities of the role of the teacher-librarian:

> The brevity of the period allowed daily or weekly for library duties, the difficulties which teacher-librarians encounter in becoming full-time librarians, the development of supervision and of centralized technical service calling for part-time work under supervision--because of all these things,...

Fargo concluded:

> The nature of this suggested undergraduate curriculum should be materially changed. Instead of a professional library science curriculum in miniature it should probably be composed of semi-professional and non-professional electives for teachers, closely integrated with the preparation of teachers, the objectives being the development of skill in the selection and use of books and other graphic materials for educational ends, as introduction to library agencies significant in education, training in practical bibliographic methods, appreciation of the library as a cultural agency, some knowledge of the arts of printing and illustration, some ability to organize small collections of books into working units.
>
> Unfortunately the production of miniature professional curricula has not stopped with the sixteen-hour type. The movement has resulted in the six-hour, eight-hour, and twelve-hour curricula offered so frequently to satisfy the requirements of the secondary school accrediting agencies. Once again, the fault does not lie in providing library science courses for teachers; the difficulty is that the courses offered are fundamentally maladjusted as to content and emphasis.[1]

In analyzing the adequacy of the full professional curriculum for school librarians, Fargo pointed out that the first year of the library edu-

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[1] Ibid., pp. 126-128.

cation curriculum did not have much specialization, and the second year was chiefly an intensification of the first. The curriculum inadequacies, when added to the other variables of certification requirements for school librarians, the financial expenses of graduate education, and the low salaries of librarians, contributed to the picture in 1933 of only 44 students earning the M.A. degree in library education, whereas 786 bachelor's degrees recipients were interested in school work, the number of professionally trained school librarians was indeed infinitesimal.[1]

The questions as to how and when school specialization should occur in the first year library science curriculum were considered by Fargo to be capable of resolution by using modern instructional methods of grouping plus taking advantage of elective opportunities.[2]

The second year of the curriculum was a more controversial one for the library school according to Fargo. There appeared to be several possible positions:

> (a) it may follow the lead of the strict constructionists and concur in the dictum that the only graduate work legitimately leading to the degree of M.A. is weighed heavily on the side of the liberal arts and involves training in research and some beginning of scholarship contribution to the world's knowledge; (b) it may follow the lead of the pedagogical group which flings down the gauntlet to the strict constructionists and refuses to admit as

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[1] Ibid., pp. 129-130.

[2] Ibid., p. 139.

> the sine qua non of first-year graduate work the predominant claim of scholarly and non-vocational subject matter and stands for professional subject matter and more or less training in research; (c) it may take middle ground, leaving it to the educational world at large to compose its differences.
>
> The last position seems to have been the one rather generally adopted.[1]

Fargo believed that the second year curriculum for school librarians couldn't be reduced to a set formula of courses because the librarian positions available after graduation were so varied that it was imperative that the program be highly individualized.

Fargo's outline for the suggested two-year curriculum in library science specialized for school librarians was as described in Table 1.[2]

TABLE 1

FIELDS OF PROFESSIONAL STUDY FOR FULL-TIME LIBRIANS

In this table, the fields are shown as related to a basic curriculum. Numbers indicate approximate weightings out of a total of 30 points per year.

First Year	
General Professional (20)	
(9) Bibliographic	
	(2) Book selection principles and techniques
	(6) Reference and introductory subject bibliography
	(1) Trade bibliography--first tools

[1] Ibid., pp. 141-142.

[2] Ibid., p. 144.

(11) Organization and service

(2) Library records and methods
(2) Dictionary cataloging
(3) Classification
(3) Administration--introductory survey
(1) Librarianship as a profession
(1) Teaching library use -

Special Professional

School and Children's Librarians (7)

(4) Bibliographic

Books for children and adolescents--content, selection and use

Senior High School Librarians

(3) Organization and service

High School library administration

Integration with curriculum and public library

Adjustment of techniques and crafts to school situation

Elementary, Children's and Junior High Librarians

(3) Organization and service

Library work with children in and out of school

Integration with curriculum and public library

Adjustment of techniques and crafts to work with younger children

Second Year

General Professional Group I (8)

Library research methods (in bibliographic, organization, and service fields)

a. Research methods seminar
b. Thesis (may or may not be required)

TABLE 1 - CONTINUED

Special Professional for School Librarians (8-10)

(2) Bibliographic

Scientific and curriculum approach to book selection
Educational bibliography

(8) Organization and service

Supervision and centralized organization of school library service problems in integration and adaptation

Curriculum building in library science
Methods in library science
Rural school library service

General Professional Group II (6)

Bibliographic

Book illustration
History of books and libraries
Bibliography and bibliographic method (advanced)
Children's literature (advanced)

Organization

Special problems in cataloging and classification
Indexing and filing

Service

Library administration--special problems
Library personnel problems

The fields and levels of special interests were not necessarily to be separate courses in the first year, but were at times to be merged. In the second year there was a general professional core with Fargo believing that the only library course that all students should probably be required to take was one in library research techniques.

Conspiciously missing from the two year curriculum was supervised field work or experience in a library. Fargo commented on this point by indicating that the field work experience as presently offered was of doubtful value, but she recognized the value and need for some kind of "post-graduate period of supervised activity." She stated that "field work has been omitted from the diagram not because school librarians stand less in need of practical experience and observation than do other librarians but actually because they need it more."[1] The present certification practices resulted too often, according to Fargo, in a librarian's being required to do a period of supervised classroom teaching in order to receive a school librarian's job. This she felt might be satisfactory to the educational administrator, but she believed that the librarian should have her experience in a school library under the supervision of a school librarian. She felt that this suggested:

> The importance of the training school library and its use by library schools as an instrument of supervised school library experience. It also suggests that library schools preparing school librarians and desirous of placing their product may have to plan for more supervised field work and may have to study the possibilities of a period of internship.[2]

The curricula for the preparation of teacher-librarians or, in the terminology used by Fargo, "the semi-professional" curriculum had been quite varied. The two main types of semi-professional curricula were the short

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[1] Ibid., p. 148.

[2] Ibid., pp. 149-150.

and the not-so-short, and they were essential for the classroom teachers in small high schools or in elementary schools who were placed in charge of libraries on a part-time basis.

The demand for this instruction was evidenced by the data available to the American Library Association Board of Education for Librarianship in 1935. "For the academic year 1934-35 a total of 142 beginning curricula in school librarianship were available (11 accredited and 131 unaccredited) of which 102 comprised less than a half year (fifteen semester hours) and 64 involved less than six hours."[1]

Fargo indicated that the existing non-professional courses and curricula were weighted on the side of techniques, one important reason being that the classes were taught by the college librarian who would tend to involve students more in records and routine than in relating books to the needs of boys and girls.

Fargo proposed the following teacher-librarian curriculum.[2]

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[1] Ibid., p. 153.

[2] Ibid., p. 158.

TABLE 2

FIELDS OF UNDERGRADUATE LIBRARY STUDY FOR TEACHERS AND TEACHER-LIBRARIANS

Numbers in parenthesis indicate relative weightings

A. Non-professional Introduction to Libraries, Library Functions and Use, Bibliographic Method, etc. (3) (1) Use of books and libraries (2) The teacher and the school library (3) Library agencies and their education work		
B. The Teacher as Librarian (12)		
	In Elementary or Junior High School	In Senior High School
	(4) The library in the elementary or junior high school Functions, adjustments, integration	(4) The high school library Functions, adjustments, integration Organization for use--equipment, business records, library crafts, simplified cataloging
	(6) Books and other library materials for younger boys and girls types and choice Uses--recreational, curriculum enrichment, reference	(6) Books and other library materials for older boys and girls types and choice Uses--recreational, curriculum enrichment, reference
	(1) Library activities Library instruction, projects, hobbies	(1) Library activities Library instruction, projects, hobbies
	(1) Book production and the history of books	(1) Book production and the history of books

Fargo believed that the library instruction should begin on a base required for all teachers, and Part A of her proposed curriculum was introductory, with the teacher looking at the library and its tools and learning how to use them. Part B was made up of semi-professional electives for the prospective teacher-librarian and was built upon part A. The two taken together would constitute the full undergraduate curriculum for the teacher librarian.

One of the questions arising from Fargo's proposal was what to do with the larger number of teachers who come from liberal arts colleges who receive literally no teacher training. Fargo believed that it was the responsibility of the liberal arts college to "face the problem of library education squarely and either provide the same type of courses as have been outlined for teachers colleges, or else steer promising students towards post-graduate professional education in library schools."[1]

What Fargo had contributed was a suggested program of school library preparation which differentiated:

> More sharply than has been usual between (a) the professional preparation essential for full-time librarianship, (b) nonprofessional courses in library science devised to equip teachers for the effective use of library resources and (c) the preparation of teachers for the semi-professional exploitation and supervision of small collections of books within the school.[2]

The 1937 American Library Association report on The Preparation of

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[1] Ibid., p. 164.

[2] Ibid., p. 3.

Teacher-Librarians described the situations currently existing in institutions which offered approximately one-half year of library instruction and those which offered less than one-half year. The report pointed out a great range of variability in instructor competence, curricular practices, student selection criteria, financial support, library facilities, and special collection.[1]

One of the major recommendations to emerge from the 1937 report was that the curriculum for teacher-librarians should be based on four primary considerations:

(1) A teacher-librarian is both a teacher and a librarian. A recommendation adopted by the Joint Committee of the American Association of Teachers Colleges and American Library Association and affirmed by a conference on education for librarianship in the South states: 'A knowledge of the place, function and use of the library in the school, a wide acquaintance with books and reading for boys and girls at elementary and secondary levels, and an understanding of the services available through varied library agencies should be a part of the professional equipment of every teacher.'

The teacher-librarian will need a wider knowledge of books for children and young people than is often afforded by the institutions which prepare teachers. Such courses will be equally valuable to teachers and because of their dual purpose will be primarily important in the curriculum for teacher-librarians.

(2) The teacher-librarian works alone in a small school, with extremely limited time for library duties and in many cases without supervision. The ultimate goal in school library organization and administration is to make available and easily accessible to administrators, teachers and students all kinds of library materials needed for both work and recreation. Then what should

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[1] American Library Association, The Preparation of Teacher-Librarians, op. cit., pp. 16-34.

a part-time librarian do in one period a day to further the attainment of this goal? What should be added to this program of work if two periods a day are allowed? To answer these two questions consideration would have to be given to determining relative values of various types of service in relation to time available to put into practice the library training acquired. The resulting course or courses would then consist of a selection of material from many library science courses, reorganized to meet the specific demands of the teacher-librarian positions. Instruction in the functions of the school library, the organization of library materials and the sources available to supplement the slender resources of the individual school library must therefore be concise, definite and sufficiently simplified to give the teacher-librarian basic knowledge of what to do, how to do it and reasons for both.

(3) The course for teacher-librarians should be short, for it must be remembered that an undergraduate student taking library science as an additional subject of specialization is doing so at the expense of his cultural education. The scope of such instruction must be limited to subjects of practical value developed only to the point of usefulness to the teacher-librarian. Highly detailed instruction in technical processes, which the teacher-librarian will have little time to use, is scarcely justified in a curriculum for the teacher-librarian. On the other hand, an important part of the information essential for teacher-librarians concerns the services which county libraries, state library extension agencies, state libraries, and municipal libraries are prepared to give to schools. Consideration, however, might well be given to the idea of recommending a program of studies for the library science student which would utilize the cultural courses given in other departments of the college or university.

(4) This library instruction for teacher-librarians should form an introduction to professional training on a graduate basis, but it should not attempt to parallel such graduate work in simplified form.[1]

Some of the other major recommendations from the 1937 report were

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[1] Ibid., pp. 37-38.

that no institution should attempt instruction for teacher-librarians without recognizing the need to establish and to maintain a sizeable book collection suitable for use in school libraries, and that a model school library be maintained in a demonstration or experimental school.[1]

In 1938 at an ALA Midwinter Conference a symposium was presented on the topic of "The Responsibility of the Teachers Colleges in the Preparation of Personnel for Library Service in the Public Schools."

Louis Shores, Director of the Peabody Library School, summarized the arguments in his symposium presentation as follows.[2]

Short course (Teachers College) Advocates

1. Library schools train for public not for school libraries. The library school curriculum which was meant for public libraries has merely added a school library administration course to the old curriculum and let it go at that.

2. The few library schools that do train for school libraries frequently have no prerequisites in education and often overemphasize the large city.

3. Library schools require five years to fill a position which often pays less than a teaching position in the same school filled by a teacher with only four years of preparation.

4. Library schools offer a peculiar degree called B. S, in L. S. which the school world generally does not recognize either financially or professionally.

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[1] Ibid., pp. 38-39.

[2] Louis Shores, "The Responsibility of the Teachers College in the Preparation of Personnel for Library Service in the Public Schools," Library Journal, LXIV (April, 1939), p. 265.

5. Over 75 percent of the nation's secondary schools enroll less than 200 pupils. Short courses prepare best for these schools.

6. School librarians need less library techniques and more knowledge of children. This means fewer courses in cataloging and more in adolescent psychology, for example.

7. Teachers colleges exist for the sole purpose of staffing the public schools with trained personnel. If the teachers college can train English, social science, science, and art teachers, why can they not train school librarians?

8. The teachers college is best prepared to train school librarians because of the educational influence on its campus and because of its demonstration schools.

Long course (Library School) Advocates

1. The library schools turn out a better product because their selection is better than that of the average teachers college.

2. Library schools that specialize in school library work require courses in education as prerequisites for admission.

3. By requiring five instead of four years the library schools insure that broad cultural background conceded to be essential. This is impossible in the teachers college where forty-five of the sixty hours offered during the last two years are devoted to the two professional subjects of education and library science.

4. There is nothing peculiar about the B. S. in L. S. It is a degree approved by the highest accrediting agency. The first professional degree in engineering, law, and other professions is also a bachelor's degree, even though in law it may be based on seven years. School systems are being educated to recognize this degree.

5. The schools enrolling less than 200 cannot afford to employ a full-time librarian anyway. Their problem may be solved in consolidation, with perhaps one trained librarian for every two or three schools.

6. School librarians need to know more than they actually use. The old apprentice courses disappeared largely because they offered too narrow training. There is no assurance that a school librarian will remain in one place for the rest of her professional life.

7. The fact remains, however, that 80 percent of our secondary school teachers come not from teachers colleges but from liberal arts colleges and universities.

8. The teachers colleges need the resources they put into library training to build up their college and school library facilities which are at present far below the library facilities of liberal arts colleges.

Shores questioned whether the demand for school librarian could not be met within a few years by the accredited library schools supplemented by a few additional agencies accredited in regions not then adequately supplied. He acknowledged the desirability of locating the additional library schools at teacher-training institutions with strong schools of education already equipped to give recognized graduate work.[1]

It seems evident that in the twenties and the thirties professional librarians resisted the trend toward preparing school librarians in teacher training institutions. The effort to maintain the preparation of full-time school librarians in the accredited library schools was probably defeated as a result of the increasing need in elementary and high school libraries. Teacher-training institutions increased the number of library courses they offered and eventually were preparing the majority of full-time librarians for schools. As Morton saw it:[2]

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[1] Ibid., p. 266.

[2] Morton, op. cit., p. 359.

A number of factors combined to cause this development, some of which were:

1. The prevailing pattern of library education in the professional library schools throughout the twenties, which provided a general curriculum usually in the first post-graduate year and withheld specialization until the second post-graduate year, extended the education of school librarians beyond that of classroom teachers.

2. The reluctance of library schools to offer summer courses and to provide opportunity for specialization in school librarianship forced schools to seek elsewhere for school library personnel.

3. The concentration of library schools in a few sections of the country left great areas unserved by professional library schools.

4. The insistence of school administrators on instructional as well as library qualifications set a requirement which many library school students could not meet, and which library schools were not entirely in sympathy with.

5. The tendency of the school administrator to turn for his librarians to those institutions from which he was accustomed to secure his teachers encouraged the offering of library education in teacher-education institutions.

6. The large number of small schools which could not appoint, or were not required by the standards under which they operated to appoint full-time librarians created a demand for "teacher-librarians" who were trained for service as teachers and as librarians, a type of training that the library schools of that period were not set up to offer as part of their regular program.

Morton summarized the value of efforts in the thirties as:

A change from the acceptance or rejection of programs in preparation for school librarianship based upon experience, to the development of programs and standards resting on the identification of objectives, the analysis of functions and duties, and a study of the relationship between education and teacher education. This opened a way toward the development of a system of education for librarianship into which programs in preparation for the

special fields could fit.[1]

World War II made it difficult to focus national attention on school library training, but a committee of the American Library Association produced a statement of the functions and standards of school libraries adopted in 1944 and published in 1945.[2] The standards contained the following brief section dealing with the training of library school personnel:

> The School Librarian.- The school librarian should have completed an organized college program in library science, usually 30-36 semester hours, with consideration given to the selection and use of books particularly suited to the needs of school age boys and girls and to the function and administration of the library in the school. These courses might be included as a part of the four-year college course. In line with the trend toward requirement of five years of preparation for all teachers a year of library school training, in addition to four years of college, is desirable for school librarians. They should also have completed professional education courses generally required for certification of teachers.
>
> The librarian of a central school-library department giving service to a number of small schools, should have at least the basic qualifications of the school librarian working in a single school.
>
> For supervisory positions on local or state levels, the value of additional training and experience in both classroom teaching and school library work is recognized.
>
> The Teacher-Librarian.- The teacher-librarian, who has the dual responsibility of classroom teaching and of acting as librarian, should have completed no less than 12-18 semester hours (18-24

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[1] Ibid., p. 363.

[2] American Library Association, School Libraries for Today and Tomorrow (Chicago: American Library Association, 1945).

> quarter hours) of library science with emphasis on books and their use in elementary and secondary school programs. These credits must represent an organized program rather than a cumulation of unrelated or duplicating courses.
>
> In those situations in which it is necessary for the teacher-librarian to be entirely responsible for the technical organization of the library, he will need training in classification and cataloging.
>
> The training of teacher-librarians may well be the responsibility of teacher-training institutions in which training programs with adequate staff and facilities are set up.[1]

In 1946 Joseph Wheeler produced another of the Carnegie Reports on Librarianship. Ten years earlier, Munn had just one small paragraph in a similar report financed by Carnegie. This time there were five pages devoted to school librarianship. Wheeler stressed that in some states the situation was healthy but in others there were problems in several directions. School libraries were inadequate, and would-be school librarians were being turned out without having used or seen a school library.[2]

As the forties drew to a close it was evident that the question of the preparation of school librarians needed to be examined very soon. The people who influence the realistic job functioning of school librarians were not satisfied with the existing situation. Oberholtzer,

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[1] Ibid., p. 18.

[2] Joseph Wheeler, Progress and Problems in Education for Librarianship (New York: Carnegie Corporation of New York, 1946), pp. 82-83.

Superintendent of Schools in Denver, Colorado, reflected the views of school administrators based upon a survey he conducted with school superintendents when he stated:

> One of the major groups that has struggled with this difficult problem of standards for good secondary schools is the North Central Association, and it thinks that your standards are too high.[1]

> I cannot help but feel that there is a definite need for developing a particular brand or species of librarian; namely those who are educator-librarians. From what I have gathered from reading the minutes of the various conferences of the ALA, and from the few library meetings that I have attended, I cannot help but recognize that most librarians spend the bulk of their time discussing the details of librarianship rather than extending their knowledge into various subject and interest areas that librarianship was designed to serve...
>
> Colleges and universities which are turning out librarians should provide a definite program of training which will prepare men and women to enter the field of school library work...This is a problem that cannot be imposed from above , but must come from the recognition of this need by the library training institutions and by the men and women who are at present in school library work...School librarians should be able to think in terms of the teacher's point of view.[2]

A thorough analysis of the literature of the forties seems to indicate that significant innovations in the patterns of education for school librarians were yet to be achieved.

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[1]Kenneth E. Oberholtzer, "Administrators Consider Problems of the School Library," ALA Bulletin, XLIV (January, 1950), p. 18.

[2]Kenneth E. Oberholtzer, "Questions for the School Librarian," ALA Bulletin, XLIII (December, 1949), p. 361.

Summary

For the period 1924 to 1950 it is possible to again view the pattern as it developed with a chronological approach.

1924 - ALA created a Board of Education for Librarianship.

1925 - First Report of the ALA Board called attention to the critical shortage of trained school librarians.

1926 - Board's Second Annual Report developed 11 standards for library education. The Board recommended that only accredited library schools should prepare full-time school librarians with a 30 hour curriculum, but that an accredited curriculum of 16 hours in a normal school or college might be appropriate for part-time school librarians.

1933 - ALA adopted new standards. Three types of library schools could be accredited:

Type I required a bachelor's degree for admission and also offered more than one year of training;

Type II required a bachelor's degree for admission but gave only one full academic year of library training;

Type III gave only one full academic year of library training, but did not require four years of college work for admission.

1934 - Board's Tenth Annual Report discouraged the increase of teacher-librarian courses because this affected the employment of more qualified librarians.

1934 - Harris classified library curricula as "non-professional" for library users; "semi-professional" for teacher-librarians, and "professional" for full time librarians.

1935 - Board added standards for teacher-librarian training agencies which offered less than one full year of library training. ALA did not, however, use these standards for accreditation purposes.

1935 - Board's Eleventh Annual Report stated that the most serious problem in library education was the training of librarians by agencies other than library schools.

1936 - Joint Committee of the ALA and the American Association of Teachers Colleges published How Shall We Educate Teachers and Librarians for Service in the Schools? It contained principles for guiding the education of teacher-librarians (part-time) and professional librarians (full time).

1936 - Columbia published Fargo's study Preparation for School Library Work. Fargo stated that the major question in library education was whether school librarianship belonged to the teaching profession or the library profession. Her study of librarian positions and functions led her to conclude that full-time school librarians needed librarianship preparation but with an educational specialization, part-time or teacher-librarians needed semi-professional preparation.

For full-time librarians Fargo proposed a first year curriculum of 20 general professional units, 7 special professional units related to the school setting, and 3 elective units; and a second year of 8 general professional units in research, 6 in general professional electives, 8-10 electives in special professional areas. Fargo omitted field experiences, not because they were not needed, but because the present quality was poor.

For teacher-librarians Fargo proposed 3 units for all teachers on an introduction to the use of the library, and 12 units on the teacher as librarian dealing with library functions, organization, library materials, activities, and the history of books.

1937 - ALA report on The Preparation of Teacher-Librarians pointed out variability among programs. It recommended that 1) teacher-librarians need a wider knowledge of books for children and young people than that given by most institutions which prepare teachers; 2) courses for teacher-librarians should be based on material from the regular library science curriculum, but made concise and simplified to give them basic knowledge of what to do, how to do it and reasons for both; 3) teacher-librarian courses should be short for they are taken at the expense of the student's cultural education; and 4) the courses should not parallel graduate work but should be an introduction

to professional training.

1938 - Shores reviewed arguments regarding preparation of school librarians by teachers' colleges or library schools. He concluded that the demand for school librarians could be met in a few years by accredited agencies accredited in regions not then adequately supplied. He felt that it would be desirable to locate the latter in existing strong graduate teacher-training institutions.

1944 - ALA adopted standards for school libraries. Section on training referred to full-time librarians and teacher-librarians. Full-time librarians should have a 30-36 semester hour program in library science with consideration given to books for children and young people, and to function and administration of a school library. These courses might be part of a 4 year college course, but a total of 4 years of college plus 1 year of library training was desirable. The school librarian should also include the professional education courses required for certification.

Teacher-librarians should have 12 to 18 semester hours of library science with emphasis on books and their use in schools, plus cataloging and classification if the teacher-librarian is responsible for the technical organization of the library. Training of the latter group may well be the responsibility of teacher-training institutions.

1949 - Oberholtzer surveyed school superintendents in response to what was needed to get their support for the 1944 ALA standards for school libraries. He reported that the North Central Association felt that the standards were too high, and that one critical problem was that school librarians needed to be able to think in terms of the teacher's point of view.

CHAPTER VI

THE FINDINGS: SCHOOL LIBRARY TRAINING 1951-1959

The problem of relating library training and school librarian needs received significant attention in the early fifties. Florrinell Morton stated "the outstanding effort to arrive at a definitive statement of educational needs for any area of librarianship" as having been "made by the Education Committee of the ALA Division of Libraries for Children and Young People, working under the chairmanship of Frances Henne."[1] As a part of that project Ruth Ersted had completed her master's thesis, "The Education of School Librarians," in 1951.[2]

Ersted attempted to do an analysis of the school librarian's job. Her hypotheses were:

1. That all school librarians need to have a knowledge of the purposes and functions of both the elementary and secondary school library.

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[1]Florrinell Morton, "Training for School Librarianship," Library Trends, I (January, 1953) p. 363.

[2]Ruth M. Ersted, "The Education of School Librarians" (unpublished Master's thesis, University of Chicago Graduate Library School, 1951).

2. That school librarians need training in the fields of educational objectives and methods, educational and social psychology, curriculum development, reading and other related content in the area of education.

3. That the existing dichotomy of training for teacher-librarians (part-time librarians) and for professional school librarians (full-time librarians) should be discontinued.

4. That professional education for school librarians should begin in the undergraduate college or university program, (similar to the subject specialization in the preparation of teachers.)[1]

The data gathered by Ersted supported the final two hypotheses, but there were too few teacher-librarians in her sample to validate the third, and there were no data collected to check the validity of the fourth hypothesis.

Morton's perception of the situation was that the first two hypotheses had already been well accepted by professional librarians, and could be documented through the literature although she felt that the acceptance was more in theory than in practice. She stated that the third and fourth hypotheses are less generally accepted,

> and their acceptance, when it comes, will have a more disturbing effect on library education, and in particular the professional library schools. If the objectives are the same for both small and large school libraries, if the same skills and understandings are required of the full and part-time librarians, and if a background of general education and of teacher education is necessary to the preparation of both, then a realistic approach to the preparatory needs of school librarians demands that the minimum professional education of all school librarians be the same.[2]

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[1]Ersted, op. cit., p. 2.

[2]Morton, op. cit., p. 365.

Ersted's solution to the problem of a basic program was to have all school librarians take, in their undergraduate curriculum, fifteen semester hours "planned to equip graduates of the four year college program to perform satisfactorily the services of a beginning school librarian."[1]

Morton pointed out the consequences of Ersted's recommendation.

> This limitation on credit hours and undergraduate placement of beginning programs of professional library education for all school librarians, if accepted by the profession, will have serious consequences for both the professional library schools and the teacher-education institutions which prepare for school librarianship.
>
> Large numbers of teacher-education institutions offer programs of less than fifteen hours. These will need to increase their curricula or withdraw from the field. Others have programs of approximately a year in length and will find it necessary to curtail their offerings. Since these programs are usually geared to state and regional certification requirements, revision of such standards will be required. Institutional complications arising with curricula that constitute less than an academic major, and a lessening of prestige for such limited programs, are feared by some who administer undergraduate programs.[2]

Sara Fenwick, a graduate student with Ersted at the University of Chicago, completed her Master's thesis related to children's libraries and concluded that

> the professional training of children's librarians should include education methods, adolescent and child psychology, curriculum development, methods of teaching reading, and similar related content; and that professional education should begin in an

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[1]Ersted, op. cit., p. 170.

[2]Morton, op. cit., pp. 365-366.

undergraduate major.[1]

Fenwick recommended that school and children's librarians should have basically the same program.

The proposed new concept of school library training had come at a particularly opportune time. On July 13, 1951, the American Library Association had adopted new "Standards for Accreditation."[2] (See Appendix C). Library schools which wished to be accredited or re-accredited had to have five year programs. Library schools which had been ac*credited as Type III Schools following the 1933 standards (Type III* consisted of library schools which gave only the first full academic year of library science, not requiring four years of college work for admission) would now change to graduate programs. The new standards stated that "undergraduate programs of library education shall be accepted as part of the five-year program insofar as they contribute to its objectives."

Morton predicted that the library schools would have to make important decisions very soon regarding school librarian specialization as a result of the new standards.

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[1]Sara I. Fenwick, "The Education of Librarians Working With Children in Public Libraries," (unpublished Master's thesis, University of Chicago Graduate Library School, 1951), p. 166.

[2]American Library Association, Board of Education for Librarian*ship, "Standards for Accreditation,"* ALA Bulletin, XLVI (February, 1952), pp. 48-49.

> Can library schools which base their graduate programs on an undergraduate curriculum accept a program designed to prepare specifically for one type of service as meeting their undergraduate curriculum requirement, or must they insist upon general introductory courses? Will library schools whose entire programs are post-graduate consider that an undergraduate professional curriculum, even though limited to as little as fifteen hours, so cuts into general education that it will penalize the student who attempts to enter with such preparation? Will such programs be judged as contributing to the objectives of the five-year scheme? Will the schools find it possible to build graduate specialization for school libraries on these programs, or will they continue to parallel them more or less at the graduate level, as they have in the past? And finally, will library schools which place their entire offerings at the graduate level retire from the school library field entirely, revise their curricula to provide this undergraduate basic training for school librarianship, or limit their offerings in the school library field to advanced courses.[1]

One of the most serious obstacles to close, positive relationships between the library schools and undergraduate library curricula in teacher-education institutions appears to have been the inability to set up accreditation or evaluation of the highly variable library course sequences. The Minimum Requirements for Teacher-Librarian Training Agencies adopted by the ALA Council in 1934 had been used only for advisory purposes, and by 1951 were in reality inoperative.

In 1951 the Board of Education for Librarianship established a subcommittee with representatives from the American Association of School Librarians, the Association of College and Reference Libraries, and the State School Library Supervisors to formulate standards for undergraduate library science curricula in teacher-education institutions.

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[1]Morton, op. cit., pp. 366-367.

In 1952 the Board of Education for Librarianship approved the standards.[1]

The latter standards were then incorporated as "a part of the standards of the American Association of Colleges for Teacher Education for use by visiting teams of this accrediting body."[2]

Morton compared the standards with Ersted's recommendations and stated that there was a good deal of agreement.

> They recognize the necessity for educational, as well as library, training for the school librarian. They consider as appropriate the undergraduate placement of basic education for school librarianship and provide both an upper and a lower limitation on such programs. They accept the concept of education for school librarianship which would require the same basic preparation for the part-time as for the full-time librarian, and they insist upon the articulation between undergraduate programs in library science and in the graduate library schools in the same area. Although no specific statement is made to that effect, the standard governing the curriculum implies that the education of a school librarian should prepare for service in both the elementary and secondary school. The one hypothesis of Ersted on which the standards are silent is that on which she gathered no evidence. It is that the professional education of the school librarian should begin in the undergraduate college or university program.[3]

Morton thought there was only one significant difference between the Ersted recommendations and the standards, and that represented a point

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[1]American Library Association, Board of Education for Librarianship, "Standards for Library Science Programs in Teacher Education Institutions." Chicago, 1952, (Mimeographed.)

[2]Margaret Rufsvold. "Introductory Statement to Standards and Guide for Undergraduate Library Science Programs," ALA Bulletin, LII (October, 1958), pp. 695-700.

[3]Morton, op. cit., p. 368.

of view that would require extensive thought and discussion.

> Traditionally, the desirable academic preparation for all librarians has been conceived as including general education and subject specialization, and the standards rest upon this. Ersted's findings revealed a need for so wide a spread of subject knowledge on the part of school librarians as to cause her to conclude that several subject minors rather than one subject major would be preferable in their academic preparation, although she recognizes that this might be impossible in the light of institutional requirements.[1]

Morton culminated her appraisal of the situation in 1953 by stating that we still do not have sufficient knowledge to deal with the question, "Shall graduate education for school librarianship be tied to library or to teacher education?"[2]

School library training was not being influenced solely by accreditation procedures. One influence might have stemmed indirectly from energies of people such as Louis Shores, then Dean of the Library School at Florida State University. In 1952-53 he organized a series of lectures related to challenges to librarianship. Acknowledgment of the fact that the lectures did not delimit all the challenges led Shores to state that librarians in the future on rereading these challenges would be able to evaluate the previous generation on their foresight.[3] One

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[1]Morton, Ibid., p. 369.

[2]Morton, Ibid., pp. 369-370.

[3]Louis Shores, ed., Challenges to Librarianship, Florida State University Studies, No. 12 (Tallahassee: Florida State University, 1953), p. 11.

could imply from his statement that librarians could not consider themselves well trained if their curriculum did not include some considerable focus on the challenges.

The eight challenges could be summarized as follows:

1. International Understanding. This lecture was given by Dan Lucy, Director, Information Center Service, United States Department of State.

   > Never before...has the weight of the future hung so heavily on the labors of teachers and bookmen. For it will depend very largely on us and on our colleagues abroad whether the commonwealth of knowledge and ideas which lies always before us as the ideal of our professions can be made real and made the basis of a free commonwealth of men - a "one world" in fact.[1]

2. The Challenge of Censorship. This lecture was given by Luther Evans, Librarian of Congress.

   > I think I can tell you that although the number of specific instances that have come to public notice of pressures being put on public libraries, to withdraw or not to have certain books in their collections is not a large number of cases, there probably has been an enormous amount of self-discipline on the part of local librarians to keep certain things out of their collection for fear that there would be difficulty if they had them in their collections. Hence I think it probable that a great deal of censorship is practiced on the sly, and it is to make an appeal against that kind of cowardice that I am here this evening. There was one young lady, a young people's and children's librarian, as we call them in our profession, who said: 'I do not understand all of this talk about trouble over books you have in your library; we never have any difficulty at all; we just send the list of books we intend to buy

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[1] Ibid., p. 37.

to the local post of the American Legion, and when they approve it, everything is all right and nothing ever happens.'[1]

At this point let me state a view of what the role of the librarian is in relation to truth. Some people have claimed that the librarian's job is to present the truth; I disagree with that. If the librarian has to present the truth, then the librarian has to take the responsibility for knowing the truth, and if you are put in the position of having to know the truth on all subjects to all comers, you take refuge in neutrality and sterility, and that is what librarians have done to too great a degre; they have taken hands off of a lot of issues, and stayed away from the literature on a lot of issues because those issues were considered hot. The safe course, I am convinced, is for the librarian to say "I don't know anything, except one thing: Here are the issues; the pro is presented in this book, and the contra in this book; read them and decide for yourself.' And if the librarian takes that point of view, then he can become a specialist in knowing where the materials and the arguments may be found for and against every contention.[2]

3. The Challenge of Microphotography. This lecture was given by Fremont Rider, Librarian, Wesleyan University.

In the early part of the eighteenth century, the Yale library possessed about 1,000 volumes. If it had continued from this start to double in size every sixteen years, it should, in 1938 have had 2,600,00 volumes. In 1938 it actually did have 2,748,000 volumes....But, if the Yale library does continue to grow at this rate, it will, in 2038, have approximately 200,000,000 volumes, which will occupy over 6,000 miles of shelves. Its card catalog file--if it then has a card catalog file--will consist of nearly three-quarters of a million catalog drawers, which will of themselves occupy not less than eight acres of floor space. New materials will be coming in to it at the rate of 12,000,000 volumes a year; and

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[1] Ibid., pp. 45-46.

[2] Ibid., p. 50.

the cataloging of each year's new acquisitions will require a cataloging staff of over six thousand persons. In some form of microtext there lay the way out...And Microcards, as they developed in my mind, were simply an attempt to devise a better form of microtest than microfilm had been, to change it in ways that seemed to make it more directly responsive to the practical needs of the library.[1]

4. Librarianship and the Sciences. This lecture was given by

Charles H. Brown, Librarian Emeritus, Iowa State College.

Library schools, until the last few years, have given little attention to the bibliography and literature of the sciences. Reference courses in many library schools are to a large extent limited to the humanities and social sciences. In some library schools no member of the faculty has had any considerable background, either through education or experience, in the sciences. Indeed the faculties of all of our library schools are strongly oriented toward the humanities. These conditions are slowly improving. Courses on the bibliography and the literature of the sciences have been introduced into some library schools during recent years, although not in all.[2]

5. The Challenge of Audio-Visual Media. This lecture was given

by Edgar Dale, Research Associate and Professor of Education, Ohio State University.

The library is in a transitional phase. It is shifting from being a repository of ideas in print to a repository of ideas on film, on tape. It no longer asks the community always to come to it, it goes to them. It is not easy or simple to make this transition.[3]

6. The Challenge of School Librarianship. This lecture was written

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[1] Ibid., pp. 63-64.

[2] Ibid., p. 72.

[3] Ibid., p. 105.

by Francis Henne, Graduate Library School, University of Chicago.

Good school librarians in every school having two hundred or more pupils--that is our major challenge. Public libraries frequently deplore the small percentage of the adult population that uses the public library, the large number of adults who seem to be non-readers, the preference for trivial and mediocre literature that many patrons of the public library display, and similar discouraging conditions. Yet some of these librarians seem to be unaware of, or at least not perturbed by, the absence of libraries in the elementary schools of their own cities.[1]

Five other challenges included:

the school library as the materials center in the school; making the school library truly accessible to students in the school; the provision of adequate staff; effective guidance services in the library, and policies and procedures affecting the selection of books and other materials.[2]

7. The Challenge of Library Literature to Education for Librarianship, 1923-1953. This lecture was given by Louis Wilson, Professor of Library Science, University of North Carolina.

A review of the literature on librarianship reveals trends in emphases. At one period when the librarian was primarily a bookman the emphasis was on the humanistic. At another time when librarians became absorbed in administration our professional classics took their inspiration from business. In the last two decades librarianship has been influenced heavily by the social and natural sciences and this influence has manifested itself in quantitative measurea, in surveys and questionnaires, in an effort to emulate what science calls the objective approach.[3] These are the materials which you

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[1] Ibid., p. 107.

[2] Ibid., p. 112.

[3] Ibid., p. 9.

> must master if you are to be fully informed about how the graphic records of man's past and present can be made to administer effectively to his present and future. This is the field in which you must carry on research and publish.[1]

8. An American Librarian's Heritage. This lecture was given by

Wayne Shirley, Dean, Library School, Pratt Institute.

> 'One great strength is our belief in the value of personality.' Another is our faith in the organized library movement. A third is our dedication to cooperation. But above all is our missionary devotion to libraries as something 'good in the sense of being counteracting forces to the evils which affect mankind.'[2]

In 1954 librarians in a Columbia University seminar in education for librarianship produced a book dealing with the major problems in the education of librarians. In a chapter devoted to school and children's librarians they described the notion of the ideal educational center for training school librarians as one "with both a library school on the graduate-professional level educating for general librarianship and a school or department of education training elementary and secondary school teachers, so that the school library training program can use the resources of both.[3]

They believed, however, that thereality of the situation whereby the vast majority of school librarians were being trained in undergraduate level and teacher training institutions was a significant factor in the de-

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[1] Ibid., p. 140.

[2] Ibid., p. 10.

[3] Robert D. Leigh, ed. Major Problems in the Education of Librarians (New York: Columbia University Press, 1954), p. 72.

velopment of the 1951 ALA Accreditation Standards. In addition it was their opinion that the new ALA standards for library science programs in teacher education institutions were adopted in 1952 because there was a realization of the extent to which library education courses in the teachers colleges affected the professional training and status of librarians generally. They believed that the 1952 standards contained two principles that suggested a basic pattern for school library training.

1. The basic program of education for school librarianship is legitimately to be given at the undergraduate level, but the amount of such work in library science should not be so great as to limit the amount of general and professional education common to all teachers; therefore these standards are intended to accredit only undergraduate curricula totaling not less than 15 and not more than 18 semester hours.

2. There should be articulation between the undergraduate programs in library science and the graduate library school programs in the same area.[1]

Leigh's seminar students also endorsed strongly Fenwick's idea that school librarians and children's librarians for public libraries needed the same basic formal training, and that the undergraduate program in the teacher-training institutions include the professional education of both groups.[2] In 1954 a new body, the National Council for the Accreditation of Teacher Education was established to take over the accrediting responsibility for the whole field of teacher education.

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[1] Ibid., p. 73.

[2] Ibid., p. 75.

> The ALA Committee on Accreditation began immediately to work with this new agency and, at the same time, to study and to gather data concerning the entire area of undergraduate library education. This study resulted in the decision to revise the 1952 Standards for Library Science Programs in Teacher Education Institutions in conformity with the pattern used by the National Council for the Accreditation of Teacher Education in its evaluation of institutions offering undergraduate preparation for school librarians. To assist in this important work the Committee on Accreditation appointed a subcommittee whose membership represents many areas of library science and several divisions of the ALA.[1]

In 1953 the Library Education Division of the ALA had established a committee, chaired by Pauline O'Melia, with one of its concerns being to investigate the extent that institutions offering library education conform to the basic philosophies of the AACTE Standards and the Core Report. The latter had been developed at a University of Chicago Workshop in 1953 and had agreed on the following points:

> A core of knowledge does exist which should be part of the required education of all who are awarded the professional degree in librarianship. This core should consist of general information rather than specialized training, and is seen as an introductory rather than a terminal program. The emphasis in the core program should be on principles much more than on techniques, since the latter are special rather than general. On the other hand, attention should be given to the place of routines and techniques in the practice of librarianship, and it should be recognized that the inclusion of such materials does not necessarily limit the professional character of a course if the proper relationship between routines and creative professional aspects is maintained.
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> The areas for which content should be included in the core program for all librarians are:
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> 1. The study of the library and of society, and their relationship to each other.

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[1]Rufsvold, op. cit., p. 695.

2. The meaning and characteristics of professionalism.

3. The interpretation, appreciation, evaluation, selection and use of books, materials and sources.

4. The organization and characteristics of internal and external library services in relation to the users of the services.

5. The basic principles and various patterns of library organization and management.

6. An introduction to the characteristics and functions of the communication process throughout history and in the present.

7. An introduction to the functions and methods of research, and the use of research findings.

These are not course titles, but descriptions of content areas which shall represent one-fifth of a minimum five-year program at the college level and beyond. The other four-fifths shall be devoted to broad general education with anopportunity for subject concentration, but should not be characterized by narrow specialization. Some of the core content may be presented at the undergraduate level, so long as care is taken not to dilute general education. If the core extends through both undergraduate and graduate levels, better articulation than now exists between the programs on the two levels will be required.

The specifics of teaching method, course sequence and comparative time spent on the several aspects of the recommended content should be left to the individual schools, to avoid standardization and to utilize the advantages of the different situations. The schools may find it of interest, however, to note that the participants in the Workshop were generally agreed that practice work has not succeeded in accomplishing the ends for which it was established and is not recommended as part of the preparation represented by the core; and that the historical approach in classroom presentation provides perspective and attitudes essential to professionalism. Outside the core, attention was drawn to the need for "middle service" people for whom a program of education and training might well be considered; and to the possibility of exploring the synthesis of related fields as a basis for a "second core" for special libraries in subject fields with common characteristics.

> Lastly it was agreed that these recommendations have implications beyond the schools for all library practice. Better articulation and exchange of information is needed between the schools and the field, but more than that, the field recognizes its stake in the education of new librarians, and sees the preparation of librarians as a joint responsibility which it shares with the schools.[1]

The O'Melia study was carried out in 1955 and reported in 1957 as having inconclusive results, but indicating that some general statements could be made:

> The majority of the programs prepare for school library service. In general, these programs of library education are offered in separate departments, divisions, or schools--and are not organized as a part of the library. The "popular" program was 18 semester hours. Only one-third of the programs studied meet the AACTE and Core Workshop recommendations that the major emphasis in the study of library materials be placed on combined critical evaluation, adaptation to the needs of users, etc. Only a slightly higher proportion than the one-third cited include printed materials, recordings, films, etc. in the study of library materials.
>
> The majority of the programs underscore the philosophy expressed in both ACCTE standards and the Core Report in relation to study of the library as a social agency, the understanding of the philosophy of librarianship and the present status of librarianship. On the other hand, areas such as the role of the library in society, the function of the library historically and in modern life, the literature of librarianship, the function of advisory services, the development of various communication media and similar areas of importance in the Core Report are generally neglected by one-half to two-thirds of the institutions reporting. While generally the AACTE recommendations for the preparation of school librarians are followed, only 50% or so require the broad cultural background recommended in the Core Report. A disturbing 20% ignore the AACTE recommendation that the undergratuate library education program provide a foundation directed toward graduate study in library science.

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[1]Lester Asheim, ed., The Core of Education for Librarianship (Chicago: American Library Association, 1954), pp. 51-53.

> About two-thirds follow the AACTE recommendation that evidence of successful library practice work be required.[1]

Lauretta McCusker's follow-up study in 1956 attempted to gather information on the adjustment of undergraduate library students to graduate programs. Graduate schools reported a large number of students with under graduate library education credits sought admission and that adjustment was made in the following ways:

> Substitut ion of other library courses, the number being determined by acceptance of credit through examination or by acceptance of credit.
>
> Substitution of academic courses for the library courses taken at the undergraduate level.
>
> Reduction of hours of credit required for the degree.
>
> In three cases schools reported that they did not desire students with undergraduate work to enroll.
>
> In general, substitut ion seems to be the device used by graduate schools that do not have undergraduate prerequisites for entrance.[2]

The need for the ALA Subcommittee on Accreditation to establish new standards was perhaps accentuated by the 1955-57 survey of the Office of Education which identified 563 institutions of higher education offering courses in library science. Of these, 121 (including the 19

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[1]P. O'Melia, "Survey of Graduate and Undergraduate Programs in Library Science," LED Newsletter, No. 21 (March, 1957), p. 5.

[2]L. McCusker, "Report of Questionnaire Concerning the Status of Students in Graduate Schools Who Have Had Undergraduat e Library Training," LED Newsletter, No. 21 (March, 1957), pp. 8-9.

graduate library schools) offered 24 or more semester hours, 270 offered between 6 and 23 semester hours, and 172 offered less than 6 semester hours.[1]

In 1958 McCusker addressed a Minnesota Conference on Undergraduate Library Education and described her perception of the four factors, which, in addition to need, operated to stimulate the growth of school library programs at the undergraduate level.

> First, the accreditation of schools by state departments of education and regional associations; second, certification requirements for teachers; third, the existence of colleges and universities specializing in the education of personnel for the school field; and fourth, the specialized needs of school librarianship.
>
> The school library field has articulated its needs more clearly and more specifically than any other specialized field. The school librarian must have: A good general education; a knowledge of educational methods and philosophy; and a knowledge of librarianship, which includes both basic knowledge of librarianship and specialization in the school field.
>
> An examination of state certification requirements for librarians shows almost complete agreement among states that the school librarian should have the same type of educational background that the teacher has. In talking with state and city school library supervisors and with school administrators, I am frequently told that they prefer the product of the undergraduate school because these graduates have a better recognition of the library's place in the school program; a better understanding of the teacher's problems and the needs of the school curriculum; a broader knowledge of enrichment and instructional development of young people. The liberal arts graduate who takes a fifth year at a graduate library school does not meet these specialized requirements of school librarianship.
>
> Should there be any provision for specialization at the undergraduate

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[1]Mary Helen Mahar and Willard O. Mishoff, "Education for School Librarianship," School Life, XL (February, 1958), p. 11.

level? The school library administrator will answer, "There MUST be."[1]

McCusker also described to the conference regarding certification requirements the results of her questionnaire survey of library programs in the Midwest. Her survey reached 127 of the states offering library education and 217 of the undergraduate library education programs listed in the American Library Directory.

She asked what determined the number of library hours offered and all but three checked either "Major-Minor" requirements of their schools; state or regional accreditation requirements; or both.

> It is unrealistic to believe that the teacher-librarian in the small school needs less professional training than the one serving 500 or over 1,000 pupils in a larger school. Certification requirements based on this theory justify it on an economy basis; but it is an educational absurdity to deny the concept of a common basic training for the attainment of real professional skill in school librarianship.
>
> . . . . . .
>
> State certification laws and regional accreditation agencies not only state the hours required for school librarians, but many also specify the courses which must be taken. The two most generally required are:
>
> School Library Organization and Administration
> School Library Materials (or Children's literature)
>
> School library practice is generally required; this is not always required within the specified hours in library science, but may be

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[1]L. McCusker, "Patterns and Objectives of Undergraduate Programs," in Undergraduate Library Education - Institute on Undergraduate Library Education, ed. by David K. Berninghausen. (Minneapolis: University of Minnesota, 1958), pp. 11-12.

education credits for "practice teaching." For the larger programs the other courses frequently mentioned are:

Cataloging and Classification;
Reference; and
Audio-Visual Education

In the larger programs, the course entitled "School Library Administration" (or a similar title) frequently carries more credit than any other single course. This course is obviously specialized; and is an area emphasized in the state certification requirements.

State certification laws have had greater influence on the development of library education programs than have the regional accrediting associations. According to the U. S. Office of Education Bulletin, 1954, No. 15, of the seven regional associations only three had specific criteria for school librarians. The present North Central Association regulation is 15 semester hours. The Northwest Association has a sliding scale from 6 to 20, depending on the size of the school.

Participants in the workshop at the University of Chicago agreed upon a core of education for librarianship. The report of the O'Melia survey indicated that in practice most of this "core" was not being placed at the undergraduate level. The several surveys conducted all point out that the majority of undergraduate programs are specialized in that they are designed to meet the needs of the school librarian.[1]

McCusker concluded her report in 1958 by recognizing that "many existing library education programs do not meet the proposed standards for undergraduate library education."[2]

The proposed undergraduate standards and guide were adopted unanimously by the ALA Council in 1959. (See Appendix D).

It is the intent of the subcommittee that the proposed standards

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[1] Ibid., pp. 13-14.

[2] Ibid., p. 17.

> may serve as a self-evaluation instrument for any institution offering an undergraduate library education program; it is conceivable also that these standards might ultimately be applied by the regional accrediting associations in the overall evaluation of an institution. The second document, the supplementary guide, is designed specifically to be used by the National Council for the Accreditation of Teacher Education in its evaluation of teacher training agencies which offer an undergraduate program in library science.
>
> . . . . . .
>
> It should be emphasized that in presenting the undergraduate Standards and the Guide to Council for approval, the Committee on Accreditation is in no sense abandoning the firmly established principle that the full basic preparation for librarianship is a five year process. The purpose of the undergraduate standards is to improve the quality of undergraduate programs existing in more than 500 institutions throughout the country by providing counsel and guidance to these schools and by cooperation with the National Council for the Accreditation of Teacher Education in its evaluation whenever these schools seek the National Council's accreditation.[1]

Much of the expressed concern about school library education in the fifties seemed to focus around standards for undergraduate library training programs. There were library educators, however, who had other concerns which had significant implications for school library training. One such person was Frances Henne who addressed a 1959 Conference at the University of Chicago on the topic, "Toward Excellence in School Library Programs." She asserted that one of the most critical problems in school librarianship was that of improving the professional education of school librarians. Some of her comments were:

> The professional training of school librarians must be identified

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[1]Rufsvold, op. cit., p. 696.

with that of teachers, since the school librarian is a special teacher in the school.

A fully developed program would direct the professional education of school librarians and audio-visual materials specialists and would include the content in this specialized field needed in the preparation of classroom and special teachers, curriculum co-ordinators and others.

It is generally agreed that the basic professional education of school librarians has tended to be weak in such areas as curriculum, instructional methods, reading instruction, and guidance and communications...Requiring strengthening too is that part of the school librarian's preparation which is the essential core of his specialization--knowledge about the resources of teacher and learning. All prospective school librarians must have, by the end of their basic preparation, an extensive knowledge about the content, selection, evaluation, and uses of books, other printed materials, and audio-visual materials appropriate for children and young people. They must also have similar competencies about textbooks and about professional materials for teachers. School librarians are materials specialists and their initial professional education must prepare them to have the special abilities and types of knowledge that really qualifies them as such ...

. . . . . .

The varying patterns of organization for professional education (the undergraduate program, the fifth year program, and the post-fifth year program) add to this difficulty. It is assumed that the area program will be a five year program that may or may not be based on an undergraduate program (This will vary among situations, but under any circumstances fifth year programs must permit close articulation with undergraduate programs that are soundly planned and have good content). The common core, in part or in entirety, may be taken at the undergraduate level, or it may be completed or taken entirely during the fifth year. In addition to this common core, specialization would seem desirable for the following types of specialized activities in the field:

1. elementary school librarians,
2. secondary school librarians,
3. school library supervisors,
4. directors or co-ordinators of district materials centers,
5. librarians in charge of centralized technical processing for school-library resources,

6. specialists in the production and use of audio-visual materials and techniques, and
7. faculty members teaching in this area in colleges or universities.

> That the professional education of school librarians will be reshaped and strengthened seems imminently possible, and with this change prospective school librerians will have not only a broad general education background but specialized knowledge concerning resources that form the substance of their profession.[1]

Summary

The period from 1951 to 1959 had two themes that permeated library education: standards for accreditation, and the professional role of the school librarian.

1951 - ALA adopted new Standards for Accreditation. All accredited programs now had to be graduate programs, but undergraduate programs of library science would be accepted as part of the five year program if they contributed to its objective.

1951 - Ersted completed thesis on "The Education of School Librarians." She concluded that all school librarians should have a knowledge of both elementary and secondary school libraries, and training in specific educational areas. She recommended that the minimum professional education of all school librarians, full or part-time, should be the same. She proposed a basic 15 semester hour undergraduate curriculum to enable graduates

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[1]Frances Henne, "Toward Excellence in School Library Programs," in New Definitions of School Library Service, ed. by Sara Fenwick (Chicago: University of Chicago Graduate Library School, 1960), pp. 85-87.

of the 4 year college to function as beginning school librarians.

1951 - Fenwick completed thesis on "The Education of Librarians Working With Children in Public Libraries," and recommended that school and children's librarians should have basically the same program.

1952 - ALA formulated Standards for Library Science Programs in Teacher Education Institutions as part of the standards of the American Association of Colleges for Teacher Education for accreditation purposes.

1953 - Morton reviewed history of school library training and concluded that the question remained, "Shall graduate education for school librarianship be tied to library or to teacher education?"

1953 - Shores organized a series of lectures related to future challenges to librarianship. They were on international understanding, censorship, microphotography, sciences, audio-visual media, school librarianship, library literature and an American Librarian's heritage.

1953 - Henne asserted the greatest challenge to school librarianship for the future was to have a good school librarian in every school with 200 or more pupils. Other challenges included making the school library the materials center.

1953 - Core Report developed at a University of Chicago Workshop

recommended 7 content areas which would represent one-fifth of a five year program.

1. Study of the library and society.
2. Meaning and characteristics of professionalism.
3. Evaluation, selection and use of books, materials and sources.
4. Organization and characteristics of library services in relation to users of the services.
5. Basic principles and patterns of library organization and management.
6. Characteristics and functions of the communication process throughout history and in the present.
7. Functions and methods of research, and use of research findings.

Practice work was viewed by the Workshop as not having succeeded in accomplishing its goals and was not recommended as part of the core.

1954 - Leigh's graduate seminar students at Columbia reviewed Major Problems in the Education of Librarians. They endorsed Ersted's and Fenwick's recommendations.

1954 - National Council for the Accreditation of Teacher Education took over accreditation responsibility for teacher education. ALA Committee on Accreditation appointed a subcommittee to

revise its 1952 undergraduate standards.

1955 - O'Melia study revealed that the majority of undergraduate programs studied prepared school librarians with only one-third of them meeting the AACTE and Core Workshop recommendations. Two-thirds followed the AACTE recommendation that evidence of successful library practice work be required.

1956 - McCusker's study indicated that graduate library schools made different kinds of adjustments for students with undergraduate library education credits. Substitution was the device used most by schools that did not have undergraduate prerequisites.

1956-57- Office of Education Survey identified 563 institutions of higher education offering library science courses. There were 121 with 24 or more semester hours; 270 offered between 6 and 23 semester hours, and 172 with less than 6 semester hours.

1958 - McCusker reported survey of library programs in the Midwest revealed that state certification laws have major influence on the development of undergraduate library education programs.

1959 - ALA adopted new Standards and Guide for Undergraduate Library Science Programs. The standards were to be used as self-evaluation instruments by institutions with undergraduate programs, and the guide was designed for use by the National Council for the Accreditation of Teacher Education in its evalu-

ation of teacher training agencies which offered an undergraduate program in library science.

1959 - Henne addressed University of Chicago conference and stated that one of the most critical problems in library education was that of improving the professional education of school librarians. She emphasized that the professional training of school librarians must be identified with that of the teacher. The school librarian was a materials specialist, and a fully developed program of library education would direct the professional education of school librarians and audio-visual materials specialists.

CHAPTER VII

THE FINDINGS: SCHOOL LIBRARY TRAINING 1960-1966

In the early sixties the library literature still reflected interest in and concern over undergraduate standards. In 1960 NCATE adapted the ALA Standards and Guide for Undergraduate Library Science Programs and a new document was born, Guide for Development of Supplementary Information by Institutions Applying to NCATE for Accreditation of Undergraduate Programs for School Librarians. The essence of the change was basically around the substitution of the term "program for school librarians" for "library science program." The adaptation was viewed by the LED Newsletter editor as evidence of achieving stronger and more effectively articulated programs by these two national professional associations.[1]

An undergraduate library education conference was called in 1960 at Iowa State Teachers College to discuss the standards and the future of school librarianship. The conference concluded with the following

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[1]American Library Association, "NCATE Adapts A.L.A. Guide," LED Newsletter, No. 36 (January, 1961), pp. 5-6.

recommendations to the ALA Committee on Accreditation:

1. We believe that the graduate library schools have a responsibility to provide advanced courses for school librarians. Such courses are not now provided by all graduate library schools, and there is a need for opportunities for advanced study following either undergraduate minor or undergraduate major programs in library education.

2. There is a need for the graduate library schools to encourage research in the school library field. Very few school librarians in the field, even those with master's degrees, have been so trained in their preparation for school librarianship that they recognize the need for and are stimulated to produce research in this field.

3. Graduate schools should also give attention to preparing teachers of library science for the school library minors in the colleges which wish to offer such programs.

4. There is a definite need for agreement by the graduate library schools as to what are the basic core subjects and the content of basic courses which should be included in undergraduate library education programs.

5. The standards for undergraduate library education need to be revised slightly in the selection of faculty. Paragraphs one and three should be rephrased to bring out the need for more than one full-time instructor. It was the feeling of the group that the standards could be interpreted, as they are presently written, as indicating that one full-time instructor was enough.

6. The standards do not clearly enough indicate the need for a part of the program as general, basic courses which would help to provide the foundation for graduate education. Courses which attempt to "cover the waterfront," including administration, cataloging, selection, and several other aspects of school librarianship, make articulation impossible.

7. It was generally agreed that the trends in school librarianship indicate that before too long all teachers will be required to have a five-year preparation, and that no undergraduate programs should be considered terminal. It was also agreed that twenty-seven quarter credits, or eighteen semester hour credits, should be the upper limit of instruction in library science. At the same time, it was pointed out that in order to control advisees' individual programs of study, it is necessary for some schools to offer what is called a major in librarianship. Some colleges with very strong programs are now attempting to offer a "major" limited to twenty-seven quarter credits in undergraduate library science, filling out the "major" program with audio-visual courses and/or remedial reading. These colleges are including basic courses in

> cataloging, reference, and selection of library materials, and are consciously promoting articulation with graduate programs. They encourage graduates to go on and take an M.A. degree so that they will be fully qualified as professional librarians under the A.L.A. standards.
>
> 8. At the general session it was also emphasized that there is a need for the N.C.A.T.E. to get going in its accrediting program. (Speaking for the C.O.A., Mr. Berninghausen said that it was to be on the agenda for the January, 1961, mid-winter meeting of the C.O.A. to begin planning the selection of a panel of visitors, informed on undergraduate library education as well as college libraries, and to plan a program of training of such visitors. He suggested that there was a need for about one hundred such people, scattered geographically throughout the United States.) The conference urged that this be done promptly in order to improve undergraduate library education.
>
> 9. It was agreed that undergraduate library education programs which do not meet the standards, or indicate clearly that they can be met in the near future, should be eliminated.[1]

Library educators were inevitably not in agreement about standards and accreditation. In 1961 two contrasting views were presented in the ALA Bulletin. Edward Wight, president of the American Association of Library Schools, expressed concern over the practice of accrediting library schools and not the libraries in which librarians worked. The main thrust of his position was:

> Library schools are in the position of themselves being subjected to standards applied as measuring instruments which show them as meeting, or not meeting, the required standards, and yet having their products--the graduates--go out and work in libraries for which ALA has adopted standards but for which there is no mechanics for the systematic application of these standards. This situation, wherein the profession applies standards for the training of its new professionals but neglects to apply standards to the libraries in which they are to work, seems anomalous and contradictory.
>
> Perhaps the most disturbing aspect of this situation is the loss of professional competence and ability that is likely to result when library school graduates go out to fill positions, much of the job content of which could have been performed by the same person without library school training. Furthermore, much of the shortage

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[1]David K. Berninghausen, "Undergraduate Library Education Conference Report," Journal of Education for Librarianship, II (Fall, 1961), pp. 105-108.

> of professionally trained librarians is due to the fact that many professionally trained librarians are doing a considerable amount of non-professional work...
>
> To further complicate the standards situation, ALA has now adopted standards for undergraduate departments of library science, and turned over to another agency the use of these standards. It will not be surprising if, presently, so-called professional positions will come to be filled by persons who have completed undergraduate courses in librarianship, in departments which are approved under ALA-adopted standards. Thus the too-slowly developing distinction between professional librarians and library clerks will be in danger of being further clouded. Our efforts to establish librarianship as an emerging profession may very well suffer a severe setback unless we are able to establish a clear-cut line between the duties of fully professionally trained and certificated personnel and the partially trained products of undergraduate departments.
>
> What might be the consequences if our present standards for public, school, junior college, and college and university libraries were applied and lists of libraries meeting the respective standards were published? A guess is probably not worth much, but one might hazard that less than 5 percent of the over 8000 public libraries in the continental United States would be approved, accredited, or stamped with whatever label would be used to designate those which meet present public library standards. For school libraries the approved group might be slightly, but probably not much, larger.[1]

Florrinell Morton, President of the American Library Association, had presented a different viewpoint in 1960 and the Bulletin presented it as a contrast to Dr. Wight's. Morton's ideas can best be summed up as follows:

> What does accreditation accomplish? First and foremost, accreditation brings order out of chaos....Second, not only can accreditation bring order and structure to library education, but it can improve the quality of that education...Third, accreditation can make the parts of library education interchangeable. Since

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[1]Edward A. Wight, "Standard and Stature in Librarianship," ALA Bulletin, LV (November, 1961), pp. 871-875.

> minimum quality and quantity of library education is assured through accreditation, courses taken in one institution may be substituted for those required in another, and programs completed in one institution may be built upon in another...This long-desired articulation awaits the stabilization of the undergraduate programs, and this stabilization awaits the full acceptance by the profession of the necessity for standards for undergraduate programs, and their application either with or without accompanying accreditation...But what of accreditation? Many will say that standards without accreditation have no force and, therefore, no value. With this I would not agree. First, if we can--and I believe we will--work out a successful plan of cooperation with the National Council for the Accreditation of Teacher Education, this will cover a very large proportion of the undergraduate programs. Cooperative plans may also be possible with the regional associations.
>
> But for institutions for which accreditation is not available, standards are still important. They are the very backbone of any program of library education. They serve as a guide for the setting up of new programs and for the self-evaluating of established programs. They are to education what laws are to society. We do not obey laws solely because society has a constituted authority with which to enforce them. We obey them because they are the framework of our organized life. As professional people, can we not also organize our professional life and the education which prepares us for it for the good of the whole?[1]

Carroll reported in 1962 that, despite apparent lack of agreement among accredited library schools as to what an undergraduate program should be, an examination of the prerequisites required by eighteeen of the thirty-two accredited library schools provided a perspective of what the undergraduate library science curriculum should be.

> Assuming that the program will "total not fewer than 12 and not more than 18 semester hours" (according to the standards), one can, by grouping prerequisites determine into what areas such courses will fall. By totaling the number of courses in each area and dividing by the number of schools, an average is derived

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[1]Florrinell F. Morton, "Accreditation in Library Education," ALA Bulletin, LV (November, 1961), pp. 876-879.

which suggests the number of courses to be included in an undergraduate program

	Course	Hours
12 hour program	Library Administration	3
	Selection and Use of Library Materials	3
	Introduction to Cataloging and Classification	3
	History of Books and Libraries	3
18 hour program	Library Administration	3
	Basic Reference Materials	3
	Selection of Books and Other Materials	3
One of--	Children's Literature Literature for Young Adults Literature for Adults Literature of the Humanities Literature of the Social Sciences Literature of Science and Technology	3
	Introduction to Cataloging and Classification	3
	History of Books and Libraries	3

Accredited library schools in general have courses that are open to undergraduates. Atlanta University is an example of one of the fourteen schools with no library science prerequisite to its graduate program, but which permits the student to earn a maximum of fifteen semester hours in the field prior to the completion of his undergraduate studies. Further analysis might reveal that the courses open to undergraduates in the schools requiring no prerequisites approximate the prerequisite requirement of the remaining schools. This would indicate at least a limited agreement among accredited graduate library schools:

1. That certain courses should be included in the curriculum, and

2. That certain courses may be taken by undergraduate students. On this basis, the formulation of an undergraduate program would be reasonable.[1]

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[1]Leontine D. Carroll, "Formula for an Undergraduate Program," Journal of Education for Librarianship, II (Winter, 1961), pp. 151-153.

That same year Berninghausen described his perception that existing conditions in graduate and undergraduate schools prevented articulation, however necessary and desirable, from being feasible. He cited a letter received by him in 1958 as a member of the ALA Committee on Accreditation from an undergraduate library science teacher:

> I am in an embarrassing position. If I am completely honest, I must advise my best students, those who are planning a career in librarianship, not to take my courses. I think they are good courses, but they are focused only on school librarianship and I know that they do not meet A.L.A. standards by providing a foundation for graduate study.
>
> For seven years I have been trying to find out what it is that you graduate library schools think should be included in introductory courses. For heaven's sake, will you decide what it is that you want students to know when they come to you, and let me know--and I'll try to teach it![1]

Berninghausen concluded that the conditions could be changed and "When they are changed sufficiently to make articulation feasible, when we have several hundred colleges feeding students with an elementary knowledge of librarianship into the graduate schools, library educators will have taken a major step toward meeting the shortage of librarians."[2]

Florrinell Morton continued to stress the importance of achieving articulation between undergraduate and graduate programs. She pointed out that one of the stumbling blocks to articulation was the variation in length, scope, and quality of undergraduate programs, but that the

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[1]David K. Berninghausen, "Undergraduate-Graduate Articulation: Crux of the Problem," Journal of Education for Librarianship, II (Spring, 1962), p. 221.

[2]Ibid., p. 223.

standards could resolve that if the undergraduate institutions wanted to do so, and if the profession encouraged them. She went on to add

> Still another obstacle, and a very serious one lies with the graduate schools to solve. This is the differences in points of view among these schools, first, whether any part of the professional content of the five-year program should be placed at the undergraduate level, and, second, among those schools which look with favor upon undergraduate courses, what in kind and amount can appropriately be placed at this level.
>
> Dr. Carnovsky, in his article in the June, 1960, Journal of Library Education, "Graduate and Undergraduate: Problems of Articulation," makes quite a reasonable case for the school which chooses to restrict its own program to the graduate level and to deal with the occasional duplication on an individual basis. For myself, I can accept this philosophy and can see that, where this is the position the school takes, no possibility of articulation exists, for no undergraduate program, and few individual courses, could be considered to contribute to the school's objectives.
>
> So long as this position is held by any of the graduate schools, one hundred percent participation in any effort to develop an articulated system of education for librarianship is not possible. This is the situation now, and perhaps it always will be. But this need not deter the schools which see in an articulated program values and benefits worth the effort. A third or more of the accredited schools now place a part of the professional content of the five-year program at the undergraduate level, and a number of these schools will accept, either at face value or by examination, similar courses taken elsewhere. These are the schools which should work together to arrive at more uniform requirements for undergraduate preparation of their students and to seek a meeting of minds with undergraduate library education agencies that will result in achievement of the purposes of both graduate and undergraduate programs. Only in this way can a really satisfactory articulation be achieved.[1]

The hoped for articulation between graduate and undergraduate programs as a result of the 1959 Standards was not to be realized. Sarah

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[1]Florrinell F. Morton, "Undergraduate Programs and Articulation," ALA Bulletin, LVI (April, 1962), p. 317.

Reed, Library Education Specialist, Division of Library Service, U.S. Office of Education, wrote in 1964 that

> The monumental assignment undertaken by N.C.A.T.E. has been under review. Recently a decision was made that the institutions offering teacher education programs draw up a statement of principles and procedures for consideration by N.C.A.T.E. In view of these changes, A.L.A. must continue to seek satisfactory means of providing the necessary guidance for undergraduate librarianship programs. Librarians considering placing a major segment of library education at the undergraduate level should consider, however, that at present there is no effective channel through which the association can either accredit or encourage the strengthening of weak undergraduate programs.[1]

Reed's comments could be highlighted by a look at the data regarding surveys of library education programs from 1962 through 1964.

In 1962-63 the staff of the Library Services Branch of the U.S. Office of Education prepared a Library Education Directory.[2] Questionnaires were directed to 414 institutions with a request that only those which offered 12 semester hours of library education should reply. 277 institutions returned completed questionnaires. 272 (98 per cent) offered courses in school librarianship, although only 86 (30 per cent) offered one or more courses at the graduate level. 150 (54 per cent) did not have full-time faculty members. Of the total of 347 full-time faculty members, 190 (55 per cent) were concentrated in the 32 (12 per cent) accredited schools. Obviously the 150 programs without full-time faculty did not

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[1]Sarah R. Reed, "Library Education Report," Journal of Education for Librarianship, V (Summer, 1964), p. 70.

[2]U.S. Department of Health, Education, and Welfare, Library Education Directory 1962-63, by Sarah R. Reed and Nathan M. Cohen (Washington, D.C.: Government Printing Office, 1963).

meet the 1959 Standards.

A Survey of Library Education Programs, 1964-65 continued to point up in dramatic fashion the differences between accredited and non-accredited graduate programs.[1] The ALA Library Education Division's Sub-committee on Survey of Library Education Programs, Fall 1964 expressed strong concern in its report to the LED Committee on Library Legislation.

> It is clear from the report that accredited graduate programs are the best financed, are staffed by the best educated faculties, and enroll (and graduate) the largest number of students recognized by A.L.A. standards as professional librarians. It is also clear that 90% of the library science programs in the U.S. in Fall 1964 were below accreditation standards but were enrolling over 90% of the undergraduates studying one or more courses in library science, almost 20% of the full-time graduate students, and almost 40% of the part-time graduate students in the country....
>
> Many undergraduates are prepared for 'teacher librarian' positions in elementary and secondary schools. School library standards, however, do not recognize this level of preparation as full professional education, and many graduate library schools question the admission of these people to the graduate program. The legitimate long-term role of undergraduate library education for school librarianship has still to be determined....
>
> The shortage of experienced and competent faculty is noted as the most critical element in library education today.[2]

The report of this subcommittee in being sent to the Committee on Library Legislation rather than the ALA Committee on Accreditation re-

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[1] U.S. Department of Health, Education, and Welfare, Library Education Directory, 1964-65, by Sarah R. Reed and W. P. Toye (Washington, D.C.: Government Printing Office, 1965).

[2] Margaret Monroe, Ruth Ersted, Herbert Goldhor, "Report of the LED Subcommittee on Survey of Library Education Programs, Fall 1964 to the LED Committee on Library Legislation," LED Newsletter, No. 59 (September, 1966), pp. 2-5.

flected a major trend of the sixties. The subcommittee concluded with the following recommendations:

1. Full federal appropriation of $15 million annually for library education under Title II B of the Higher Education Act of 1965 is essential to providing:

   a. fellowships at the doctoral and post-masters levels to prepare library educators and specialists needed to expand professional competence.
   b. fellowships at the masters level to expand recruitment of excellent students to the profession.
   c. funds for research in library science to expand the scope and precision of knowledge in varied aspects of the profession.

2. Increased federal support for faculty positions and curriculum development in conjunction with the fellowship and research programs. Support to the institution well beyond the $2000 per fellowship is needed to enable an improvement in quality of library education as well as expansion of programs.

Finally, planning for library education must be stimulated and coordinated by the American Library Association's Commission on National Planning for Library Education with the aid of the Director of the Office for Library Education.[1]

To understand the reality basis for the legislative recommendations of the LED Subcommittee it is essential to be aware of the stimulation toward change in library education training brought about by Federal legislation in the Fall, 1964. When the National Defense Education Act was passed originally in 1958, librarians were able to participate only indirectly in such ways as securing materials for guidance and counseling purposes in secondary schools. The 88th Congress changed the situation

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[1] Ibid., p. 6.

drastically by adding Title XI to the National Defense Education Act. In addition it provided Title I of the Economic Opportunity Act and scholarships under the Library Services and Construction Act.

Sarah Reed summarized the immediate implications of federal legislation for library education in December, 1964. Of greatest import for school librarians were National Defense Institutes for School Librarians and/or School Library Supervisors.

NDEA Title XI -- Institutes (P.L. 88-665)

During the last week of November two documents were forwarded to all registered institutions: 1) A General Manual for Colleges and Universities Preparing Proposals for Institutes Authorized in the National Defense Education Act, as Amended October 1964: National Defense Institutes for Advanced Study for Teachers of English, Reading, History, Geography, Disadvantaged Youth and for Library Personnel, Educational Media Specialists, Summer 1965, Academic Year 1965-66. (GPO, 1964, OE-50040), and 2) for those indicating an interest in a school library institute, Supplemental Guidelines Needed to Prepare Your Proposal: Institute for School Librarians and/or for School Library Supervisors.

Assistance in developing the school library institute guidelines was obtained from a number of school library specialists. Many of the same people have also helped to prepare an evaluation sheet of use by the school library specialists who will meet in Washington in January to screen the first series of school library institute proposals, for which the submission deadline was December 30, 1964.

According to the General Manual, "The institute training is designed to improve the participant's competency as a teacher or specialist. The program is intensive and carefully planned to insure that all its parts are relevant to the objectives of the institute." For the first year every participant must be actively engaged as a school librarian or school library supervisor, and emphasis is upon support to institutes planned for the summer session of 1965. During succeeeding years, the Office of Education will explore the role of institutes in training persons preparing to serve in school

libraries. It will also seek to support proposals which offer promise of meeting deficiencies in the staffing of school libraries through imaginative institute formats for regular sessions as well as short sessions.

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The character of the school library institutes will be diverse. An institute may be offered for credit, or not. If credit is given, it may be for specific courses or for the institute as a whole. An institute may be planned around a cohesive sequence of courses, or may be based upon a central idea, e.g., the development and supervision of the instructional materials center, the subject departmentalization of school libraries, library services for the exceptional child, planning and equipping school library quarters, developing library services in terms of special educational problems, or an analysis of library staff responsibilities for purposes of redeployment of staff. Whether the institute is organized around one or more areas of emphasis or concentration, it should provide participants the widest possible variety of appropriate, worthwhile learning experiences. Each institute should represent a cohesive, intensive, focused educational experience that will be reflected significantly in the professional development of the participant.

Economic Opportunity Act Title I (P.L. 88-452)

Shortly after January 1, the first of a series of announcements will indicate the names of institutions of higher education which will receive funds from the $56,000,000 available during the current fiscal year for work-study programs under Title I of the Economic Opportunity Act of 1964. Under this program, colleges and universities are encouraged to finance work opportunities for needy young people from low-income families in order to allow them to pursue their formal education. Each participating institution may develop opportunities both for on-campus employment and for off-campus employment with public or nonprofit organizations.

The extensive successful experience library schools and libraries have had in administering work-study programs should enable them to utilize this source of financial aid immediately and effectively. The number of students already working in libraries, students already on campuses whose circumstances will otherwise require their withdrawal from school, and the ALA recruitment network are ready means for helping to identify eligible work-study

participants. Yet another incentive for libraries of all types to cooperate in providing work-study programs is the opportunity such programs afford the employing library to recruit the participants as full-time professional staff members following graduation.

Library Services and Construction Act (P.L. 88-269)

Under the Library Services and Construction Act, 31 states are providing scholarships for library education compared to 22 states under the previous Library Services Act.

Many of these training opportunities have materialized before the library schools are fully prepared either in faculty or physical facilities to take full advantage of them. This makes it more urgent that library educators and library practitioners increase their efforts to achieve training facilities adequate both in number and quality. Certain studies and programs need to be undertaken on an emergency basis; others need to be approached as a result of long-range planning. Only the pooling of the talents of the ablest librarians and library educators can maintain the caliber of library education required by a dynamic library profession.[1]

On January 26, 1965 the LED Executive Board held an open meeting with two panels to discuss different aspects of the NDEA School Library Institutes program. In discussing proposals submitted for school library institutes Donald Bigelow, Head of the Task Force on NDEA Institutes, described

the need to determine what the major needs and emphasis should be. He cited as one of the major issues the training at advanced level for professionally trained personnel versus the training for non-professional librarians. In response to questions, he pointed out that institutes are programs of upgrading current professional personnel, essentially, and that it has not been the purpose of the institutes to underwrite more of the kinds of programs that the schools are already doing. The new legislation for higher edu-

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[1]Sarah R. Reed, "Implications of Recent Federal Legislation For Library Education," LED Newsletter, No. 52 (December, 1964), pp. 2-4.

> cation does support extension of the basic current program. In any government-supported program, the degree program is not the government's concern; the program of education is the basic concern.[1]

Mary Mahar, Coordinator of School Libraries, Library Services Branch, USOE, moderated the second half of the program in which state surveys were described as a basis for institute planning. New Jersey's report was described by Mary Gaver and they were illustrative of the range of needs:

> 1) advanced institutes for supervising personnel in local and county systems; 2) institutes to provide better qualifications for those with partial training in school librarianship; and 3) the need for facilities for basic preparation for elementary school libraries.[2]

The Higher Education Act of 1964 provided the means whereby one of the most critical elements in library education, expansion of existing training programs, could begin to be met. Title II, Part B, was described as having the following purpose by the Senate Committee on Labor and Public Welfare:

> With the funds provided in this part institutions will be able to offer improved programs of library and information science. With the availability of such grants, accredited schools will be enabled to expand to meet the increasing enrollments. In addition, grants can be made to increase opportunities geographically through the Nation for the training of school, college, and public librarians, and for communication specialists. Funds under

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[1]American Library Association, "LED Panel on NDEA School Library Institutes," LED Newsletter, No. 53 (March, 1965), p. 4.

[2]Ibid., p. 5.

> this part may be used for stipends, and allowances for travel, subsistence, and other expenses of persons undergoing training. The Commissioner may make such grants only upon application by a college or university and only upon finding that their library training programs will substantially increase nationwide library training opportunities.[1]

Sarah Reed commented on some of the data obtained from the 48 institutions which applied for the fellowships for students interested in teaching in schools of library and information science:

> Two evidences of significant improvement emerge. The first is a marked increase in the number of full-time faculty. Of the 48 schools which applied for Higher Education Act Title II (B) grants, 39 reported faculties of five or more full-time people. In the U. S. Office of Education survey of library education programs in the fall of 1964, only 28 of the 319 institutions which reported that they had library education programs stated that they had fice or more full-time faculty members. The second evidence of improvement is in the level of financial support. Of the 48 institutions making application for support under Title II (B), 14 reported budgets of over $200,000. While bodies and dollars do not insure quality professional education, an increase of this proportion in 15 per cent of the institutions having library education programs gives one reason to hope that the potential for strengthening library education programs has increased; and that, in the near future, an increasing number of library schools will be able to meet the nation's library manpower needs creatively, dynamically, and responsibly.[2]

The diversity of library education literature in the sixties reflected the tremendous changes that needed to be made both in the library schools

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[1]U.S. Congress, Senate, Committee on Labor and Public Welfare, Hearings, Higher Education Act, Report No. 673, 89th Cong., 1st Sess., September 1, 1965, p. 27.

[2]Sarah R. Reed, "Library Education Report," Journal of Education for Librarianship, VII (Winter, 1967), p. 197.

and the field. The implications for school library training cannot be understood without a brief overview of some of the significant trends in library education in general between 1960 and 1966.

National Plan for Library Education

In 1963 the ALA established a Commission on a National Plan for Library Education. The objective of the Commission was "to reassess the needs of American libraries and related institutions for professional personnel in the years immediately ahead, and to make recommendations appropriate to these needs for the selection, education, and utilization of professional personnel."[1]

The Commission recommended the creation of a Center for Research and Experimentation in Library Education and Personnel Administration.

> The Center would investigate three major questions: (I) What is the character of librarianship--now and in the foreseeable future? (II) What is the program of professional education needed to fulfill the requirements as defined in I. (III) What kind of action program throughout the profession will be necessary to implement I and II?[2]

Curricular Trends in the Sixties

The sixties have been a hectic period for library educators. The early part of the decade opened with ideas about action, but midway through the decade the action began to accelerate faster than the pro-

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[1]R. R. Logsdon, "Restatement of the Program of the Commission," ALA Bulletin, LVII (April, 1963), p. 317.

[2]William A. Katz, "Whither the Plan - Whither the Journal," Journal of Education for Librarianship, IV (Winter, 1964), p. 123.

fession as a whole was prepared to cope with the situation.

In 1961 Sister Mary Lucille, Chairman of Immaculate Heart College's Graduate School of Library Science, addressed a Catholic Library Association Conference on "New Directions in Library Science Education." Among her remarks were:

> Perhaps it is time that library educators look in a really new direction--seek to discover, not new goals, but new ways to educate librarians for the kind of responsibilities that greatly expanded library services have imposed on them. Surely when every area of education from primary through graduate school is re-evaluating its time-honored methods in terms of the space age, those of us in library education ought also to do some soul-searching, perhaps not so much on the program as on the kind of librarian we are trying to produce to meet the demands of our day and the future.
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> As she discussed new directions in the use of newer media of communications in teaching, in the subject areas of book selection, cataloging, administration, in-service training, and the work-study program she emphasized the trend away from the attempt to transmit a rigid body of knowledge to the identification of problems and a consideration of the variant approaches to these problems.[1]

In April, 1962 the ALA Bulletin focused its issue on "Challenges in Library Education." There were three articles that had particular curricular relevance.

Eugene Jackson, President of the Special Librarian Association, and Samuel Rothstein, Director of the University of British Columbia's Library School, debated "Should Library Schools Produce Specialists or

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[1]American Library Association, "New Directions in Library Science Education," LED Newsletter, No. 38 (May, 1961), p. 5.

Generalists?"[1] Jackson was convinced that the solid core of library school training could benefit specialists who would end up being trained in other departments if the library school doesn't provide it. Rothstein was equally convinced that specialization was more legitimately a function of continuing education and did not believe that the one-year library school program should be expected to provide it.

Harold Lancour, Dean of University of Pittsburgh's Graduate Library School, went more fully into specific curricular directions in his article. Some of his ideas were:

> Clearly library school curricula during the next few years will pay increasing attention to the effects of technological developments on library operations and services. This will probably take two directions. The first will concern itself with the possibilities of automation in library procedures.
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> The second direction or response to technology will be in the general field of documentation, especially as that term applies to the use of the mechanical and electronic equipment for the storage and retrieval of information.
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> It is likely that the curriculum to come will stress the function of the librarian as a literature specialist. By literature in this connection, of course, is meant all forms of recorded knowledge - books, recordings, microcards, and many others. The librarian's unique function in society and the intellectual world is to be the expert in regard to the content of these items as source materials. This concept of the librarian's role is of course dependent upon the recognition that an individual may be an expert in the literature of a subject without necessarily being an expert in the subject itself.
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[1]Eugene Jackson and Samuel Rothstein, "Should Library Schools Produce Specialists or Generalists?" ALA Bulletin, LVI (April, 1962), pp. 320-321.

> It is more than probable that the curriculum of the future will emphasize the universality of librarianship. By this is meant that the student will be taught to think of the library as embracing a great worldwide library system. He will be taught to think of any given library not as an isolated unit entire and unique but as one component in the universal system. Key words in the librarian's vocabulary will be "integration," "articulation," "cooperation," "coordination."
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> The signs are pretty clear that more and more librarians will need to go beyond the minimum preparation....Library school curricula therefore must include advanced and specialized subject matter in librarianship....There is a very special need for developing a program at the second year of graduate training in the intermediate stage between the master's degree and the doctorate. The terminal certificate for this second year could be called, for example, Specialist in School Librarianship.[1]

David Berninghausen, Director of the University of Minnesota's Library School, wrote about "The Continuing Education of Librarians."

> Library educators not only have the task of bringing inert ideas to life for students, but also that of showing them the possibilities for helping future patrons put ideas to work.
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> This cannot be done by a library school faculty in one year. Library education is the joint responsibility of library educators and librarians.
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> The primary obligations of any professional school are to provide the student with perspective, knowledge of principles, criticism of the profession as it is today, and advancement of knowledge in the profession, together with the education of students in such a way that they will carry these advances further in the next generation. The library school that is concerned chiefly with "how-to-do-it" instruction in routines and techniques is shirking the responsibility of preparing professional librarians for 1962 or 1970 or 2000.
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> One of the most effective recruiting letters ever sent to prospective students by Minnesota's library school enclosed an article by the anthropologist, Margaret Mead, reprinted from the NEA Journal of October 1959. Dr. Mead said;

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[1]Harold Lancour, "What Next in the Curriculum?" ALA Bulletin, LVI (April, 1962), pp. 325-327.

> No one will live all his life in the world into which he was born, and no one will die in the world in which he worked in his maturity....Is not the break between the past and present...related to a change in the rate of change? For change has become so rapid that adjustment cannot be left to the next generation. Adults must - not once, but continually - take in, adjust to, use, and make innovations in a steady stream of discovery and new conditions.[1]

The need for curricular change was increasingly evidenced in the literature in 1963. John Harvey described his beliefs regarding the new frontier for library educators. Two of his ideas related to curriculum and accreditation.

> Curriculum - The intellectual content of the curriculum is not challenging. Our instruction should require more creative thinking and less memory and busy work. Imaginative educators can devise new curricula which inspire rather than tire, which educate rather than train, which describe goals rather than teach procedures. These programs would catch the enthusiasm of outstanding students who would develop into bold and imaginative public-service-minded librarians. Such curricula would produce librarians educated for leadership--individuals educated for professional librarianship, not just persons trained for the tasks now being carried out, many of them clerical.
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> It is unfortunate that the thinking of our professional leaders seems to be advancing at a greater rate than the library school curricula. Most new ideas come from the field, not from the schools. Apparently most of librarianship's innovators and pioneering leaders are not in its schools. How many accredited schools emphasize simplified cataloging or the use of Library of Congress and Wilson cards, now almost universally used? Special librarians have been pointing the way to superior service, but the schools do not follow. How many of them teach mechanized information storage and retrieval, or management analysis for the objective study of procedures, or serials librarianship, or public relations? These are all of rapidly increasing importance.

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[1] David K. Berninghausen, "The Continuing Education of Librarians," ALA Bulletin, LVI (April, 1962), pp. 329-330.

> Accreditation - A final challenge to library educators is to recognize the undergraduate library schools again. Three groups of schools could be set up: the first would have doctoral curricula; the second offer the master's programs (with or without bachelor's programs), and the third award only the bachelor's degree. Theoretically, the doctoral schools would produce library directors and library school professors, the master's schools administrators and department heads, and the bachelor's schools the public and school librarians and beginning professionals for all libraries.
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> It is debatable that five years of college are absolutely essential for beginning professionals, many of whom are regularly engaged in clerical tasks. Five years is an arbitrary figure; we could be just as arbitrary with four or six years and with as much proof of our correctness. The five-year professional will presumably be better educated than the four-year graduate (though not necessarily have a personality as attractive), but in our present emergency it is impractical to force all personnel into the longer period of preparation. The successful performance of four-year graduates in many school libraries, for example, is ample evidence of their usefulness.[1]

Ralph Stenstrom had some equally cogent thoughts on the future of library education.

> There are two factors, then, which will be important forces in the shaping of library education in the future: first, a need for librarians with a more general background in both pre-professional and professional education to fill the positions in the school libraries and the small academic and public libraries; second, an increasing need for people with highly specialized training in both subject and professional areas. Both of these needs will have the effect of narrowing the educational background in favor of greater competence in smaller areas. The humanities and social sciences, now so common in the backgrounds of librarians will be less apparent in library school students in the future. This development will have broad implications for the teaching programs of library schools.
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> To meet the educational demands broad curricular changes will be required, changes which will probably come very slowly. Much attention is presently being paid to undergraduate programs of li-

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[1]John Harvey, "The New Frontier for Library Educators," Journal of Education for Librarianship, III (Spring, 1963), pp. 247-249.

brary science, and there is every indication that this will continue. The effect of this will be that the undergraduate program will become a recognized and accepted part of library education ...*The courses in library science now taught on the under*-graduate level as the basic core can be broadened and deepened to give the student a better background for beginning professional work....

The more broadly based pre-graduate courses will make possible some changes in the courses on the master's level. Because of the broad undergraduate course in bibliography, for example, it will be possible to offer more specialized courses in smaller subject areas. These courses would be designed for people who are interested in reference work or other types of work requiring intensive knowledge of the literature and tools of a subject area....

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Courses in cataloging and classification will be among the most drastically affected areas in the curriculum. The increasing application of machines to library technical processes will be responsible for this change. There will have to be a more general course in which the concern will be with technical services as a unit. With the increasing application of machines in the "systems approach" larger and larger units of the technical services must be considered together. This course will not train catalogers in the way the present day courses do. It is a course designed to acquaint students with the problems of technical services as a whole with some attention to specific problems of each area, and to the overall administration of all. This means that a separate, specialized course in cataloging aimed at people specifically interested in being catalogers will have to be added to the curriculum. Similar courses in specific areas of the technical services can be added as the need arises.

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Provisions will have to be made in the curriculum for another area of specialization, this in the work of different types of libraries. This means that persons interested in school, public, academic, or special libraries should be able to take a course dealing with the problems and administration of the particular kind of library.[1]

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[1]Ralph H. Stenstrom, "Some Thoughts on the Future of Library Education," Journal of Education for Librarianship, IV (Summer, 1963), pp. 10-13.

Walter Stone expressed his ideas that same year by a kind of crystal gazing prophesying of the graduate library school of the future. It is impossible to highlight completely Stone's plan, but it has the following unique features that many library educators might find attractive:

1. The student will have a basic liberal arts bachelor's degree.
2. The first graduate year will stress distributive service functions. There will be a brief sequence of orientation to library and information science, and the students will be screened based on work aptitude and intellectual capacities. Success for the student here will lead to two basic study areas in collections development and technical services.
3. At the same time the student will be involved in one or more professional seminars which will continue throughout his stay in school.
4. The student will also spend one-half to three-fourths of his time in library and individualized laboratory work in an effort to resolve theory vs. practice problems. Three types of laboratory instruction would include use of programmed instructional aids, supervised work at mock-library stations, and use of media such as motion pictures to observe technical processes, facilities, and resources in selected libraries.
5. The second term will continue seminars and laboratory work

and add advanced study in collections development, technical services, administration, communications and research methods. A final sequence will involve a tutorial approach to a number of special subject fields.

6. Specialization will take place during the second graduate year.
7. The student body of the graduate library school will number 300-400 with a full-time equivalency of 150.
8. The faculty will include at least 15 full-time members.[1]

Edward Montgomery, a research consultant on information systems, foresaw curriculum implications arising from the library dynamics that were extremely critical for library schools. Some of his pertinent comments were:

> The customers of specialized libraries of information centers and large general libraries are asking the libraries to do things librarians do not know how to do. And some of the requests are so difficult no one, not even the new scientists or technologists, have any idea about how to approach them. At this point, I must ask if you people who run the library schools are going to make these problems important enough to go out and get the calibre of people necessary to bring the scientific tools to the libraries. This will have to be done through training a new generation of librarians with scientific research capabilities and top flight library engineers capable of developing the systems which will use them.
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> An undergraduate degree in science or technology should be

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[1]Walter Stone, "The Graduate Library School of the Future," LED Newsletter, No. 47 (August, 1963), pp. 4-6.

> studied to determine the several different kinds of library specialists who will be needed. Then appropriate curricula should be designed to provide them. Probably there should be curriculum options in documentation, information storage and retrieval, systems analysis, information research, or special libraries. The need for such options is to prepare students for work in large industrial, government, or research academic information centers. The very best students can become specialists in the analysis, design, and construction of large-scale information systems. Prerequisites should include a bachelor's or master's degree in such fields as electrical engineering, chemistry, aeronautical sciences, or similar specializations. Whether this work would result in a special certificate in documentation or be the result of a two year master's program should be determined after a long, careful consideration of the total professional requirements.
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> The curriculum for librarians must be re-examined, in fact what a librarian is must be determined. It is inevitable that the curriculum be broadened and diversified. It should be profitable to insist that the future users of these specialized libraries implied by this discussion be asked to participate heavily in the deliberations leading to the construction of the curriculum for the new librarian. Hopefully, the librarian of the future will continue to be supplied by the schools of library science.[1]

The Manpower Shortage

The latter half of the sixties had perhaps as its major concern the manpower shortage and its implications for library education and libraries.

Ruth Warncke, Deputy Executive Director, American Library Association, expressed her concern about inadequate manpower utilization in 1966.

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[1]Edward B. Montgomery, "Curriculum Implications of Library Dynamics," Journal of Education for Librarianship, V (Fall, 1964), pp 107-109.

We use "careers in librarianship" seriously...We know what we mean by "careers" too. It refers to work for which one is educated specifically and in which one can progress to positions of greater responsibility, greater complexity, and greater salary, using one's education and experience as the basis of advancement.

In terms of such a definition, I am not at all sure that librarianship qualifies as a career in 1966. All over the country, graduates of accredited graduate programs are busy with tasks that require no such education--such as checking invoices, answering questions from city directories and almanacs, and preparing periodicals for the bindery.

All over the country, too, librarians are spending major parts of their time on professional tasks that graduate education did not prepare them for: from developing meaningful service to the functionally illiterate--who were there all the time, even if we didn't see them--to determining the bibliographic information that must be contained in a book catalog if it is going to be useful to a particular clientele.

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As usual, the times will force us to do what we will not do for ourselves. Automation--the domestic kind--will eliminate a number of routine jobs, just as surely as the typewriter eliminated the library hand. The intellectual type of automation concerned with the reorganization of knowledge and the retrieval of information will force upon us new activities requiring a high level of knowledge and education.

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The truly significant change brought about by systems development, however, is the acknowledgment, tacit if not overt, that professionally educated people no longer serve the public directly. The elementary and secondary schools ask for graduates of accredited library schools for supervisory positions, but they accept people with a given number of credit-hours at the undergraduate level, determined as a rule by a state accrediting agency, to serve the teachers and the children in the individual schools. Public libraries still hope for graduate librarians for their large units, but more and more are settling for college graduates with very little classwork in library subjects to man many of the floor positions in the larger units and to handle the entire program in the smaller units. They look for college graduates, I should say, but often employ people with less education. In the recent survey of Junior College Programs for Library Technicians, I noted that one large county library will accept graduates of these programs as candidates for the position of branch librarian of their smaller

units.[1]

The Library Journal devoted its October 15, 1966 issue to a symposium presentation dealing with library education and the manpower shortage.[2] There was a wide range of opinions concerning the kind of education needed for non-professional jobs to those of the library educator.

In that same issue Dan Suder elaborated on the developing trend toward a library education structure that encompassed the library technicians, the training of BLS and/or MLS practitioners, the subject specialists, information scientists, etc. He emphasized the importance of recognizing the realistic different levels of education needed for library technicians and aids, practitioners, e.g. school librarians, and scholars and theoreticians.[3]

Sarah Reed, in her position as Library Education Specialist in the U.S. Office of Education, described her concerns about the manpower issues in 1966 as follows:

> The personnel shortages in all types of libraries and the inadequacy of the level of support available for programs of library and information science today affect everyone associated in any way with libraries. Public school administrators who are unable

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[1]Ruth Warncke, "Careers in Librarianship," ALA Bulletin, LX (September, 1966), pp. 805-807.

[2]"Library Education and the Shortage, A Symposium," Library Journal, XCI (October 15, 1966), pp. 4881-4898.

[3]Dan D. Suder, "Three Levels of Library Education," Library Journal, XCI (October 15, 1966), pp. 4899-4901.

to recruit school librarians and who are faced, at the same time, with severe space problems frequently convert libraries into classrooms; or they resort to using non-professional personnel who maintaindistribution centers but who usually fall far short of providing the vital learning resources laboratories essential for excellence in education.

The counterpart of the school library situation also exists in the other types of libraries. These are the realities of the library personnel shortage--a shortage that has become more acute in size and complexity in recent decades.

What is the relevancy of this problem in relation to the library's role today? Whatever the name of the installation responsible for the acquisition, storage, and dissemination of man's recorded knowledge--whatever the sophistication of the technology employed by the installation--the critical element among the several stable elements in every dynamic library situation is people--the people who seek to use the library, the people who have contributed each item to be found in the library, and the people who create and maintain library services.

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Who are today's library people? They are (1) professional staff-librarians and non-librarians from such fields as business administration, journalism, and engineering: and (2) non-professional staff. The latter includes people with various types of assignments: custodial, clerical, library clerical, para-professional (also called quasi-professional, library technician, etc.) and general. The duties characterized as general are usually performed by people who have A.B. degrees but no formal library education, which is not sufficient specialization to be listed in the non-library professional category. These people frequently move up to the level of professional staff either as library trainees or by acquiring library education independently.

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To fill the school library manpower gap of 97,500 additional school librarians--people with six or more hours of library science, depending upon the respective state's school library certification requirements--would require during each of the next five years, that the number of people who are registered for one or more courses in library science, but are not candidates for library science degrees, be doubled. For each of the 319 library education programs reported in 1964, this would mean an increase of about 60 registrants, which would not be unrealistic in terms of enrollment. However, before a recruitment effort of this proportion is undertaken, at least three related considerations should be studied: (1) the appropriateness of the various state school library certification requirements in terms of the school librarian's educational res-

ponsibilities; (2) the ability of school library education programs to provide quality professional education; and (3) the availability of competent school supervisory ersonnel.

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At the present time, every library administrator knows the reality and relevancy of the library manpower shortage. Few have recognized the requirements for solving the library personnel problems. What then are the alternatives open to those responsibile for library manpower?

1. Do nothing. In this event, the library public's disenchantment with libraries is likely to increase in proportion to personnel inadequacies.
2. Encourage library associations, library education programs, and library agencies "to do their bit." If any satisfactory resolution of national library manpower problems is achieved by piecemeal means, it will be little short of miraculous.
3. Endeavor either through a national task force or some other means to achieve a coordinated effort to solve the library manpower problems.[1]

School Library Education Trends and Issues in the Sixties

In 1960 the American Association of School Librarians with representatives from twenty professional organizations adopted new Standards for School Library Programs replacing the 1944 standards.

In an early section of the new standards there appears a statement relative to the school libraries as instructional materials centers. It is footnoted as having been passed unanimously at a business meeting of the AASL during the 1956 ALA conference in Miami Beach, and stating that it is therefore an official statement of the American Association of School Librarians. The last two paragraphs of that statement pertain

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[1]Sarah F. Reed, "Library Education Report," Journal of Education for Librarianship, VII (Summer, 1966), pp. 43-46.

specifically to library training.

> School librarians are normally educated as teachers and meet state requirements for regular teaching certificates. They must also receive special training in analysis, educational evaluation, selection, organization, systematic distribution and use of instructional materials. The professional education of school librarians should contribute this basic knowledge as well as provide understanding of fundamental learning processes, teaching methods, and the psychology of children and adolescents. Also school librarians must be familiar with the history and current trends in development of school curricula.
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> In summary, the well-trained professional school librarian should anticipate service as both a teacher and as an instructional materials specialist. Where adequate funds and staff are available, the school library can serve as an efficient and economical means of coordinating the instructional materials and equipment needed for a given school program. It should always stand ready to provide informed guidance concerning selection and use of both printed and newer media.[1]

Chapter Seven of the new standards contained the more recent statements relative to library education (See Appendix F). In addition to generalized characteristics which are described as relevant for all school librarians, the principles in the new standards indicated that professional preparation necessitated meeting state certification and regional accrediting requirements. The principles contained the recommendation that most school librarians should have a five-year preparation, but stated the recognition that some situations justified the appointment of persons with four years of college work.[2]

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[1]American Association of School Librarians, Standards for School Library Programs, (Chicago: American Library Association, 1960), p. 12.

[2]Ibid., pp. 58-60.

The new standards also included the statement prepared by the Joint AASL-ACRL-DAVI Committee and approved in 1958 by the executive boards of the participating organizations (See Appendix G). That statement described the instructional materials specialist as one who has had the following training:

1. Successful teaching experience;
2. Academic background in educational foundations: administration and supervision, learning principles, curriculum development, guidance and counseling, and mass communications;
3. Specialized training in: analysis of instructional materials, methods of selecting and evaluating maaerials, utilization of materials, production of materials, and organization and maintenance of materials and equipment.[1]

Throughout the literature of this period one finds references to school library standards as a means of having goals toward which one moves rather than as arbitrary bases for ascertaining what almost everyone knew, namely that the vast majority of school librarians and libraries did not meet standards. In addition, the school library education trends were given a tremendous boost by federal legislation as already described. However, there were various school library educators who

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[1] Ibid., pp. 59-62.

also reflected the new directions needed.

In 1962 Mary Mahar, School and Children's Library Specialist in the U.S. Office of Education, was part of a symposium dealing with library service of the future. She had some cogent comments on school libraries and library education.

> School library service in the future will be shaped by directions in elementary and secondary education which in turn are influenced by changing social forces...Of the social forces the following seem most pertinent, although there are of course others of great importance. The first is the tremendous pressures from vast industrial expansion and increased intercommunication in which the individual tends to become submerged. The second is rapidly accumulating knowledge, particularly technological. And the third is the growth of population, and shifts in the concentration of school populations to the metropolitan areas, especially the suburban areas. How our schools are currently dealing with these problems reflects certain incipient directions: Through increased use of technological devices such as television, and broadened use of self-teaching devices such as teaching machines, to expedite the routines of instruction and to free teachers for creative teaching; through a greater emphasis of independent study, to provide opportunities for individual growth in the exploration of knowledge; through lengthening the school day and year to accelerate the process of education and provide for ever-increasing numbers of students; through expansion of curriculum content to cover new areas of learning and achieve greater depth in all subjects; and, through the consolidation of small schools and the extension of supervisory and coordinating purposes. And all of these aspects--all of these forces--are now in beginning stages in schools today.
>
> The increased use of technological devices will influence the school library of the future to include greatly broadened collections of audio-visual materials...The school library will not only include the material in collections, but it will itself make use of automated equipment for instruction in the use of library materials--through closed circuit television, for example--and for the distribution of materials as well as for technical processes in charging techniques.
>
> Second, in the organization and administration of school libraries, the changes will affect the school library in these ways: To accommodate many more students studying independently and using self-teaching devices, the school library of the future will

require greatly expanded physical facilities--cubicles for individual study, listening posts for the use of tapes and recordings, and collections of materials with facilities for use throughout the school. School library quarters of the future must provide space for the evaluation and development of materials by teachers--and by development I mean actually making the materials within the school library. Innovations in school design--the tower school, the school in the round, and schools within schools for large enrollments--will require special adaptations for the school libraries....

Third, in personnel the greater breadth and depth of curriculum content, which will bring new demands for larger collections of specialized books and materials, imply the need for school librarians with varied subject specializations in their preservice general education. School librarians will be expected to participate actively in team teaching which stresses the contribution of the specialist. As far as numbers are concerned, we have estimated that for this year, if we met the American Library Association standards for school libraries concerning numbers of personnel, we would need one hundred and ten thousand school librarians. We actually have about twenty thousand with a minimum amount of training, and so we are just ninety thousand short this year. Obviously, this lack has great implications for library education, particularly since our school population will increase.

. . . . . .

The gradual consolidation of rural schools into county or other types of intermediate groups will require new coordinating supervisory services and the expanded use of centralized material centers...(It) suggests the redeployment of personnel through extending the supervisory services, and using library aides to cover services in small schools. This use of personnel would require school library supervisors trained specifically to work on in-service programs with teachers on the selection and utilization of materials. (Teachers, too, would require strengthened preservice education in the selection and use of material.) Therefore, I think that library education in the future must emphasize the school librarian's role in relation to adults. We have tended to assume that all of her work is with children and young people. But she works with teachers, with superintendents, with curriculum directors, withother kinds of supervisors, and she needs real strength to be able to work with adults in these relationships. We have relied too much on liberal arts education to provide this ability. We must realize that school librarians must be trained to work effectively with adults in order to serve children.[1]

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[1]Mary Helen Mahar, "School Libraries," Journal of Education for Librarianship, III (Summer, 1962), pp. 19-21.

From 1962 to 1963 Alice Lohrer, a Professor at the University of Illinois, carried out a study identifying school libraries which functioned as instructional materials centers. From data obtained by personal visits and questionnaires she identified a number of significant trends for both school library programs and library education.

> The study was limited to school libraries identified by library supervisors as those functioning as instructional materials centers and/or to those that are in the beginning stages of such development. The supervisors were asked to star those schools which were considered to have outstanding programs of service and resources which qualified them to be designated as having school libraries which function as instructional materials centers as defined by the 1960 national standards of the American Association of School Librarians. The director of the study visited as many of these school libraries as was possible with time and money available....A total of 229 elementary schools, 88 junior high schools, and 181 senior high schools were a part of the study. These schools are located in twenty-eight states. At least one or more school libraries were located in seven out of the eight regions of the United States listed below and have resources, staff, quarters, equipment, and budget that place them in the first group of school libraries identified by the study.
>
> . . . . . .
>
> In all of the schools of this study that might be rated as having outstanding programs of library service, it was obvious that there were school administrators who were cognizant of the role of the school library as a learning center and who were working with their school librarians to integrate the library program and its resources into the educational dynamics of the school. Excellent programs of library service with flexible scheduling, individualized learning activities, and evidence of teacher-librarian planning to make effective use of resources available were also noted in these schools....
>
> . . . . . .
>
> If the data presented is an indication of future trends in school library development, then it seems fair to say that the school library of tomorrow will have many of the characteristics of a multimedia center for individual, small group, or large group learning processes. No one pattern of design is more prevalent than another but flexibility of structure, expansion of resources and services, mobility of resources and equipment, and specialized preparation

> of staff members are more than straws in the wind.
>
> Implications of these developments in the school library field are highly significant for library education. The second part of the Status Study deals with the opportunities available today for library education at the undergraduate and graduate level....Forty-seven of the fifty states offer in 351 universities either undergraduate or graduate programs of library education or both. Twenty-one states have a total of 36 accredited library schools. With ten additional states having graduate programs ranging from a major to less than a major of graduate library education, there are a total of 86 schools in 31 states and Washington, D.C. offering graduate courses in library science. Approximately 351 universities offer undergraduate library programs. Forty-nine institutions offer less than a minor, 243 offer an undergraduate minor, and 60 offer an undergraduate major. These findings have been taken from college catalogs and may not represent all the programs and especially those that are offered in the summers only.
>
> ...If catalog descriptions are accurate, then two-thirds of 226 of the programs of library education today do take into account the need for preparing school librarians to administer a school library as a materials center. State requirements for teacher education also reflect the trend in requiring of teachers and school librarians preparation in the handling, evaluating, utilizing, and producing of audio-visual materials and equipment. Thus library education is also changing to meet these needs.[1]

Mary Gaver, President-Elect of ALA in 1966, seemed to echo one of Mary Mahar's 1962 trends when she wrote "let the school librarians now in the schools concentrate on in-service education by which they can help classroom teachers and school administrators sharpen the skills which they bring to the school. Difficult as this may seem to many school librarians, it can be done and will very possibly in the school library of the future be their most important function."[2] What was omitted from Mary

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[1]Alice Lohrer, ed., The School Library Materials Center: Its Resources and Their Utilization, Allerton Park Institute No. 10 (1954), pp. 102-106.

[2]Mary Virginia Gaver, "Teacher Education and School Libraries,: ALA Bulletin, LX (January, 1966), p. 71.

Gaver's statement was whether or not the school librarian's training had prepared her adequately for this new role.

In 1966, Harold Shane, Professor of Education at Indiana University, described his perception of the issues facing the school librarian leadership:

1. How shall we restructure the education and redirect the role of school librarians so that they are more widely recognized as the teammates and peers, rather than as the service agents or handmaidens, to other members of the faculty?
2. How shall we deal with the teaching aids enthusiast who continues to see the school librarian as a minor component in the educational media resources on which good schools rely so heavily?
3. How shall we avoid confusing the value of technology as a means with technology as an end in school library settings?
4. How shall we strike a balance between information retrieval and the school librarian as a creative agent?
5. What interpretation shall the school librarian give to the current emphasis on cultivating excellence in students?
6. How can the school librarian cope with some of the vagaries and occasional follies of local curriculum development?
7. How can we make the leadership of the school librarian more authoritative rather than authoritarian in moving toward stronger programs?
8. How shall we cope with the substantial increase in new information and knowledge generated in almost every realm?
9. How are we better to identify and build around the international dimension into which our schools perforce must move?
10. How can school libraries avoid the potential dry-rot of great past success as we move into a new era?[1]

Summary

The period from 1960 through 1966 cannot be summarized in the

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[1]Harold G. Shane, "Current Issues Facing Leadership in the School Library Field," ALA Bulletin, LX (October, 1966), pp. 924-926.

same manner as the previous library education periods. The writer has attempted to organize the data around major areas of concern and interest.

Accreditation

1. NCATE in 1960 developed its Guide for Development of Supplementary Information by Institutions Applying to NCATE for Accreditation of Undergraduate Programs for School Librarians.
2. Iowa undergraduate library education conference in 1960 urged prompt implementation of standards, and elimination of programs which couldn't meet the standards in the near future. It also included recommendations that graduate library schools needed to do more planning for school librarians in articulating undergraduate and graduate programs, in encouraging research in the school library field, and preparing library science teachers for undergraduate programs.
3. Carroll's study in 1962 of prerequisites required by accredited programs indicated informal agreement regarding core courses at undergraduate level. A 12 hour program would include administration, selection of materials, cataloging and classification, and history of books and libraries. An 18 hour program would add a reference course and a special literature course.
4. In 1964 Reed pointed out that changes in NCATE procedures meant there was no effective means for accrediting undergraduate programs.

Library Education Surveys, 1962-1965

5. The 1962-63 Office of Education Survey showed that there were 272 programs with courses in school librarianship, but 150 of these did not have full-time faculty members.

6. The 1964-65 Office of Education Survey revealed that 90 per cent of the library science programs in the U.S. in fall 1964 were below standards, and many were preparing teacher-librarians even though this was a position no longer recognized in school library standards.

7. The LED Subcommittee which reviewed the 1964-65 Survey declared that the role of undergraduate library education for school librarianship was still undetermined; it recommended extensive federal funding and referred its report to the Committee on Library Legislation rather than the ALA Committee on Accreditation.

Federal Legislation

8. NDEA in 1958 made little impact on library education.

9. Title XI was added to the NDEA in 1964 and it resulted in year long and summer training programs for upgrading school librarians and school library supervisors. Economic Opportunity Act, Title I passed in 1964 provided work study funds which were used extensively by library schools.

10. The Library Services and Construction Act of 1964 resulted in funds being available for scholarships for library education and for library facilities.

11. The Higher Education Act of 1965 provided funds for improved programs of library and information science. These funds were used to expand existing graduate library training programs.

Library Education Trends and Issues in General

12. In 1963 the ALA appointed a Commission on a National Plan for Library Education. Eventually the ALA created an Office for Library Education and Asheim was appointed Director.

13. In the first half of the sixties the literature reflected great concern regarding needed curricular change.

    a. Sister Mary Lucille in 1961 focused on new teaching methodology and the kind of librarian needed for the future.

    b. In 1962 Jackson and Rothstein debated whether library schools should produce generalists or specialists.

    c. Lancour in 1962 stressed the effect of technology on the curriculum, and the necessity of the librarian to be a literature specialist--meaning all forms of recorded knowledge. He added that the minimum preparation, the fifth year, was not enough.

    d. Berninghausen agreed with Lancour that librarians could not be adequately educated just by the single graduate year of training but he emphasized the need for librarians to view education as a continuing process.

    e. In 1963 Harvey wrote that library educators were producing

ideas but the curriculum wasn't keeping pace. He stressed also the need for library educators to recognize undergraduate library schools, and to accept the fact that many four year graduates are successful school librarians.

f. Stenstrom in 1963 stated that undergraduate programs will become an accepted part of library education, and the graduate programs will be able to offer more advanced and specialized courses. Cataloging and classification courses would be the most dramatically affected areas in the curriculum because of the increasing application of machines to library technical processes.

g. Stone prophesied a different picture than Stenstrom in 1963. He envisioned students as having broad liberal arts backgrounds. Then he foresaw a program that combined large group instruction, small group discussion, and one-half to three-fourths of the fifth year in independent library-laboratory study. Specialization would be accomplished in the sixth year of study.

h. Montgomery raised the issue in 1964 of the need for changes in library school curriculums due to the specialized options in documentation, information storage and retrieval, systems analysis, information research, and special libraries.

Manpower Shortage

14. The sixties found the manpower shortage a major concern for library

education.

a. In 1966 Warncke stressed that librarians were spending most of their time performing tasks which their library education didn't prepare them for. Public schools were looking to the graduate schools for supervisory librarians, but employing four year graduates for the direct service positions, and public libraries were settling for the same.

b. Suder in 1966 elaborated on the need to recognize different levels of training needed for library technicians, aids, practitioners, e.g. school librarians, the information scientists and others.

c. Reed expressed her concerns about the manpower shortage in 1966, and indicated her belief that it would take a national task force or some other coordinated means to solve the library manpower problems.

School Library Education Trends and Issues, 1960 through 1966

15. In 1960 the AASL adopted new Standards for School Library Programs. The standards described school libraries as instructional materials centers. It described the basic preparation of school librarians as a five year program, but recognized that some situations justified appointment of a librarian with a four year college preparation. The standards included a cooperative report prepared and approved by the AASL and the DAVI (Department of Audio-Visual Instruction of

the NEA) dealing with the instructional materials area.

16. Mahar stated in 1962 that school library service in the future would reflect increased use of technological devices, changes in the organization and administration of school libraries to accommodate self-teaching devices and independent study, and personal changes with school librarians working increasingly with adults. She estimated that if ALA Standards were applied there was a need for 110,000 school librarians, but that there were only 20,000 school librarians who would meet the minimal qualifications.

17. In 1966 Gaver echoed Mahar by stating that school librarians needed to work closely with teachers and administrators on an in-service basis.

18. Lohrer studied school libraries which were functioning as instructional materials centers, and analyzed the 1962-63 college catalogs. She concluded that two-thirds of 226 of the total library education programs in the U.S. did consider the need for preparing school librarians to view the library as a materials center.

19. Shane pointed out in 1966 that the education and role of the school librarian needed to be restructured so that they were viewed by teachers as team members and peers rather than service agents.

CHAPTER VIII

THE FINDINGS: SCHOOL LIBRARY TRAINING 1967-1969

Survey of Library Science Programs: 1966-1968

This section details the findings obtained by the writer's analysis of library science curricula as described in 1966-1967 college catalogs, and includes relevant data from the extensive 1966-68 North American survey of library education co-sponsored by the American Library Association, the Library Administration Division, and the University of Wisconsin-Milwaukee School of Library and Information Science.[1]

A critical problem of the North American survey was to determine how many library education programs were currently in existence in the United States. The potential universe of 2252 institutions of higher education listed in the U.S. Office of Education 1966 Directory was contacted. The same criteria of selection were used as in the two previous surveys of library education programs conducted by Sarah R. Reed for the U.S. Office of Education. In 1962-63 there was a response of 277 and for 1964-65 a response of 319 library education programs.

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[1]Frank L. Schick, ed., North American Library Education Directory and Statistics, 1966-68, American Library Association, Library Administration Division and the University of Wisconsin-Milwaukee (Chicago: American Library Association, 1968).

From 1962 to 1968 the number as well as the composition of the U.S. library education universe had undergone substantial change. There were 65 more programs in operation in 1968 than in 1964-65, but 32 institutions which had operating programs at that time indicated that they did not have these programs any longer; consequently one is confronted with a shifting universe in library education.

According to estimates from the North American survey there were in January 1968 about 410 library education programs in the United States. Of these, 384 responded--a better than 98 per cent response. A summary of the types of library education programs in the United States is given in Table 3.[1] The survey identified 118 graduate library and/or information science education programs in the United States, about a 90 per cent return with 39 of these accredited by ALA, (100% return).

As described more fully in Chapter 3, the writer used a previous U.S. Office of Education study of library education and the ALA Bulletin in identifying 35 ALA accredited library programs and 32 non-accredited library education programs which offered master's degrees in 1967. Tables 4 and 5 give the names and locations of each graduate program included in this study.

This writer's analysis of the 1967 library science catalogs often turned out to be a journey through unorganized presentations. There

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[1] Ibid., Table 4, p. xi.

TABLE 3[a]
DISTRIBUTION OF UNITED STATES LIBRARY EDUCATION PROGRAMS BY STATE, 1967-68

State	Accredited Grad.	Non-Accredited Grad.	Undergraduate	Technician only	Planning Stage	Total
Alabama		1	5	1		7
Arizona		1		1		2
Arkansas			7			7
California	3	4	6	21	3	37
Colorado	1			3	1	5
Connecticut					1	1
Delaware			1			1
Dist/Columbia	1		1			2
Florida	1	2	4	3		10
Georgia	2	1	7		1	11
Hawaii	1					1
Idaho		1	2			3
Illinois	3	2	7	3	2	17
Indiana	1	3	3			7
Iowa		1	3		1	5
Kansas	1		8			9
Kentucky	1	4	5			10
Louisiana	1		10			11
Maine		1				1

TABLE 3--Continued

State	Accredited Grad.	Non-Accredited Grad.	Undergraduate	Technician only	Planning Stage	Total
Maryland	1	1	3	1		6
Massachusetts	1	3	3		1	8
Michigan	3	2	3	6	1	15
Minnesota	1	9				10
Mississippi		2	5			7
Missouri		2	5	2		9
Montana		1	2			3
Nebraska		1	7			8
Nevada		1				1
New Hampshire		1				1
New Jersey	1	1	6	2		10
New Mexico			4			4
New York	4	4	1	2	3	14
North Carolina	1	3	2		1	7
North Dakota		1	4			5
Ohio	2	1	9	4	2	18
Oklahoma	1	1	5			7
Oregon		4	2	2		8
Pennsylvania	2	6	7		3	18
Rhode Island		1				1
South Carolina		1	5			6

TABLE 3--Continued

State	Accredited Grad.	Non-Accredited Grad.	Undergraduate	Technician only	Planning Stage	Total
South Dakota			4		1	5
Tennessee	1	3	3		1	8
Texas	3	2	4	1	1	11
Utah		2	2	1		5
Vermont			1			1
Virginia			4		2	6
Washington	1	2	5	3	2	13
West Virginia		2	5			7
Wisconsin	1	1	10			12
Wyoming			1			1
Puerto Rico			2	1		3
	39	79	182	57	27	384

[a]Table 4 in North American Library Education Directory and Statistics, p. xi.

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TABLE 4

PROGRAMS OF LIBRARY EDUCATION IN THE UNITED STATES ACCREDITED BY THE AMERICAN LIBRARY ASSOCIATION AND OFFERING MASTER'S DEGREES
1967-68

Name of Institution	Location
University of California	Berkeley, California
University of California at Los Angeles	Los Angeles, California
University of Southern California	Los Angeles, California
University of Denver	Denver, Colorado
Catholic University of America	Washington, D.C.
Florida State University	Tallahassee, Florida
Atlanta University	Atlanta, Georgia
Emory University	Atlanta, Georgia
Rosary College	River Forest, Illinois
University of Chicago	Chicago, Illinois
Indiana University	Bloomington, Indiana
Kansas State Teachers College	Emporia, Kansas
University of Kentucky	Lexington, Kentucky
Louisiana State University	Baton Rouge, Louisiana
Simmons College	Boston, Massachusetts
University of Michigan	Ann Arbor, Michigan
University of Minnesota	Minneapolis, Minnesota
Rutgers University	New Brunswick, New Jersey
Columbia University	New York, New York
Pratt Institute	Brooklyn, New York
State University of New York	Albany, New York
Syracuse University	Syracuse, New York
University of North Carolina	Chapel Hill, North Carolina
Kent State University	Kent, Ohio
Western Reserve University	Cleveland, Ohio
University of Oklahoma	Norman, Oklahoma
Drexel Institute of Technology	Philadelphia, Pennsylvania
University of Pittsburgh	Pittsburgh, Pennsylvania
Peabody College	Nashville, Tennessee
Texas Woman's University	Austin, Texas
University of Texas	Denison, Texas
University of Washington	Seattle. Washington
University of Wisconsin	Madison, Wisconsin
University of Illinois	Urbana, Illinois
Western Michigan University	Kalamazoo, Michigan

TABLE 5

PROGRAMS OF LIBRARY EDUCATION IN THE UNITED STATES
NON-ACCREDITED BY THE AMERICAN LIBRARY ASSOCIATION
AND OFFERING MASTER'S DEGREES
1967-68

Name of Institution	Location
Auburn University	Auburn, Alabama
Jacksonville State University	Jacksonville, Alabama
University of Alabama	University, Alabama
Arizona State University	Tempe, Arizona
San Jose State College	San Jose, California
Immaculate Heart College	Los Angeles, California
Southern Connecticut State College	New Haven, Connecticut
University of Miami	Coral Gables, Florida
Chicago State College	Chicago, Illinois
Northern Illinois University	DeKalb, Illinois
Southern Illinois University	Carbondale, Illinois
Butler University	Indianapolis, Indiana
Indiana State Teachers College	Terre Haute, Indiana
University of Iowa	Iowa City, Iowa
Catherine Spalding College	Louisville, Kentucky
Wayne State University	Detroit, Michigan
University of Mississippi	University, Mississippi
Long Island University	Brookville, Long Island, New York
Queens College	Flushing, New York
Saint John's University	Jamaica, New York
State University of New York	Geneseo, New York
North Carolina College	Durham, North Carolina
University of Toledo	Toledo, Ohio
University of Oregon	Eugene, Oregon
Duquesne University	Pittsburgh, Pennsylvania
Marywood College	Scranton, Pennsylvania
Villanova University	Villanova, Pennsylvania
University of Rhode Island	Providence, Rhode Island
East Texas State University	Commerce, Texas
West Virginia University	Morgantown, West Virginia
University of Hawaii	Honolulu, Hawaii
University of Portland	Portland, Oregon

were many times when it seemed that a student contemplating graduate work at a particular institution would have had legitimate cause to wonder whether information retrieval really meant ability to interpret the catalog. It would be easy to rationalize the lack of logical and complete requirement and curricular statements assuming that any student who has questions can write to the school, but it would seem that if there is any program in which all aspects could be described adequately in writing, it should be the library science curriculum.

It was extremely difficult and in a number of cases impossible to ascertain the following from many catalogs:

Minimum Library Science Hours Required for a Master's Degree
Maximum Library Science Hours Permitted for a Master's Degree
Minimum Library Science Hours Required for School Library Credential
Graduate Courses Which Undergraduates Could Take
Graduate Library Credit Accepted from Other Institutions
Undergraduate Library Credit Accepted from Other Institutions
Field Work Experience Requirements Prior to or During the Program
Library Science Courses Required for a Master's Degree

Course Credit Hours Offered

Tables 6 and 7 indicate the total number of course credit hours offered and an attempt was made to divide the offerings by undergraduate and graduate levels.

The accredited programs had a larger number of hours of course offerings ranging from 66 semester hours at Rutgers to 153 semester hours at Western Reserve University. The median for the accredited programs was the University of Wisconsin at 99 hours. The non-accredited

TABLE 6

NUMBER OF COURSE CREDIT HOURS OFFERED IN ACCREDITED SCHOOLS

School	Total Hours in 1967-68 Catalog	Undergraduate Hours	Graduate Hours
Univ. of Calif. at Berkeley	157-169 Q	0	157-169Q
U.C.L.A.	134 Q	0	134 Q
Univ. of S. Calif.	83-86 S	6 S	77-80 S
University of Denver	183 1/2 Q	15 Q	183 Q
Cath. Univ. of America	76 S	10 S	76 S
Florida State University	101-105 Q	30 Q	101-105 Q
Atlanta University	78 S	0	78 S
Emory University	106 S	0	106 S
Rosary College	117 S	0	117 S
University of Chicago	54 Q[b]	0	54 Q
University of Illinois	99 S	33 S	87 S
Indiana University	92 S	14 S	92 S
Kansas State Teachers Coll.	94-97 S	25-26 S	74-76 S
University of Kansas	74-77 S	0	74-77 S
Louisiana State University	75 S	18 S	57 S
Simmons College	132-152 S	0	132-152 S
University of Michigan	90 S[c]	26 S	87 S[a]
West Michigan University	*94 S*	*31-33 S*	*86-90 S*
University of Minnesota	111 S	24 S	105 S[a]
Rutgers University	66 S	0	129 S
Columbia University	129 S	0	129 S
Pratt Institute	105 S	0	105 S
State Univ. of N.Y. (Albany)	109-113 S	0	109-113 S
Syracuse University	105-108 S	33 S	105-108 S[a]
Univ. of North Carolina	98 S	30 S	98 S[a]
Kent State University	136-149 Q	35 Q	101-114 Q
Western Reserve University	147-153 S	0	147-153 S
University of Oklahoma	76-91 S	14-20 S	60-69 S
Drexel Institute	175-191 Q	0	175-191 Q
University of Pittsburgh	150 T	0	150 T
Peabody College	94-96 S	18 S	94-96 S
Texas Woman's University	101-104 S	9 S	101-104 S

TABLE 6--Continued

School	Total Hours in 1967-68 Catalog	Undergraduate Hours	Graduate Hours
University of Texas	109-110 S	24 S	91-92 S[a]
University of Washington	98-100 Q	40 Q	57-59 Q
University of Wisconsin	86-99 S	8 S	77-88 S

Q - Quarter hours
S - Semester hours

[a]Graduate courses are often open to advanced undergraduates. Those hours are included in both graduate and undergraduate totals. Doctoral level courses are not included.

[b]This represents the total number of courses offered at one unit per course.

[c]*Additional (23) semester hours are listed in catalog, but not offered* in 1967-68.

TABLE 7

NUMBER OF COURSE CREDIT HOURS OFFERED
IN NON-ACCREDITED SCHOOLS

School	Total Hours in 1967-68 Catalog	Undergraduate Hours	Graduate Hours
Auburn University	43-45 Q	23-25 Q	43-45 Q[a]
Jacksonville State	36-39 S	18-21 S	36-39 S[a]
University of Alabama	57-60 S	33 S	24-27 S
Arizona State University	47-50 S	35-38 S	47-50 S[a]
San Jose State College	52-58 S	20-23 S	32-35 S
Immaculate Heart College	64-67 S	0	64-67 S
S. Connecticut State	102 S	21 S	81 S
University of Miami	24 S	15 S	24 S
University of Hawaii	75 S	0	75 S
Chicago State College	47 S	18 S	47 S[a]
No. Illinois University	56-60 S	31-34 S	39-46 S[a]
So. Illinois University	107-117 Q	28 Q	101-117 Q
Butler University	30 S	27 S	30 S[a]

TABLE 7--Continued

School	Total Hours in 1967-68 Catalog	Undergraduate Hours	Graduate Hours
Indiana State University	90 S	36 S	90 S[a]
University of Iowa	77-78 S	12 S	77-78 S[a]
Catherine Spalding	90 S	36 S	90 S[a]
Wayne State University	120-130 Q	18-20 Q	102-108 Q
University of Mississippi	65 S	41 S	60 S
Long Island University	97-98 S	0	97-98 S
Queens College	75 S	0	75 S
Saint John's University	60 S	0	60 S
State University of N. Y.	84 S	9 S	84 S[a]
North Carolina College	75 S	29 S	46 S
University of Toledo	48-50 S	39-41 S	28-30 S[a]
University of Oregon	66-68 Q	21 Q	66-68 Q[a]
University of Portland	55 S	8 S	55 S
Duquesne University	24 S	0	24 S
Marywood College	51 S	12 S	39 S
Villanova University	66 S	0	66 S
University of Rhode Island	63-65 S	0	63-65 S
East Texas State University		42 S	
West Virginia University	57 S	47 S	51 S

Q - Quarter Hours
S - Semester Hours

[a]Graduate courses are often open to advanced undergraduates. Those hours are included in both graduate and undergraduate totals. Doctoral level courses are not included.

programs ranged from 24 semester hours at the University of Miami and Duquesne University to 102 semester hours at Southern Connecticut State College. The median for the non-accredited programs was 60 hours at Saint John's University and the University of Mississippi.

Twenty of the accredited programs or 57 per cent offered undergraduate library science hours from a low of six semester hours at the University of Illinois, Western Michigan University, and Syracuse University. Twenty-four or 75 per cent of the non-accredited programs offered undergraduate courses with a low of 8 semester hours at the University of Portland to 45 semester hours at West Virginia University. On the assumption that if a catalog did not state that a graduate course was open to undergraduates then it was exclusively for graduates, there were 11 accredited programs or 31 per cent which had some graduate courses open to undergraduates, and there were 14 non-accredited programs or 44 per cent which had similar arrangements.

Transfer Credit

Table 8 reviews the hours of library credit that a student may transfer in from other institutions. The transfer in of undergraduate credit seemed to apply only to meeting prerequisite requirements. There was no real difference in prerequisite requirements which could be transferred in from other institutions, with 13 or 34 per cent of the accredited programs having this possibility compared to 13 or 40 per cent of the non-accredited programs. The picture was slightly different at the graduate level where institutions traditionally have permitted students

TABLE 8
HOURS OF LIBRARY CREDIT ACCEPTED FROM OTHER INSTITUTIONS[a]

ALA Accredited Schools	Undergrad. Hours	Graduate Hours
Univ. of S. California	6 S	-
University of Denver	15 S	-
Rosary College	-	6 S
University of Ill.	16 S	
Indiana University		6 S
Kansas State Tchrs.		8 S
University of Kentucky	9 S	6 S
Louisiana State	9 S	6 S
University of Michigan	6 S	6 S
Rutgers University		6 S
Columbia University		6 S
Pratt Institute		6 S
State Univ. N.Y. (Albany)		6 S
Syracuse University		6 S
Univ. of North Carolina		6 S
Univ. of Oklahoma	12 S	8 S
Drexel Institute		8 Q
Peabody College	6 S	6 S
Texas Woman's Univ.	9 S	6 S
University of Texas	6 S	6 S
University of Washington	12 Q	12 Q
University of Wisconsin	8 S	

Non-Accredited Schools	Undergrad. Hours	Graduate Hours
Auburn University	10 Q	-
Univ. of Alabama	6 S	6 S
Arizona State University		6 S
San Jose State	6 S	
Immaculate Heart College		6 S
S. Connecticut State	18 S	10 S
University of Miami	9 S	
University of Hawaii	9 S	6 S
Chicago State College	12 S	9 S
N. Illinois University	9 S	
S. Illinois University	4 Q	16 Q
Butler University		6 S
Indiana State University		12 S
University of Iowa		9 S
Catherine Spaulding		6 S
Univ. of Mississippi		6 S
Long Island Univ.		6-8 S
Queens College		6-8 S
State Univ. N.Y. (Geneseo)		9 S
North Carolina College	18 S	6 S
University of Toledo	4 S	6 S
University of Oregon		15 Q
Maryland College	12 S	6 S
Villanova University		6 S
Univ. of R. I.		6 S
West Virginia University	9 S	5 S

[a]Insofar as catalog specifically states it

to transfer in up to 6 semester hours of graduate credit. Eighteen or 51 per cent of the accredited programs indicated the possibility of transferring in graduate credit, and 22 or 69 per cent of the non-accredited programs had this arrangement.

Master's Degree Hour Requirements

Tables 9 and 10 depict the minimum total hours required for a Master's degree and the minimum library science hours required for a Master's degree. Equating quarter hour programs with semester hour programs was achieved by taking the number of quarter hours, multiplying by two and dividing by three. At first it seemed that it would be a difficult task to determine how to work with data from programs that offered as many as three options. This writer worked the data first by viewing each option as a separate one, and a second time averaged each institution's option so as to maintain its relative worth when calculating the range and median. The results, as regards the range and median, were the same in each case. The University of Chicago's program does not have a formula for conversion, so it was decided that the best solution was to omit the University of Chicago figures in compiling the range and median.

In looking at the minimum total required for the Master's Degree, the accredited programs had a range of 24 to 40 semester hours with a median of 34 semester hours. The non-accredited programs had a somewhat smaller range of 30 to 36 semester hours and a median of 30 semester hours.

TABLE 9
HOUR REQUIREMENTS FOR MASTER'S
DEGREES BY ACCREDITED SCHOOLS

School	Minimum Total Hrs. Required for Master's Degree	Minimum Library Science Hrs. Required for Master's Degree
Univ. of California	42 Q	32 Q
U.C.L.A.	36 Q	
Univ. of Southern Calif.	30 S	18 S
University of Denver	45 Q	25-27 Q
Cath. Univ. of America	40 S	28 S
Florida State Univ.	I.60Q,II.45Q	I.60Q,II.45Q
Atlanta University	36 S	30 S
Emory University	I.60Q,II.45Q	29 Q
Rosary College	36 S	24 S
University of Chicago	15Q[a]	7 Q[a]
Univ. of Illinois	32 S	16 S
Indiana University	36 S	26 S
Kansas State T. C.	I.30S,II.32S	24 S
Univ. of Kentucky	I.34S,II.30S	16 S
Louisiana State Univ.	36 S	18 S
Simmons University	36 S	20 S
Univ. of Michigan	30 S	24 S
Western Mich. Univ.	30-34 S	20 S
Univ. of Minnesota	I.57Q,II.51-54Q	I.30Q,II.36Q
Rutgers University	36 S	36 S
Columbia University	36 S	36 S
Pratt Institute	36 S	15 S
State Univ.N.Y., Albany	36 S	26 S
Syracuse Univ.	I.30S,II.34S	21 S
Univ. of N. C.	39 S	21 S
Kent State Univ.	I.40Q,II.48Q	I.27Q,II.40Q
Western Reserve Univ.	36 S	36 S
Univ. of Oklahoma	I.30S,II.32S	20 S
Drexel Inst. of Tech.	60 Q	36 Q
Univ. of Pittsburgh	38 T	32 T
Peabody College	36 S	30 S
Tex. Woman's Univ.	I.30S,II.36S	27 S
Univ. of Texas	30 S	-b
Univ. of Washington	45 Q	-b
Univ. of Wisconsin	24 S	21 S

[a]Refers to number of courses, not hours.
[b]Information unavailable.

TABLE 10
HOUR REQUIREMENTS FOR MASTER'S
DEGREES BY NON-ACCREDITED SCHOOLS

School	Minimum Total Hrs. Required for Master's Degree	Minimum Library Science Hrs. Required for Master's Degree
Auburn University	45 Q	20 Q
Jacksonville State Univ.	30 S	27 S
Univ. of Alabama	30 S	24 S
Arizona State Univ.	30 S	15 S
San Jose State College	30 S	17 S
Immaculate Heart College	36 S	30-36 S
S. Connecticut State Coll.	30 S	30 S[a]
University of Miami	30 S	22 S
University of Hawaii	30-36 S	30 S
Chicago State College	32 S	30 S
No. Illinois Univ.	30 S	21 S
So. Illinois Univ.	52 Q	52 Q
Butler University	30-36 S	15 S
Indiana State Univ.	32 S	I.23S,II.18S
University of Iowa	33 S	24 S
Cath. Spalding Coll.	30-36 S	24 S
Wayne State Univ.	45 Q	36-40 Q
Long Island Univ.	36 S	18 S
Univ. of Mississippi	30 S	18 S
Queens College	36 S	36 S
Saint John's Univ.	36 S	36 S
State Univ. of N. Y.	36 S	36 S
North Carolina Coll.	30 S	18-21 S
University of Toledo	32 S	22 S
University of Oregon	45 Q	39 Q
University of Portland	30 S	27 S
Duquesne University	32 S	28 S
Marywood College	30 S	18 S
Villanova University	36 S	30 S
Univ. of Rhode Island	30 S	20-21 S
East Texas State Univ.	-	-
West Virginia Univ.	30 S	I.18S,II.12S

[a]May be reduced when student has taken library science course as undergraduate.

There was no significant difference in the minimum number of library science hours required for the degree. The accredited programs had a range of 15 to 40 semester hours with a median of 22 semester hours, and the non-accredited programs had a range of 12 to 36 semester hours with a median of 23 semester hours.

Courses Required

Variations in course titles and descriptions made the compilation of course requirements difficult. In addition there were a number of programs that did not have rigid requirements but claimed to individualize the curriculum, a desirable characteristic but one which made some program comparisons virtually impossible.

In analyzing the findings in Table II carefully, perhaps the major conclusion is that the majority of Master's Degree accredited and non-accredited programs in 1967 did have a common core of six courses. These were:

1. *Cataloging and Classification*
2. Reference
3. Bibliography
4. Book Selection and/or Library Materials
5. Administration
6. Introduction to Librarianship or Library in Society

Courses in research, and history of books and printing were the only other courses required by a substantial minority of the programs. Thirty-four per cent of the accredited and 41 per cent of the non-accredited programs required a research course, and 29 per cent of the accredited and 19 per cent of the non-accredited required a history of books and

TABLE 11

COURSES REQUIRED FOR MASTER'S DEGREE[a]

Course	Accredited No.	Accredited %	Non-Accredited No.	Non-Accredited %
Cataloging and Classification	27	77	21	66
Reference	27	77	20	63
Bibliography, General	18	51	6	19
Special (Soc. Sci., Hum., Sci.)	-	-	8	25
Library Materials	18	51	13	41
Book Selection	10	29	9	28
Administration[c]	22	63	16	50
Introduction to Libraries	15	43	6	19
Libraries in Society	10	29	11	34
Research	12	34	13	41
History of Books, Printing	10	29	6	19
Communications	2	6	3	9
Data Processing	2	6	1	3
Children's Literature	-	-	3	9
Audio-visual	-	-	4	13
Adolescent Literature	-	-	2	6
Two or More Advanced Courses Required:				
Cataloging and Classification	10	29	2	6
Reference	6	17	2	6
Bibliography (Hum., Soc. Sci., Sci.)	12	34	8	25
Special Administration[c]	5	14	3	9
Library Materials	-	-	3	9
Book Selection	-	-	2	6

[a]1. Prerequisite course requirements are included.
2. Seven accredited and 12 non-accredited programs did not stipulate specific requirements.
3. One accredited and one non-accredited program have variation in requirements for school librarians.
4. Several programs include options: e.g. 6 hours from among 20 specific hours. These were not included unless they were all in one area, such as bibliography.

[b]Only courses required in two or more programs are listed.

[c]Some programs offer option of course in public, academic, school, or special library administration.

and printing course.

It is of interest to note that none of the accredited programs offered just specialized bibliography courses, whereas 8 or 24 per cent of the non-accredited programs did offer just specialized bibliography courses in social sciences, humanities, or sciences. Only a few programs had concluded that some of the newer trends should be incorporated as requirements. For the accredited programs only 2 or 6 per cent required a communications course, and a data processing course. None required an audio-visual course, whereas for the non-accredited programs 3 or 9 per cent required a communications course, 1 or 3 per cent required a data processing course, and 4 or 13 per cent required an audio-visual course.

The accredited programs required more advanced courses in cataloging and classification, and reference, 29 and 17 per cent respectively, to 6 per cent each for the non-accredited programs. Twelve or 35 per cent of the accredited programs required an advanced course in special bibliography compared with 8 or 25 per cent of the non-accredited programs. Five or 14 per cent of the accredited programs and 6 or 19 per cent of the non-accredited programs required a second administration course.

The only other conclusion that one might safely draw from the comparison of accredited and non-accredited course requirements is that there is no significant pattern of differences in required courses between accredited and non-accredited programs.

Non-Book or Audio-Visual Courses

In 1967 Frederick Hartz, a Library Science Professor at Trenton State College, reported on his examination of the catalogs of accredited library schools regarding curricular implications for preparing school librarians as instructional materials center librarians. Basing his comments on his perusal of the catalogs, Hartz felt that the accredited library schools were definitely not doing an adequate job.

> Presently, there is an accelerated trend toward developing school libraries as instructional materials centers, but there has been little speed up in keeping our library education programs in line with the new needs of our public schools.
>
> .....
>
> After careful examination of accredited library school curriculums, one can assume that many school librarians are being graduated from library schools which have offered little training in the organization, administration, and use of nonbook materials. Likewise, librarians are also deficient in the selection and evaluation of nonbook materials. Librarians do not know the reliable selection aids (though limited in number) which give critical evaluations of nonbook materials.
>
> Slowness in adapting library school curriculums that emphasize training for materials specialists definitely accounts for some of the hostility toward the newer instructional media. Librarians are not being adequately trained in the newer media simply because library schools...are not offering the necessary courses.
>
> .....
>
> This writer...found that only 15 of the 32 schools which answered the inquiry offered separate nonbook or audio-visual courses; one of the 15 offered three courses; another one of the 15 has a separate curriculum designed for training school librarians as instructional materials center specialists. However, 11 of the remaining 17 respondents, while having no specific course in nonbook or audio-visual materials provided some level of integration of these topics in technical processes, reference, administration, and collections

courses. The remaining six schools while offering no specific nonbook or audio-visual course in the library science curriculum made such courses available through other schools of the partiular university.

The general conclusion one can draw from the examination of accredited library school curriculums is that almost all of them, either through integration of audio-visual topics or separate courses, are including some training in handling audio-visual equipment; some training in the selection and evaluation of nonbook materials; some training in the organization and cataloging of nonbook material; and teach school librarians about the library as an instructional materials center. However, as evidenced by the research (17 schools still not having separate nonbook or audio-visual courses) some schools undoubtedly place less emphasis on audio-visual and nonbook subjects than others. But, on the whole, the integration of all materials of communication; namely print, graphics, pictorials, live and recorded presentations are being taught in the library school by precept and not by example.

The curriculums for the professional education of school librarians must have adequate resources and facilities available: "(a) the tools of librarianship, i.e., the library of the library school; (b) a demonstration materials center (not a school library) that includes trade and textbooks for children and young adults, audio-visual materials, and curriculum or instructional aids for teachers; and (c) tools for newer media for use in the library classroom, such as programmed aids and audio-visual materials. The library school should also have access to one or more demonstration school libraries, with excellent school library programs, where school librarians, without experience, could do carefully planned and supervised practice or laboratory work." Only 10 of the 32 accredited library schools surveyed offer any provision for supervised cadet training; but to what extent this supervised field work supports the ideas, philosophies, and use of audio-visual and nonbook materials is unknown. Margaret Rufsvold does point out that "none of the accredited library schools, after examination of course catalogs, have adequately provided for supervision in the field of cadet training, to the same level of quality as that normally provided by undergraduate teacher education institutions that have a library science major or minor."

In order for the accredited library schools to offer broader curriculums in the newer media they will need:

1. Faculty that understand and are sympathetic to the

concept of the instructional materials center.

2. Increased funds to support instructional materials centers that include collections of audio-visual, curriculum, and instructional aids.

3. More and better trained faculty specialists to help implement the sixth year certificate and doctoral programs of specialization.

4. Funds to support research and experimentation in the field of school librarianship; especially in the area of instructional materials centers.[1]

This writer reviewed some of the same curricular areas in analyzing the 1967 catalogs. In Tables 12 and 13 there is a presentation of graduate programs with courses specifically related to nonbook materials. Twenty-one or 60 per cent of the accredited programs and 13 or 41 per cent of the non-accredited programs offered courses dealing with some non-book materials for all librarians.

Twenty-five or 71 per cent of the accredited programs, and 22 or 69 per cent of the non-accredited programs offered courses dealing with some non-book and instructional materials for school librarians. In offering courses dealing almost exclusively with media or audio-visual materials there were 22 or 63 per cent of the accredited programs and 17 or 53 per cent of the non-accredited programs.

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[1]Frederic R. Hartz, "Curriculum Implications for Training Instructional Materials Center Librarians," Journal of Education for Librarianship, VII (Spring, 1967), pp. 232-235.

TABLE 12

GRADUATE PROGRAMS WITH COURSES SPECIFICALLY RELATED TO NON-BOOK MATERIALS

Accredited	Gen. Lib. Materials	Sch. Lib. Materials	Media or A/V	Non-Accredited	Gen. Lib. Materials	Sch. Lib. Materials	Media or A/V
U. of Calif.	x			Auburn		x	
U. C. L. A.	x			Jacksonville St.		x	x
U. S. C.		x		U. of Alabama		x	
U. of Denver		x		Arizona State		x	
Catholic Univ.		x		San Jose State		x	
Florida State	x	x	x	Immaculate Heart	x	x	
Atlanta Univ.		x	x	S. Conn. State		x	
Emory Univ.		x	x	Univ. of Miami		x	x
Rosary College	x	x	x	Univ. of Hawaii			x
Univ. of Chicago		x		Chicago State		x	
Univ. of Illinois	x	x	x	N. Ill. Univ.	x		
Indiana Univ.	x	x		S. Ill. Univ.		x	x
Kansas State TC		x	x	Butler Univ.		x	x
Univ. of Ky.		x	x	Indiana State Univ.	x	x	
Louisiana State	x	x	x	Univ. of Iowa		x	x
Simmons College	x	x		Catherine Spauld.	x	x	x
Univ. of Mich.	x	x		Wayne State	x	x	
W. Mich. Univ.	x	x	x	Univ. of Miss.			x
Univ. of Minn.	x		x	Long Is. Univ.	x	x	x
Rutgers Univ.			x	Queens College		x	x
Columbia U.		x	x	St. John's		x	
Pratt Inst.	x	x	x	State U. of N.Y. (Geneseo)	x	x	x
St. U. of N.Y. (Albany)	x	x		N. C. College	x		x

TABLE 12--Continued

Accredited	Gen.Lib. Materials	Sch. Lib. Materials	Media or A/V	Non-Accredited	Gen. Lib. Materials	Sch. Lib. Materials	Media or A/V
Syracuse Univ.			x	Univ. of Toledo			
Univ. of N. C.	x		x	Univ. of Oregon	x	x	x
Kent State		x	x	Univ. of Portland			
Western Reserve	x	x	x	Duquesne			
Univ. of Oklahoma		x	x	Marywood College	x		x
Drexel Inst.	x	x	x	Villanova Univ.	x		x
Univ. of Pittsburgh	x			Univ. of R. I.	x		x
Peabody	x		x	E. Texas State	x	x	x
Tex. Woman's U.	x		x	W. Va. Univ.		x	
Univ. of Texas	x	x	x				
Univ. of Wash.	x		x				
Univ. of Wisc.		x					

TABLE 13

NUMBER AND PER CENT OF GRADUATE PROGRAMS WITH COURSES SPECIFICALLY RELATED TO NON-BOOK MATERIALS

	General Library Materials[a]		School Library Materials[b]		Media or Audio-Visual[c]	
	No.	%	No.	%	No.	%
Accredited	21	60	25	71	22	63
Non-Accredited	13	41	22	69	17	53

[a]Courses deal with some non-book materials for all librarians.
[b]Courses deal with some non-book and instructional materials for school librarians.
[c]Courses deal almost exclusively with media or audio-visual materials.

Information Science Courses

In Tables 14 and 15 the findings regarding one of the newer curricular offerings indicated a significant difference for elective opportunities. Thirty-two or 90 per cent of the accredited programs offered information science courses compared with only 11 or 34 per cent of the non-accredited programs.

Field Work Experience

Field work experiences were a neglected phase of library education curriculum according to college catalogs. Tables 16, 17 and 18 depict the field work experiences required, available for elective credit, or available without credit. There is so much variability in the nature of the field work experience that a section following the tables contains catalog quotations and explanations when deemed necessary.

TABLE 14

GRADUATE PROGRAMS WITH SCIENCE INFORMATION COURSES

Accredited

Univ. of Calif., Berkeley	Rutgers University
U.C.L.A.	Columbia University of New York
Univ. of S. Calif.	Pratt Institute
University of Denver	State Univ. of N. Y. at Albany
Cath. Univ. of America	Syracuse University
Florida State University	University of N. Carolina
Atlanta University	Kent State University
Emory University	Western Reserve University
Rosary College	University of Oklahoma
University of Chicago	Drexel Institute of Technology
University of Illinois	University of Pittsburgh
Indiana University	Peabody College
Kansas State Teachers Coll.	Texas Woman's University
Simmons College	University of Texas
University of Michigan	University of Washington
Western Michigan University	University of Wisconsin

Non-Accredited

South Connecticut State College	Queens College
University of Hawaii	State Univ. of N. Y. at Geneseo
Northern Illinois University	University of Oregon
Catherine Spalding	University of Portland
Wayne State University	University of Rhode Island
Long Island University	

TABLE 15

NUMBER AND PER CENT OF GRADUATE PROGRAMS WITH INFORMATION SCIENCE COURSES

	No.	%
Accredited	32	90
Non-Accredited	11	34

TABLE 16

SUMMARY OF FIELD WORK EXPERIENCE IN ACCREDITED PROGRAMS

School	Graduate Elective Cr. Req'd All Librarians	Graduate Elective Cr. All Librarians	Graduate Elective Cr. School Only	Available Without Credit	Supervised by College, Field	Field No. Hours Stated
U. C. Berkeley	x	x	x	Yes	x	x
U. C. L. A.	x	x	x	Yes	x	x
U. S. C.	No x	x	x	x	x	x
Univ. of Denver	Yes x	x	x	x	Field	150
Catholic U.	No xx	x	x	x	x	x
Florida State	No xx	x	x	x	x	x
Atlanta Univ.	Yes xx	x	x	x	x	x
Emory Univ.	x	x	Yes x	x	x	x
Rosary College	x	x	x	x	x	x
Univ. of Chicago	Yes xx	x	x	x	x	x
Univ. of Illinois	x	x	x	Yes	x	x
Univ. of Indiana	x	Yes xx	x	x	x	x
Kansas State	No xx	x	x	x	x	x
Univ. of Kentucky	x	x	Yes xx	x	x	x
Louisiana State	x	x	Yes xx	x	x	x
Simmons College	x	x	x	x	x	x
Univ. of Michigan	x	x	x	x	x	x
W. Michigan Univ.	Yes xx	x	x	x	x	x
Univ. of Minnesota	x	x	x	x	x	x
Rutgers University	x	x	x	x	x	x
Columbia University	x	x	x	x	x	x
Pratt Institute	x	x	x	x	x	x
State N. Y. (Albany)	x	x	x	x	x	x
Syracuse University	x	x	x	x	x	x

TABLE 16--Continued

School	Req'd All Librarians	Graduate Elective Cr. All Librarians	Graduate Elective Cr. School Only	Available Without Credit	Supervised by College, Field	Field No. Hours Stated
Univ. of N. Carolina	x	x	x	x	x	x
Kent State Univ.	x	x	x	x	x	x
Western Reserve Univ.	x	x	Yes xx	x	x	x
Univ. of Oklahoma	x	x	x	x	x	x
Drexel Institute	x	x	x	x	x	x
Univ. of Pittsburgh	x	x	x	x	x	x
Peabody College	Yes xx	x	x	x	x	x
Texas Woman's Univ.	Yes xx	x	x	x	x	x
Univ. of Texas	x	No xx	x	Yes xx	x	x
Univ. of Washington	x	Yes xx	x	x	x	x
Univ. of Wisconsin	x	x	Yes xx	x	x	x

x Indicates no catalog statement
xx Catalog quotations and explanations follow table

U. S. C.: "Opportunity for supervised observation will be provided to students." Not elaborated on elsewhere.

Denver University: "Students who have had no work experience in a library are required to take from 3-5 quarter hours of Field Work (7-471)."

Florida State: "Applicants who have had no practical experience in librarianship are encouraged to obtain on their own initiative subprofessional training for a period of not less than six weeks in a medium-sized library prior to beginning a program of study."

TABLE 16--Continued

Atlanta University: "The instructional program is supplemented by supervised field work done in college, university, public and school libraries in Atlanta." Nothing in course descriptions though.

Emory University: "Ten hours credit"..."Directed experience in a school library for at least seven weeks."

Univ. of Chicago: 301 Organization, Evaluation and Use of Library Materials included. "A laboratory section provides practice in the application of the principles introduced in the course."

Indiana Univ.: "L 596. Library Practice Work (cr. arranged). Supervised practice in University School library or in college, university, or public library approved by the Dean."

Kansas State: "Before entering the graduate program in librarianship, some practical work in a library is desirable but is not required for admission."

Univ. of Kentucky: "539. Library Practice. 3 Units. Observation and supervised practice in a school library."

Louisiana State Univ.: "Educ. 137. Materials and Methods in School Library Practice. 3 or 6 hours of laboratory."

Western Michigan Univ.: "A field assignment in one of the selected cooperating schools, public, college or special libraries is required of all students of either the undergraduate or graduate level."

Rutgers Univ.: "Field experience on a non-credit basis, is available to persons interested in first hand contact with children's, young adult services by arrangement in the Dean's office."...For school librarians "supervised practice expressing (150 clock hours of volunteer work) in a school library is required."

TABLE 16--Continued

Western Reserve Univ.: "530. Field Work. (3) Supervised experience at appropriate levels in school libraries is required of students specializing in school library service."

Peabody College: "370. Field Work. (Required; no credit). Designed to give students overview of organization, administration, practice in the field; integrated with instruction; work on committee; observation visits. Prerequisite: 12 semester hours of approved courses."

Texas Woman's Univ.: "If the candidate has had no experience in libraries and no undergraduate credit in professional preparation in libraries, field experience must be obtained through registration in a course that cannot be counted toward the degree." No course was listed that related specifically to field experience.

Univ. of Texas: "Students, upon completion of all formal course work for the degree, may be approved for serving a nine to eleven month internship in an approved library," and submit an internship report in lieu of a thesis.

LS 370K. School Library Observation and Practice is available, but not for graduate credit.

Univ. of Washington: "509. Directed Field Work (2-4). Four weeks of professionally supervised field work in various types of libraries."

Univ. of Wisconsin: "One semester internship in school library." 8 credits. For students who want Master of Science Certification Program for School Librarians. Offered through Education.

TABLE 17

SUMMARY OF FIELD WORK EXPERIENCE IN NON-ACCREDITED PROGRAMS

School	Graduate Elective Cr. Req'd All Librarians	Graduate Elective Cr. All Librarians	Graduate Elective Cr. School Only	Available Without Credit	Supervised by College, Field	Field No. Hours Stated
Auburn Univ.	x	x	Yes xx	x	x	40-80
Jacksonville State	x	x	Yes xx	x	x	x
Univ. of Alabama	x	x	Yes xx	x	x	x
Arizona State	Yes	x	Yes xx	x	x	x
San Jose State	Yes xx	x	x	x	x	x
Immaculate Heart	x	x	x	Yes xx	Field	90
S. Connecticut State	x	x	x	Yes xx	Coll.	x
Univ. of Miami	x	x	x	x	x	x
Univ. of Hawaii	x	x	x	Yes xx	x	x
Chicago State Coll.	x	x	x	x	x	x
No. Illinois Univ.	x	x	x	x	x	x
So. Illinois Univ.	Yes xx	x	x	x	x	x
Butler University	No xx	x	x	x	x	x
Indiana State	No xx	x	x	x	x	x
Univ. of Iowa	x	x	Yes xx	x	x	x
Catherine Spalding	x	x	x	Yes xx	x	x
Wayne State Univ.	x	Yes xx	x	x	x	x
Univ. of Mississippi	x	Yes xx	x	x	x	x
Long Island Univ.	x	x	x	Yes	Coll.	x
Queens College	Yes xx	x	x	Yes	Coll.	x
St. John's Univ.	x	x	x	x	x	x
State N. Y. (Geneseo)	x	x	x	x	x	x
North Carolina College	No xx	x	x	Yes xx	x	x

TABLE 17--Continued

School	Req'd All Librarians	Graduate Elective Cr. All Librarians	Graduate Elective Cr. School Only	Available Without Credit	Supervised by College, Field	Field No. Hours Stated
Univ. of Toledo	Yes xx	x	x	x	Field	30
Univ. of Oregon	x	Yes xx	x	x	x	x
Univ. of Portland	Yes xx	x	x	x	x	x
Duquesne Univ.	x	x	Yes xx	x	x	x
Marywood College	x	x	Yes xx	x	Coll.	180
Villanova Univ.	x	x	x	x	x	x
Univ. of Rhode Island	x	x	x	x	x	x
East Texas State Univ.	x	x	x	Yes xx	Field	90
West Virginia Univ.	x	Yes xx	x	x	Field	100

x Indicates no catalog statement
xx Catalog quotations and explanations follow table

Auburn Univ.: "487. Practicum in School Library Science. (4-6). Lec. 2, Lab. 4-8. Provides students with information pertaining to methods used in the operation of libraries in elementary and secondary schools."

Jacksonville State: "1 M 415G. Practicum in Instructional Media Service. (3-6) Directed experience in performing various services in a school library: reading, guidance, reference service to teachers and pupils, teaching the use of the library, ordering, cataloging, and circulating books and their materials."

Univ. of Alabama: There are three field work courses available.
"93. Library Laboratory. Supervised laboratory work in the library of the College of Education. 3 hours."

TABLE 17--Continued

Univ. of Alabama (cont.): "99. Library Practice in the High School. Supervised practice in a high school library."
"295. Advanced Participation in High School Library. 2-3 hours." (No description given.)

Arizona State Univ.: Two undergraduate courses are available.
"483. Library Practice in the Elementary School. A supervised working experience for those students who do not have library practice in Direct Teaching. 4 hours."
"484. Library Practice in the Secondary School. A supervised working experience for those students with a library science minor or area of concentration. To be taken in addition to Directed Teaching in the Secondary School."

San Jose State: "Educ. 247. Field Work. Required for students without previous library experience. 2-4 units. Practice work in selected school or public libraries. Includes one-hour seminar each week... To be taken during final semester of course work."

Immaculate Heart: "210. Directed School Library Practice. (4) Ninety hours of observation and practice work under the supervision of a certified California school librarian in a selected school library."

S. Connecticut: "Two undergraduate courses available. Doesn't indicate whether graduate credit would be given, but not mentioned as electives.
"Educ. 300. Library Practice I. 6 semester hours. Under supervision of a clinical library professor, students participate in the service and teaching program of the elementary school library as it relates to the total curriculum."
"Educ. 400. Library Practice II. 6 semester hours. (same as above except applies to secondary school library.)."

Univ. of Hawaii: "Field Experience, on a non-credit basis will be available to persons interested in first hand contact with children, young adults, and adult services."

TABLE 17--Continued

So. Illinois Univ.: "Students entering the graduate program in Instructional Materials must have practice teaching or take it before a degree can be given."
"420. (4) School Library Activity and Practice. Required." No course description in brochure.

Butler Univ.: (Students would need five years of previous successful experience in field as school librarian.)

Indiana State Univ.: M.S. Departmental Curriculum (first general professional degree), no experience required.
M.S. Teacher Curriculum..."three years of experience in school library and audio-visual services."

Univ. of Iowa: "182. Practicum in School Libraries. 2-3 hours. Supervised observation and experience in the functions and services of school libraries. To gain insight into varying problems and procedures, practicum students work in three different school libraries under the guidance of experienced librarians."

Catherine Spalding: School library practice is stated as being required for school library certification.

Wayne State Univ.: "LS6490. Supervised Field Work in School and Non-School Libraries. 2-4 quarter hours. (No further course description).

Univ. of Mississippi: "LS 511. Field Work and Library Practice. (3 hours). The elementary, high school, university, and library science libraries available for special use. (For the prospective librarian)."

Long Island Univ.: "LS625. Practicum in School Librarianship.4." Available for certification requirements. Cannot be counted toward 36 hour degree.

Queens College: Internship is required along with Seminars. 700 or 701. (2 hrs; 3 credits)
Internship Seminar in School or Public Library Service.

TABLE 17--Continued

Queens College (cont.): A seminar in conjunction with the internship required of students in the program in school or public librarianship. The internship, a one semester usually full time paid experience as a librarian in a school or public library. The intern will be supervised and rated by a member of the library science faculty of Queens College in cooperation with the school or public librarian staff member.

State N. Y. (Geneseo): School librarian would need student teaching or school librarian practice for certification but nothing is listed in brochure.

North Carolina College: Catalog states: "Experience in library work is a desirable orientation to library school study"...and under Requirements: "Attainment of practical competence in elementary library procedures." (Doesn't state basis or criteria for validating).

Univ. of Toledo: "Normally, during first semester, a candidate is required to complete 30 clock hours of supervised practice work in the library, but this requirement may be waived if the candidate has undergraduate credit in a training course. These hours may be waived if there has been comparable professional experience."

Univ. of Oregon: "Lib. 509. Practicum. 3-5 hours. Supervised practical experience under the guidance of a professional librarian."

Univ. of Portland: "LS 550. Supervised Field Work. 2 hours." Required for MS by those who plan on school librarianship.

Duquesne Univ.: "648. School Library Administration and Practicum. 2 hours. Last part of course description states, "observation and practice in selected school libraries."

Marywood College: "LS 542. Practicum (6), A minimum of 180 hours in several school libraries under the direction of the local school librarians and the supervision of a faculty member."

TABLE 17--Continued

Univ. of Rhode Island: None offered according to catalog.

East Texas State Univ.: LS 428. School Library Practice Work in Secondary School. (3 hours). "Under the direction of a trained librarian...This supervised library practice requires 90 clock hours."

West Virginia Univ.: LS 222. Field Practice. 3 hours (available to undergraduate and graduate students). Practical experience in a variety of public school and special libraries under supervision of experienced librarians. 100 clock hours.

TABLE 18

NUMBER AND PER CENT OF FIELD WORK EXPERIENCE IN GRADUATE PROGRAMS

	Required		Elective All Librarians		Credit for School Only		Available Without Credit		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Accredited	6	17	2	6	5	14	5	14	18	51
Non-Accredited	5	16	4	13	7	22	7	22	23	72

Only 6 or 17 per cent of the accredited programs required field work experience as a part of the Master's degree program as contrasted with 5 or 16 per cent of the non-accredited programs. Seven or 21 per cent of the accredited programs, and 11 or 35 per cent of the non-accredited programs made field experience available for elective credit. Five or 14 per cent of the accredited programs and 7 or 22 per cent of the non-accredited programs made it available without credit. Thirteen or 37 per cent of the accredited programs and 16 or 50 per cent of the non-accredited programs provided field experience for credit. When the writer included the programs that made field experience available with and without credit the figures tended to look more impressive. Eighteen or 51 per cent of the accredited programs and 23 or 72 per cent of the non-accredited programs provided for some kind of field experience with or without credit. No accredited program appeared to provide supervision from its own faculty for the field work experience, and only 4 of the non-accredited programs appeared to do so. Only 2 of the accredited programs indicated the specific amount of time to be devoted to field work experience, and in each case the total of 150 hours would seem quite minimal. On the basis of an 8 hour day the latter would amount to less than 19 days of supervised field experience. Although 6 of the non-accredited programs stated the hours, they ranged from 30 to 180, or the equivalent of less than 4 days to less than 23 days. The catalog statements themselves or the lack of them point up the overall lack of concern about the nature of the field work experience

for graduate students in library education. Margaret Rufsvold's quotation by Hartz earlier in this chapter to the effect that the accredited library schools have not provided adequately for supervised field experiences would appear to apply to just a slightly lesser extent to non-accredited graduate programs also.

Undergraduate Program Data

In the North American Library Education survey 182 schools which offer at least 12 semester hours in library education at the undergraduate level are listed. Fifty-eight of the 121 schools in the survey listed with graduate programs also offer undergraduate programs, a total of 232 undergraduate programs. Thirty-eight of the present undergraduate programs were not reported in the 1964-65 U. S. Office of Education survey, and 33 programs listed in the 1964-65 survey have been dropped. Table 19 from the survey provides additional pertinent data regarding the library science minor and major.

> One hundred fifty-eight of the undergraduate schools reported minor and major programs in library education. Of these, 82 per cent offered a baccalaureate degree with a minor in library science and some 26 per cent gave a baccalaureate degree with a major. Fifty-two per cent of the schools required the 12-18 semester hours recommended by ALA for undergraduate programs. Of some 75 schools requiring more than 18 credits, more than half were organized on the quarter system (and two on the tri-mester) which helps to explain some of the higher credit requirements. Even discounting these programs, however, almost 20 per cent of the reporting undergraduate programs required more than the recommended maximum of 18 hours. In 1962-63, 75 per cent of the undergraduate programs met the standards; in 1964-65, 69 per cent.[1]

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[1]Barbara Bartley, "U. S. Undergraduate Education Progeams," in North American Library Education Directory and Statistics, 1966-68, ed. by Frank Shick (Chicago: American Library Association, 1968), pp. 21-22.

TABLE 19[a]

UNDERGRADUATE COURSE CREDIT HOUR REQUIREMENTS FOR MINOR AND MAJOR PROGRAMS, 1967-68[b]

Number of Minor Programs	Credits	Number of Major Programs	Credits
8	12-14	7	15-22
20	15	16	24
5	16-17	5	26-30
48	18	14	30-60
2	19		
13	20		
13	21-22		
17	24		
15	26-36		

[a]Table 1 in North American Library Education Directory and Statistics, p. 22.

[b]Semester hours.

There may be some distortions in the survey data regarding undergraduate standards. The writer found that there was a difference between number of course hours required by a program and number of course hours available to undergraduates. This is discussed later in the chapter when Tables 22 and 23 are analyzed.

Table 20 indicates the writer's sample of colleges which offer only

TABLE 20

SAMPLE OF COLLEGES WHICH OFFER ONLY UNDERGRADUATE PROGRAMS IN LIBRARY EDUCATION

Arkansas
Arkansas Polytechnic College
Henderson State College
University of Arkansas

California
Sacramento State College

Florida
Florida A. and M. University

Georgia
Georgia Southern College

Illinois
Eastern Illinois University
Western Illinois University

Louisiana
Loyola University of New Orleans

Maryland
Columbia Union College

Minnesota
College of Saint Teresa

Missouri
Southwest Missouri State College

Nebraska
Chadron State College
Kearney State College

New Jersey
Caldwell College for Women

New Mexico
New Mexico State University

North Dakota
North Dakota State University

Oklahoma
Langston University

Pennsylvania
Mansfield State College
Millersville State College

South Carolina
University of South Carolina

South Dakota
Northern State College

Virginia
Radford College

Washington
Whitworth College

Wisconsin
Wisconsin State University

undergraduate programs in library education. The method of obtaining this sample was described fully in Chapter 3.

Table 21 contains relevant curricular information from the sample of undergraduate library science programs. All 27 of the programs offered preparation for school librarians, and 11 or 40 per cent offered courses that could be prerequisites for other kinds of librarianship training. Thirteen or 48 per cent offered an audio-visual course and 9 or 33 per cent offered courses dealing with related materials, each of these figures being slightly under the graduate program data described in Tables 12 and 13.

Twenty-one or 78 per cent of the programs offered field work for credit, which was much higher than the graduate programs as reported in Tables 16, 17 and 18. However, only 5 of the 27 programs had a specific time stated, from 90 hours to 8 weeks full time, leading to the possible conclusion that supervised field experience is not adequately dealt with at the undergraduate or graduate level in library education programs, or is no longer considered a significant training experience.

It was impossible to tell from all catalogs how many undergraduate hours a student would be required to take, but based on the number of undergraduate hours offered, it was possible to develop Tables 22 and 23 which indicate the library education programs which may not meet ALA undergraduate standards by offering students less than 12 hours and more than 18 hours. Although the undergraduate programs were the worst offenders of the standards, it is somewhat surprising to note that one-third

TABLE 21

COURSE INFORMATION FROM UNDERGRADUATE LIBRARY SCIENCE PROGRAMS

School	Course Hrs. Offered	Prepares Sch. Librarians	Preq. for C/Lib. Progs.	A/V Course	Related Mtrls.	Field Work
Arkansas Poly. College	18	x			x	x
Henderson State	18	x			x	x
Univ. of Arkansas	18	x			x	x
Sacramento State	30-32	x		x		x
Florida A. and M.	57 Q	x		x	x	x
Georgia Southern	20 Q	x	x		x	x
Eastern Illinois	28 Q	x		x		x
Western Illinois	34 Q	x		x		x
Loyola Univ. New Orleans	18	x				x
Columbia Union College	25	x	x	x		
Col. of St. Teresa	28	x	x	x		x
Delta State	27	x				x
Miss. State for Women	34	x	x		x	x
Southwest Mo. State	16	x		x	x	x
Chadron State College	15	x			x	x
Kearney State	27	x	x	x		x
Caldwell Col. for Women	18	x	x	x		
New Mexico State	25	x	x		x	x
N. Dakota State Univ.	16 Q	x				
Langston Univ.	19	x				
Mansfield State	45	x		x		x
Millersville State	30	x	x	x		x
Univ. of S. Carolina	30	x	x	x		x

TABLE 21--Continued

School	Course Hrs. Offered	Prepares Sch. Librarians	Preq. for O/Lib. Progs.	A/V Course	Related Mtrls.	Field Work
Northern State	18	x				
Radford State	21	x	x	x		x
Whitworth College	17-20	x	x		x	x
Wisconsin State	14-18	x	x			x

TABLE 22

LIBRARY PROGRAMS WHICH MAY NOT MEET ALA UNDERGRADUATE STANDARDS BASED ON NUMBER OF UNDERGRADUATE HOURS OFFERED[a]

Florida State	30 Q	Jacksonville State	18-21 S	Sacramento State	30-32 S
Univ. of Illinois	33 S	University of Alabama	33 S	Florida A and M	57 Q
Kansas State	25-26 S	Arizona State	35-38 S	Eastern Illinois	28 Q
University of Michigan	26 S	San Jose State	20-23 S	Columbia Union	25 S
W. Michigan University	31-33 S	S. Connecticut	21 S	St. Teresa	28 S
Univ. of Minn.	24 S	N. Illinois	28 Q	Mississippi State	34 S
Syracuse Univ.	33 S	S. Illinois	28 Q	Kearney State	27 S
Univ. of N. C.	30 S	Butler University	27 S	New Mexico State	25 S
Kent State	35 Q	Indiana State	24 S	N. Dakota Univ.	16 Q
Univ. of Oklahoma	14-20 Q	Catherine Spalding	36 S	Mansfield State	45 S
Univ. of Texas	34 S	Univ. of Mississippi	41 S	Millersville State	30 S
University of Washington	39 Q	N. C. College	29 S	Univ. of S. Carolina	30 S
		Univ. of Toledo	39-41 S	Radford College	21 S
		E. Texas State	42 S	Whitworth College	17-20 S
		W. Virginia University	45 S		

[a]The standards state "the undergraduate program shall total not fewer than 12 and not more than 18 semester hours."

TABLE 23

NUMBER AND PER CENT OF LIBRARY PROGRAMS WHICH MAY NOT MEET ALA UNDERGRADUATE STANDARDS BASED ON NUMBER OF UNDERGRADUATE HOURS OFFERED[a]

Accredited Programs		Non-Accredited Programs		Undergraduate Sample	
Number	Per Cent	Number	Per Cent	Number	Per Cent
12	34	15	47	16	59

of the accredited graduate programs may violate undergraduate standards as well as almost half of the non-accredited graduate programs. The interpretation depends on whether the ALA undergraduate standards forbid "requiring" more than 18 semester hours or "offering" more than 18 semester hours.

Barbara Bartley's conclusions regarding the North American survey of undergraduate programs give a clear picture of the status of undergraduate library training programs in 1968.

> The differences among the various undergraduate programs reporting is most clearly revealed by the amount of detail of information supplied in the survey which suggests that record keeping, especially of the past, is not always a part of the program's regular activities. Yet, even from the lack of information about some programs, certain conclusions can be drawn. The average undergraduate library education program emphasizes general background and school librarianship courses to earn state certification and requires 18 semester hours credit toward a baccalaureate degree with a minor in library science. Enrollment has increased because of part-time students, although the majority are women full-time students. The program is usually financed as part of the library budget, though salaries may come from a separate budget. The director of the program is apt to be the head of the library. Library staff members teach a course or two and there may be a full-time

faculty member to do most of the instructing. Most undergraduate programs are not sufficiently staffed and financed to advance to graduate status.

The New Standards for School Media Centers to be published this year by the American Association of School Librarians of ALA will recommend a larger and better prepared staff for organizing audio-visual as well as printed materials. The question arises whether undergraduate programs with few full-time faculty or separate budgets can meet these requirements and fulfill the growing demands for more school librarians. Somewhere more funds, more faculty must be found if these programs are to meet the challenge.[1]

The North American survey obtained data regarding faculty and student bodies of significant interest to library educators. Table 24 depicts the status of full and part-time faculty of graduate library programs, 1967-68, and Table 25 indicates the level of student enrollment in graduate library schools for fall, 1967.

TABLE 24[a]

FULL AND PART-TIME FACULTY OF GRADUATE LIBRARY EDUCATION PROGRAMS, 1967-68

	Accredited (37 reporting)		Non-Accredited (43 reporting)		
	Number	Per Cent	Number	Per Cent	Total
Full-time	333	63	158	58	491
Part-time	192	37	113	42	305
Total	525	100	271	100	796

[a]Table 4 in North American Library Education Directory and Statistics, p. 6.

[1]Ibid., p. 25.

In Table 24 we see a difference of only 5 per cent between full-time faculty of accredited and non-accredited graduate library programs. The accredited programs averaged 9 full and 5.1 part-time faculty members, and the non-accredited programs 3.6 full and 2.6 part-time faculty.

TABLE 25[a]

STUDENT ENROLLMENT IN GRADUATE LIBRARY SCHOOL BY ACCREDITATION STATUS OF SCHOOL AND LEVEL OF ENROLLMENT, Fall 1967

Level of Enrollment	Accredited		Non-Accredited		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Undergraduate	2035	19	3570	50	5605	31
Graduate	7974	74	2999	42	10,973	61
Special	788	7	562	8	1350	8
Total	10,797	100	7131	100	17,928	100

[a]Table 9 in North American Library Education Directory and Statistics, p. 8.

Almost 18,000 students were enrolled in graduate library programs in the fall of 1967. Table 25 shows that there were decided differences between accredited and non-accredited schools. Fifty per cent of the students in non-accredited programs were undergraduates, with less than 20 per cent of the accredited schools student population in that category. To put it another way, almost 73 per cent of graduate students in library education are enrolled in accredited school programs.

Table 26 shows that for fall of 1967 there were 11,187 undergraduates in library science with 6,917 on a full-time basis. Combining the data

TABLE 26[a]

UNDERGRADUATE STUDENT ENROLLMENT BY ATTENDANCE STATUS, FALL 1966, SUMMER AND FALL 1967

	Fall 1966 (144 programs)	Summer 1967 (144 programs)	Fall 1967 (182 programs)
Full-time	4423	---	6917
Part-time	2225	---	4270
Total	6648	4567	11,187

[a]Table 6 in North American Library Education Directory and Statistics, p. 24.

from Tables 25 and 26 one finds that there are approximately 25,000 students reported in fall of 1967 as being enrolled in library education programs. Less than 11,000 of them were enrolled in accredited library school programs.

Manpower Concerns, 1967-1969

In 1967, a group of library administrators and educators made a manpower proposal that would affect undergraduate, graduate and non-professional education. The major recommendation of the report was for undergraduate education change.

> It is recommended that the basic qualification for librarians be established as a bachelor's degree, from a recognized four-year college, which includes successful completion of courses prescribed for initial educationiin library science.
>
> In school and public libraries the greatest shortage of qualified librarians is in work assignments which provide direct service to the library's clientele. To train personnel to fill these vacancies it is recommended that the following undergraduate curriculum be developed and implemented to include five courses in the content

of books and other materials:

Literature of the Humanities
Literature of the Sciences
Literature of the Social Sciences
Children's Literature
Materials of General Reference

And two courses in Library Science:

Objectives and Organization of Libraries
Library Service

The literature and materials courses should emphasize the primary concerns of contemporary society and important materials of current interest and should include a broad survey of the influential thought and development of ideas in the subject areas. They should be jointly developed by librarians and subject generalists and should approach materials as they relate to the various needs of library users, actual and potential. These courses should have significant intellectual content and should qualify for credit in their subject areas and in library science. They may properly be taught by instructors outside the library science faculty and should require, as prerequisites, basic college courses in the relevant disciplines.

Adoption of these requirements will pose many problems regarding certification, personnel standards, and staffing patterns.

The standard objections to undergraduate education for librarians are largely based on the current inadequacy of most undergraduate library science programs. The suggested curriculum is seen as a new and carefully designed program which will, in itself, be a contribution to the background of liberal education represented by the four-year B.A. degree.[1]

One of the participants in the preceding report was Lester Asheim, Director of the ALA Office for Library Education. In 1968 Mr. Asheim proposed a new policy that would have far reaching implications for

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[1]Kenneth P. Duchac, "Manpower: A Proposal," Library Journal, XCII (May 1, 1967), p. 1798.

library education. His proposal envisions five levels of library personnel with three levels falling in the professional area and two in the clerical, technical area.[1] There is somewhat of a semantic retreat from the 1967 Manpower Proposal in which he was involved in that the new policy proposal describes the bachelor's degree recipient as a library assistant rather than a librarian. Asheim's proposal is bound to become one of the foremost topics of discussion and concern for library educators in the 1970's. For school librarians it would mean that without the Master's Degree they could be viewed as library assistants rather than as librarians even if there were no other personnel in the library who were qualified for the title of librarian.

New Directions For School Library Education, 1967-1969

Virginia McJenkin, a supervisor of school libraries in Georgia, stressed the need for continuing education for school librarians in 1967. She felt that the fifth year Master's Degree should be

> the requirement for position of school library supervisors or head librarians in individual schools, but that there may be lower requirements for assistant librarians or those serving in small schools under supervision. However, some groups and individuals are voicing the concern for a sixth year program to train library personnel who are now administering or will administer service at the school-system level, and others feel the need for pertinent doctoral programs to educate leadership for school library systems (local, state, national). All of this emphasizes the urgent need for review, evaluation, and long range plans in continuing education for school librarians.

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[1]Lester E. Asheim, "Education and Manpower for Librarianship," ALA Bulletin, LXII (October, 1968), pp. 1096-1106.

In considering whom continuing education should reach, I have included the following:

- those on the job who need vitalizing experiences and competence in new areas.
- those returning to the profession who need updating in philosophy and skills; and
- those who want to improve their educational status through earning higher degrees.

Who, then, is responsible for providing continuing education opportunities?

.....

State departments of education and local school systems must take the leadership in revising and updating certification and accreditation requirements for school library personnel.

Professional library associations must be directly concerned with continuing education for their membership.

.....

Library schools and other institutions offering courses in school librarianship represent the third partner responsible for providing continuing education opportunities for school librarians. We have assumed for a long time that all types of librarianship have a common core of learning and that, in a first-year graduate program, library schools can train personnel for all types of libraries. Innovative school library programs, with changing responsibilities for administration and service, demand a new approach to school library education.[1]

As the sixties drew to a close, Institutes for Training in Librarianship under Title II-B, Higher Education Act of 1965, became an important indicator of the means for bridging the gap between theory and practice, and for upgrading the training of personnel already employed as librarians.

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[1]Virginia McJenkin, "Continuing Education for School Librarians," ALA Bulletin, LXI (March, 1967), pp. 272-273.

For 1968-69 there were sixty-nine institutes with twenty-seven of them being directed specifically to school librarians. The key word in the school related institutes were instructional materials, media and disadvantaged with six institutes preparing instructional material specialists, four preparing media specialists, and three focusing on the disadvantaged.[1, 2]

In 1969 the trend toward the school librarian as a media specialist emerged with official approval in the Standards for School Media Programs, a joint publication of the ALA-NEA, American Association of School Librarians, and the NEA, Department of Audio-Visual Instruction.[3] The new standards have important implications for professional education. (See Appendix G).

The new standards are essentially an attempt to unify the media programs in schools, and, in addition, to bring about coordinated relationships between library education and audio-visual training programs. They will undoubtedly be the foremost discussion topic at school librarians conferences in the seventies.

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[1]"Institute for Training in Librarianship, 1968-69," LED Newsletter, No. 64 (February, 1968), pp. 19-22.

[2]"Supplementary List of Institutes for Training in Librarianship, 1968-69," LED Newsletter, No. 65 (May, 1968), pp. 9-10.

[3]American Association of School Librarians and the Department of Audio-Visual Instruction of the National Education Association, Standards for School Media Programs (Chicago: Washington: American Library Association and National Education Association, 1969).

Immediately after the new standards were published, the Library Journal published a symposium on the education of the media specialist.[1]

Evelyn Geller, one of the editors of the School Library Journal, looked at the staffing situations arising from the new standards. She concluded that library education needed to review the scope and content of undergraduate work, the types and programs of specialization, relationships between undergraduate and graduate programs, criteria for accrediting media specialist programs in colleges, and unification of separate library and audio-visual schools on campus.[2]

Frances Johnson, a Professor at the University of North Carolina, reviewed the dilemma of the four-year library science undergraduate degree for the school librarian. She proposed a five year approach as distinguished from a fifth-year approach. She stated her rationale and content for a curricular plan that permitted students to study education and library science in the fourth year and to move into a graduate library science year or employment in a school system with completion of graduate study through part-time or summer school study.[3]

Twenty years after carrying out research which led her to conclude

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[1]"Education of the Media Specialist," Library Journal, XLIV (April, 1969), pp. 1719-1737.

[2]Evelyn Geller, "What Do the New Media Standards Say About Staffing?" Library Journal, XLIV (April 15, 1969), pp. 1719-1720.

[3]Frances Kimon Johnson, "The Four Year Hang-Up," Library Journal, XLIV (April 15, 1969), pp. 1721-1723.

that all librarians working with children should have a common core, Sara Fenwick, now a professor at the University of Illinois, described her present beliefs. She reiterated the need for a common core, but emphasized the increasing dimensions of specialization related to objectives, organization, and the administrative personnel of the institution. She envisioned a planned sequence that began at the undergraduate level and extended beyond a fifth year.[1]

Wesley Meierhenry, Dean of Teacher's College at the University of Nebraska, and past president of the National Education Association's Department of Audio-Visual Instruction, speculated on the different strategies for action that library education and audio-visual education could employ. His preferred strategy would be

> to establish a relationship among the print, nonprint, broadcasting, and whatever other fields might be represented on a college campus, in order to plan a unified program. Obviously, something like a joint "ad hoc" or area committee will have to be appointed by an administrative officer--a college dean, vice-president, or president--to bring about discussion and joint planning.[2]

Marilyn Miller, a professor at Western Michigan University, one of the few ALA accredited schools with a large enrollment in school librarianship, described the three major programs there. The undergraduate program

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[1]Sara Fenwick, "Variations on a Common Theme," Library Journal, XVIV (April 15, 1969), pp. 1724-1727.

[2]Wesley Meierhenry, "Trategies and Ploys," Library Journal, XVIV (April 15, 1969), pp. 1728-1730.

provides minimal certification training; the fifth year level emphasizes specialization in elementary or secondary school librarianship including extensive work in instructional materials, and a sixth year of study provides adequate specialization in administering a media center program.[1]

Inga Kelly, a professor at Washington State University, indicated how the librarian's role as a consultant to adults is enriched through an in-service team approach to providing library services. Her university conducted an HEA Institute in the summer of 1968 which focused on a viable means for individualizing instruction that had not seemed to exist before.[2]

A final section titled "Schools in Transition" provided a sample of trends in enrollment, course content shifts and emphasis in seven selected accredited library schools.

Indiana University had 303 students in library courses, 131 from library school and 172 majoring elsewhere. School librarianship was emphasized by 52 or 17 per cent. Undergraduate courses in library science and education are available for provisional certification. Professional certification for school librarianship requires the Master's in education with 22 credits in library science and 16 in audio-visual.

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[1]Marilyn Miller, "A Graded Curriculum," Library Journal, XLIV (April 15, 1969), pp. 1731-1733.

[2]Inga Kelly, "In Service: Team Approach," Library Journal, XLIV (April 15, 1969), pp. 1733-1734.

Kansas State Teachers College had 70 to 80 full-time students, and 15 to 20 part-time students during the academic year. In the summer there were 200 to 250 students who specialized in school library work. There was more course work focus on media centers. The department of library science completely dropped its undergraduate program which offered a 15 credit hour minor.

Rutgers University had one-fourth of its students in school library work, ranging from 40 to 48 over the past few years. It also increased its offerings in the area of instructional materials.

Columbia University planned on reviewing its entire curriculum for school librarians.

Drexel had developed internship arrangements with the Philadelphia Public Schools whereby the inner city can employ teachers as librarians. They spend 3 days a week working as school librarians and 2 days a week at Drexel in order to earn 15 credits for minimal certification. This also started them on the road toward the Master's Degree in Library Science.

In the fall of 1968 the University of Washington had one-fifth of 250 students enrolled who were teachers preparing for school librarianship. Of 145 degrees granted in 1968, about 33 per cent went to school librarians. Additional instructional materials courses have been incorporated into the curriculum.

The number of students at the University of Wisconsin preparing for school librarianship had increased. About 40 of 204 students planned on working as school librarians.

The statements from the survey programs indicated that change is on the way, but it is too early to discern trends other than increased enrollment of teachers preparing to be school librarians, and some curricular changes in the direction of expanding course work opportunities in the instructional materials and media areas.

There have been a number of occasions when people in the library field have felt compelled to predict the future of library education. In concluding the findings for this period the writer has turned to Lester Asheim's statement as one which summarizes the many facets of library education which will probably be in dynamic flux in the seventies.

> Nothing is more precious than trying to predict the future in an area which is heavily dependent upon factors outside its own control. Librarianship is such an area, since it does not exist for itself but in order to serve other disciplines and the society as a whole. One sputnick can change the center of concern for the society and thus for such fields as education or librarianship which serve it; one piece of social legislation, or one itchy trigger-finger half-way across the world, can alter completely the course of a social agency with which it seems to have no connection whatsoever.
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> These reservations about prediction in the field of librarianship are particularly pertinent at the present time because of the important influence of federal legislation on recent library developments - and the important influence of America's national and international commitments upon the continuation, expansion, retraction of that legislation. If the war in Asia should continue, or accelerate, or really become "hot" the Good Society plans may be indefinitely postponed or even scrapped, and with them a great deal of the support which has made possible most of the current library expansion and planning for the future. While this chapter was being written, the reduction of graduate draft deferments was announced, with all that implies for graduate enrollments and the programs of graduate library education. Predictions, however cautious, could be further disrupted before this chapter appears in print.

Assuming, however, that the figures presented in this statistical survey are indicators of the probable developments in the immediate future (next 5-10 years), we can make some reasonable guesses.

The Manpower Shortage. The general manpower shortage is likely to continue for some time to come, and in expanding professional fields like librarianship, the competition for good people will be great. Thus there is likely to be an intensification of the kind of situation we now have: the demand for more librarians in all kinds of libraries will lead to a demand for more training programs and programs of education in the field, which will lead to a need for more qualified instructors, many of whom will be taken from the field of library practice - thus aggravating the shortage and making the circle even more vicious.

The nature of the shortage, however, is likely to be somewhat different in character than that which our present library literature emphasizes. One important development in the library field is the growing interest in task analysis and re-classification of jobs. An objective and realistic look at the actual nature of the tasks performed in libraries, as they relate to the training and education necessary to perform them, could alter the present approaches to manpower training and utilization. It is not inconceivable that such re-thinking on the part of library administrators might shift the demand for additional staff from the professional segment to the non or para professional segment; it may also promote wider use of professionals who are not librarians, to handle those aspects of the library service (like public relations or personnel management, to cite obvious example) that might better be handled by experts in other fields. The implications for training and education are obvious and far-reaching, and the move in this direction might be considerably accelerated if the war in Asia cuts down the number of men coming into the profession, and the number of students able to consider graduate education.

Training of Library Technical Assistants. The present proliferation of training programs for technical assistants, offered in the junior and community colleges, is one reflection of the shifting emphasis in manpower utilization. Unfortunately, a great deal of activity in this area at present is insufficiently well planned, organized or controlled to demonstrate whether it does, indeed, represent a major solution to some of our problems of manpower. Whether or not training of sub-professional staff will continue to take its present form, a reasonable prediction is that some kind of training of para-professional staff will be seen as a

highly desirable way to relieve the professional of many of his time-consuming tasks and thus to utilize more efficiently the limited professional manpower available. It is not impossible that such training will return in a large measure to the libraries themselves rather than remain in the junior colleges; or to be located in another kind of undergraduate program; or be centered in vocational training programs in non-academic settings. Whatever form such training eventually takes, it has very real implications for formal library education.

Professional Education. The most desirable effect of training programs on library education would be upgrading the professional programs. A great deal of the content which now dilutes library school curricula could be shifted to the training level, putting the emphasis in the professional schools where it belongs: on graduate education. The level of performance to be expected from the graduate librarian could then be much higher than it is now, and salary goals could be raised. These are developments of great importance to the profession as a whole - but they place a heavy responsibility on the graduate library schools to introduce extensive changes into their curricula.

One possibility, if the schools really do elevate the level of their course content, is that the schools could concentrate much more intensively than they now do on specific areas of specialization, and that individual schools could even omit from their curricula certain standard aspects of present library education which would be the specialty of another school. It is already possible to see some specializations developing that are not offered by all library schools: medical librarianship, systems analysis, archives management, etc. But the future might see an accredited library school with no program in one or another of the standard components of today's programs - in work with children and young people, in college and university library administration, or in public library service, for example. The new programs at the master's level and beyond are likely to be intensive specialist rather than general education, and the student at that level will be more willing to travel to the school which offers him the best preparation in his specialty rather than expecting, as he now so often does, that a training program for all aspects of librarianship should be readily accessible, not simply in his home state or city, but in his own section of town.

Geographical Distribution. A school's freedom to select its specializations implies a better overall national plan of library education than now exists. A school can ignore preparation for

work in public libraries, for example, only if there is sufficient opportunity to get such preparation elsewhere, and within reasonable geographic reach. The control of geographic distribution of the schools is something that has long been advocated, and the march of events may eventually see steps taken in its direction. I must admit that this seems to me to be a much more remote possibility than some of the others outlined here. On the other hand, all the signs point to a continuing growth in the number of programs of training and education in librarianship, at both the graduate and undergraduate levels. If the trends toward general pre-professional training at the undergraduate level, and greater specialization at the graduate level, do lead to a clearer differentiation among types and levels of preparation, it will be possible to counsel students into the programs best suited to their interests and qualifications. Thus a kind of control over program distribution will be exercised, in which geographical considerations will play a part.

Experimentation. It is clear that a great deal of experimentation will mark the development of curricula both in the new and existing library schools in coming years. While traditional courses and curricula still dominate, a re-examination of programs is underway in the majority of the schools. Already most of the accredited library schools have introduced full scale special programs in information science or have added some course work in the field. Others are experimenting with an assimilation of information science into the curriculum that will affect the content and the approach of virtually all of their courses. Other specializations are being developed. There are a few experiments in teaching methods and techniques.

Specialization, especially in courses at the advanced level, will become increasingly important in the future, not merely because there is an increase in the number of special libraries as such, but because the demands being made on libraries of all kinds is forcing administrative reorganizations which stress subject departmentalization and more intensive service along subject matter lines. One evidence of this trend is the re-introduction of post-master's programs at the sixth year level, which do not lead to the doctorate but do provide clearly differentiated programs for "second professional year" students.

Continuing Education. While the post-master's programs are addressed, in a more formal and extended fashion, to some of the same needs that programs of continuing education have traditionally attempted to meet, they are not likely to replace continuing education. As a matter of fact, the interest in workshops, conferences, institutes, short courses and similar activities offering

concentrated learning experiences is likely to grow rather than diminish. The need for librarians to bring themselves up to date, to become acquainted with new techniques and concepts, or to broaden their knowledge and outlook grows greater each year. The short, concentrated exposure to specific subject matter is admirably adapted to meeting this need of practicing librarians at all levels, many of whom could not take advantage of a program covering an entire academic year. Library schools will continue to take responsibility for providing this kind of special extension of their programs of professional education, but other educational institutions, state, regional, and national library associations, state and public libraries, and state extension divisions will increasingly assume sponsorship of this kind of activities. As librarians specialize in the subject matter of techniques of other fields, they are likely to seek continuing education opportunities offered by agencies outside the library field as well, and a growing trend is already discernible for co-sponsorship of continuing education activities by library schools with agencies in other fields. Even should federal support be curtailed, continuing education opportunities for librarians are likely to increase, although not so rapidly or - perhaps - with the same level of participation that outside funding has made possible.

Level of the Degree. There is beginning to appear within the field of library education a lively debate on the proper level at which to award the first professional degree. The tradition and the official position, is that the first degree must not be less than a master's, so that the broad background of general education represented by the liberal arts baccalaureate shall not be diluted. But in the school library field this ideal has already been long honored more in the breach than in the observance, as state certification regulations and the example of teacher training have pushed the school librarian's basic training into the four-year pattern. Other types of libraries occasionally also try to distinguish between the first-level professional assignment (which is now handled in many cases by persons without the full five-year degree) and the advanced levels of professional responsibility which could properly be closed to those who do not go on to additional professional education at the master's level and beyond. The convictions of the advocates of each side are strong, and a single solution that will have profession-wide acceptance does not seem to be possible in the immediate future.

Doctoral Programs. There is a growing interest also in more doctoral programs, in part to meet the demand for more teachers of library science at the graduate level. One can only hope, but not

confidently predict, that these new advanced programs will come into being after careful planning, adequate support in money, faculty, and facilities, and a real concern about the quality rather than quantity. The present evidence is not very encouraging: the focus in too many cases is on the short-term shortage rather than on long-term professional objectives.

Information Science. Another great debate will probably continue for some time to come in the field of "Information Science," between those who see it as virtually a separate discipline, and those who see it as an important aspect of librarianship. It is my guess that the latter group will prevail insofar as the preparation of information scientists to work in libraries is concerned, and that the curricula of the library schools will undergo a great deal of change--some of it radical--to accommodate within the regular program, the preparation needed to adjust to the impact of the new science and the new technology upon library practice and library objectives. The separate school of information science will also continue to exist and increase, but its graduates will go into a variety of fields, of which librarianship is only one.

More important will be the fact that changes in the traditional title of librarian, and the traditional agency called a library, will increasingly gain acceptance. This requires a change in the thinking of librarians, but may not cause much of a ripple in society at large. The librarian's skills and special knowledge will be applied by people not called librarians, and in agencies not called libraries, but the library schools (which may also be called something else) will continue to be the best place to get this kind of preparation, which will be in increasing demand.

In other words, the future of library education is a promising one, if we can learn to adjust to the new contexts in which it will be utilized. And if the society itself continues to move forward.[1]

Summary

Survey of Library Science Programs

1. The number of library programs responding to the U. S. Office of

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[1]Lester Asheim, "Future of Library Education in the United States," in North American Library Education Directory and Statistics, 1966-68, ed. by Frank L. Schick (Chicago: American Library Association, 1968), pp. 41-43.

Education surveys was 277 in 1962-63; 319 in 1964-65; and 384 in 1968.

2. Accredited library programs tended to offer more hours of library science courses than non-accredited programs.
3. Seventy-five per cent of the non-accredited programs and 57 per cent of the accredited programs offered undergraduate library science hours.
4. There was no difference between accredited and non-accredited programs regarding the number of prerequisite hours that a student may transfer in from other institutions.
5. More non-accredited than accredited programs (69 per cent to 51 per cent) indicated the possibility of transferring in graduate credit.
6. There was little difference between accredited and non-accredited programs regarding the minimum total hours required for the Master's Degree and the minimum number of library science hours required for the degree.
7. There was a core of six library science courses required by a majority of accredited ard non-accredited graduate programs in 1967.
    1) Cataloging and Classification
    2) Reference
    3) Bibliography
    4) Book Selection and/or Library Materials
    5) Administration
    6) Library in Society
8. There was no significant pattern of differences in course requirements

between accredited and non-accredited graduate programs.

9. Hartz surveyed accredited school catalogs in 1967 and reported that the schools were doing an inadequate job of preparing school librar r rians as instructional materials center librarians. One of the weak curricular areas was supervised field experience.

10. This writer's survey indicated that non-accredited graduate programs were not doing a better job than the accredited programs in providing courses related to the instructional materials area.

11. Ninety per cent of the accredited programs offered information science courses compared with only 34 per cent of the non-accredited programs.

12. Field work experiences were a neglected phase of graduate library education curriculums. Only 17 per cent of the accredited programs and 16 per cent of the non-accredited graduate programs required field work experience, although 37 per cent of the accredited and 50 per cent of the non-accredited programs made it available for credit. There was limited time to be spent in the field and the quality of supervision was not specified in the catalogs.

13. Field work experiences were required by 78 per cent of the undergraduate programs, but there was a lack of catalog data as to time to be spent in the field.

14. Although school librarians are increasingly viewed as instructional materials specialists, only 48 per cent of the undergraduate programs offered an audio-visual course and 33 per cent offered courses dealing with related materials.

15. Fifty-two per cent of the undergraduate schools responding to the North American survey required the 12-18 semester hours recommended by ALA for undergraduate programs. About 20 per cent of the reporting undergraduate programs required more than the recommended maximum of 18 hours.

16. In the writer's survey the data indicated a significant number of programs of all kinds which may not be meeting ALA undergraduate standards by making it possible for students to take less or more than the recommended 12 to 18 semester hours. Thirty-four per cent of the accredited programs, 47 per cent of the non-accredited graduate programs and 59 per cent of the undergraduate sample fell into that category.

17. According to the North American survey the most serious deficiency for undergraduate programs appeared to be lack of full-time faculty and inadequate budgets.

18. The North American survey revealed that accredited programs averaged 9 full-time and 5.1 part-time faculty, and non-accredited programs averaged 3.6 full-time and 2.6 part-time faculty members.

19. The North American survey on student enrollment in the fall of 1967 indicated almost 18,000 students enrolled in graduate library programs. Almost 73 per cent of them were enrolled as graduates in accredited programs.

20. The North American survey on undergraduate student enrollment in the

fall of 1967 indicated 11,187 students with 6,917 on a full-time basis.

21. Approximately 25,000 students were reported in the fall of 1967 to be enrolled in library education programs. Less than 11,000 or 44 per cent were in accredited library school programs.

Manpower

22. In 1967 a manpower proposal was made by a group of library administrators and educators that would affect all levels of library education. The major recommendation was to establish the bachelor's degree as the basic qualification for librarians with the following curriculum: five courses in books and other materials (literature of the humanities, sciences and social sciences, children's literature, and general reference materials), and two library science courses in organization and library service.

23. Asheim proposed a new training policy in 1968. It envisioned 5 levels of training, with 2 in the clerical, technical and 3 in the professional. School librarians would fall in the first professional level, although they might have to carry the job title of library assistant rathernthan librarian.

New Directions for School Library Education 1967-69

24. In 1967 McJenkin urged the need for continuing education for school librarians at all levels of training.

25. In 1968-69, twenty-seven institutes out of sixty-nine were directed specifically to school librarians and the emphasis appeared to be on

instructional materials and media centers, and the disadvantaged.

26. In 1969 the AASL (ALA) and the DAVI (NEA) adopted new Standards for School Media Programs. These standards are an attempt to coordinate relationships between library education and audio-visual training programs.

27. The April 15, 1969 issue of the Library Journal contained a significant symposium related to the education of the media specialist. It included the perceptions of a number of library educators as well as statements from seven ALA accredited programs on recent curriculum changes related to school librarians.

The Future of Library Education in the U. S.

28. Asheim looked at the figures in the North American Survey and predicted:

    a. The continuation of the manpower shortage.

    b. Para-professional training will continue although it is uncertain where it will be housed.

    c. Professional schools may focus more on education and less on training; and fewer library schools will attempt to offer all specializations.

    d. Geographical considerations will play an increasing role in library education.

    e. Experimentation will mark curricular development in both new and existing library schools.

    f. The continuing education interest in workshops, conferences, institutes, etc. will grow.

g. A resolution of the level of the first professional degree at the four year or five year level does not seem possible in the immediate future.

h. Doctoral programs will continue to grow quantitatively but not necessarily qualitatively.

i. Information science will continue to become an important part of library education programs rather than a completely separate discipline.

CHAPTER IX

CONCLUSIONS AND IMPLICATIONS

As stated in Chapter I, this study would focus on the development of professional education for school librarians as it unfolded in the United States from 1887 to 1969. The writer's purpose was to describe the background out of which the curricula for school librarians had developed by investigating sources which could indicate the emergence of curricula for school librarians, how they emerged, their nature, and the reasons for their support.

Four questions were to be considered:

1. What historical developments in approaches to the preparation of school librarians may be identified?
2. Can one identify reasons for the approaches in Number 1 above, and how these reasons have been derived?
3. Are there emerging patterns over the period under investigation in the preparation of school librarians that can be identified?
4. If there are emerging patterns in the preparation of school librarians, what is the nature of these patterns?

Conclusions

There is no doubt that the findings in Chapter IV through VIII point to significant conclusions with regard to the questions.

1. Library standards and accreditation practices have affected

both school library education training programs and the patterns of preparation of school librarians.

a. 1926 - The ALA adopted 11 standards for library education. It reserved the preparation of full-time school librarians for a 30 hour curriculum in a library school, but accepted 16 hour curriculums for part-time teacher-librarians in normal schools.

b. 1933 - The ALA reduced its 11 standards to 3 types of programs for accreditation purposes, each type having to offer a full year of study if it wished to be accredited.

c. 1935 - The ALA adopted standards for teacher-librarian training agencies, but they were never used for accreditation purposes.

d. 1944 - The ALA established standards for school libraries. In the report it recommended that full-time school librarians should have a 30-36 semester hour program in library science with consideration given to books for children and young people, and to function and administration of a school library. It recommended 12 to 18 semester hours of library science for teacher-librarians with emphasis on books and their use in schools, plus cataloging and classification if the teacher-librarian was responsible for technical processes. It acknowledged that training teacher-librarians might be the

responsibility of teaching institutions.

e. 1951 - The ALA adopted new Standards for Accreditation. All library schools had to offer one full graduate year to be accredited. No undergraduate programs could be accredited, although graduate programs were permitted to allow some undergraduate credit toward the full year of graduate study.

f. 1952 - The ALA formulated standards for undergraduate library science curriculums in teacher education institutions as a part of the standards of the American Association of Colleges for Teacher Education for accreditation purposes.

g. 1959 - The ALA adopted new Standards and Guide for Undergraduate Library Science Programs. The programs which prepared the majority of school librarians were to offer no less than 12 and no more than 18 semester hours of credit.

h. 1960 - The ALA adopted new Standards for School Library Programs. The standards described the basic preparation of school librarians as a five year program, but recognized that some situations justified appointment of a librarian with a four year college preparation. The standards viewed school librarians as instructional materials specialists.

i. 1968 - The ALA adopted new Standards for School Media Programs. The new standards reflected the emphasis of the school librarian as an instructional materials specialist

working closely with the audio-visual specialist. The new standards would probably focus attention on the scope and content of undergraduate work, the types and programs of specialization, relationships between undergraduate and graduate programs, and criteria for accrediting media specialist programs in colleges.

2. There has been and continues to be considerable disagreement between public school personnel and library school personnel as to what the school librarian's needs are, how she should be educated to meet them, and who should educate her.

As a result of the 1918 report of the North Central Association on Standard Library Organization and Equipment for Secondary Schools of Different Sizes, the first national meeting to concern itself with school librarians was held in 1920. The vacuum in leadership from the library school level regarding school library preparation enabled the North Central Report to be used as the model for other regional associations and state departments of education in establishing standards and certification requirements. When Williamson dealt only with professional schools and put the training of the school librarian at no less than a full graduate year, and preferably two, the dichotomy was furthered.

In 1935 the ALA Board declared that the most serious problem

in library education was the training of librarians by agencies other than library schools.

In 1936 Fargo stated that the major question in library education was whether school librarianship belonged to the teaching profession or the library profession. One of her conclusions was that school librarians needed librarianship preparation but with an educational specialization.

After the 1944 standards for school libraries had been adopted Oberholtzer surveyed school superintendents in the North Central Association, and he reported they felt the standards were too high, and that school librarians weren't being trained to perceive things from a teacher's frame-of-reference.

Ersted's study in 1951 described the need for full-time and part-time school librarians to have the same minimal level of preparation, a basic 15 hour program of library science courses.

When Morton reviewed the history of school library training in 1953 she concluded that the question remained, "Shall graduate education for school librarianship be tied to library or to teacher education?"

In 1958 McCusker reported her survey of library programs in the midwest revealed that state certification laws have major influence on the development of undergraduate library education programs.

In 1959 the ALA adopted its new Standards and Guide for Undergraduate Library Science Programs. One standard was that programs should offer not less than 12 and not more than 18 semester hours of library science. The standards have not been utilized by NCATE, and surveys by the U.S. Office of Education in the sixties and by this author revealed that a substantial number of accredited programs, non-accredited graduate programs, and undergraduate programs did not follow the standards. One of the bases for this was pointed out by Mahar's observation in 1962 that if ALA standards were applied there was a need for 110,000 school librarians, but there were in actuality only 20,000 who met minimal qualifications.

By the fall of 1967, a majority (56 per cent) of the 25,000 students in library education programs were enrolled in programs that were not accredited, and Asheim predicted in 1968 that a resolution of the level of the first professional degree at the 4 year or 5 year level does not seem possible in the immediate future. This would indicate that the majority of school librarians would continue to be trained in non-accredited programs which tend to be influenced more by public school personnel than library school personnel.

3. There is no significant pattern of differences between ALA accredited and non-accredited Master's degree programs using 1967

college catalogs as the basis for comparison.

The catalogs did not reveal significant differences on any of the following variables: Amount of library science credit that could be transferred in from other institutions, minimum total hours required, minimum number of library science hours required, courses required, non-book and instructional materials courses, and field work experiences.

Accredited programs did have a larger number of course offerings ranging from 66 to 153 semester hours, than non-accredited programs which ranged from 24 to 102 semester hours. This was validated when the opportunity to study information science was compared, and 32 or 90 per cent of accredited programs offered at least one course in that area, and only 11 or 34 per cent of the non-accredited programs did.

4. The professional role of the school librarian should be that of a materials specialist according to standards and library educators, but this isn't substantiated by a review of the 1967 college catalogs.

In 1953 Frances Henne described as a challenge to library education the development of the school library into a materials center, and in 1959 she was stating that the school librarian needed to be trained as a materials specialist.

When the 1960 school library standards were developed it

became official policy to view school libraries as instructional materials centers. Lohrer's study of school libraries and college catalogs in 1962-63 led her to conclude that school librarians were being prepared to view school libraries as instructional materials centers.

With the new standards whereby the library is now viewed as a media center, it would seem more imperative than ever that school librarians be trained as materials specialists.

In 1967 Hartz studied accredited school catalogs and concluded that school librarians were not being prepared adequately as instructional materials specialists. This writer's survey indicated that non-accredited programs did not appear to be doing a better job than the accredited programs, and that the undergraduate programs which prepared mostly school librarians were not doing as well as the graduate programs in offering courses geared to the librarian as a materials specialist.

5. School librarians are the only librarians likely to have supervised field experiences as a part of their training.

In 1923 Williamson had recommended in his report that school librarians should have much supervised field work. This wasn't related to other librarians, however.

Fargo's 1936 study omitted field work from her required curriculum, not because they weren't needed, but because she

felt the quality of experience had been so poor.

The Core Report from Chicago in 1953 viewed practice work as not being successful and did not recommend it as a requirement.

School librarians might not have been required to take field experiences, if it had not been for state certification laws and regional associations which along with educators like Fargo, Henne, Ersted and Rufsvold, have viewed the school librarian as needing an educational frame-of-reference, and this meant some supervised experience in a school setting.

This writer's survey of catalogs pointed out that, whereas 78 per cent of the undergraduate programs required a field experience, only 17 per cent of the accredited and 16 per cent of the non-accredited graduate programs did. The writer does describe, however, certain inadequacies regarding the nature of the field experience.

Implications

This study has just scratched the surface in its examination of school library education. The literature has undoubtedly reflected ideas and practices with accuracy, and the survey has revealed quantitative relationships among programs.

There are a number of important dimensions of the changing role of the school librarian with significant implications for library training, but

the data from this survey are not sufficient to do more than infer. As stated in Chapter I, the school librarian's functioning role as an integral member of a school faculty and/or as a service resource to faculty members shouid have some significance to preparation. The literature did make some referral to this. Mahar in 1962 stated that school librarians will be expected to participate in team teaching, and library education should stress working with adults. Gaver in 1966 predicted the major function of school librarians would become that of helping classroom teachers and school administrators. In the summer of 1968 at Washington State University an Institute for school librarians was held with an emphasis on a team approach to providing library service. There was literally nothing in the college catalogs which dealt with this dimension, but there were other data that pointed up the trend and the dilemma.

Although not validated by the catalog survey, the literature revealed a definite movement toward the library as an instructional materials center and the librarian as an instructional materials specialist who would assist staff in the selection and utilization of appropriate learning materials.

Mahar's comments in 1962 included the statement that the shortage of trained library personnel could mean that the latter would be placed in supervisory positions and library aides would provide service in small schools. Warncke in 1966 cited the trend to look for fully trained graduate librarians for service positions, but being willing to settle due to the shortage, for graduates of four year programs.

The trend then is probably one whereby the school librarian will become both a direct service person for children and youth, and a consulting team member for staff. The dilemma is twofold. First, school librarians have had inadequate preparation in the consulting team member approach, and second, the shortage of personnel is making it increasingly difficult to provide either direct service or a consulting team approach. This dilemma for school librarians is becoming generic for many of the helping professions, such as nursing, social work, and counseling. The training programs are geared to direct service, but the products of the programs are being hired for supervisory-administrative positions.

Another inference from the data might be drawn due to the continuing situation whereby most school librarians still receive their training in non-accredited programs which tend to be influenced more by public school personnel than library school personnel. If library educators want to genuinely influence the education of the largest number of librarians it behooves them to make greater accommodation to the validity of the unique needs of schools and school personnel. One way would be to implement in all accredited programs the provision in the 1951 standards that library education may be scheduled by a library school at the undergraduate level and that undergraduate programs offered at other institutions shall be accepted by a library school in so far as they contribute to the objectives of the five-year program.

Recommendation

It would be easy to conjecture that if Williamson had utilized the 1918 North Central Report and the concern it generated for preparing school librarians, that the great schism between library schools and state certification might not have occurred. This is wishful thinking, since it ignores other factors at work, e.g. the inequities between supply and demand, and the different perceptions in what one needed to know to function as a professional librarian.

Standards and accreditation practices have not historically been close enough to the realities of the field. One way of viewing it is to recognize that for fifty years the public schools have been unable to employ a majority of its school librarians who, in the eyes of many library school educators, would be professionally competent.

The dynamic changes that have affected library education in the sixties will not tolerate the continuation of this situation. Library schools and public school systems will have to accommodate each other in a more reasonable fashion, for the public which funds both is increasingly disenchanted with the failures of public schools and higher education.

Library education needs to learn how to accommodate its expanding specializations to its generic base of library preparation, and make it possible for students to get this preparation in a variety of ways.

This writer would like to offer just one critically important recommendation: A national commission of representatives from accredited

and non-accredited graduate and undergraduate library programs, public schools, state boards, regional associations, and the public should be created by the ALA and NEA to recommend standards for library education with specialization in school librarianship. These standards should be developed from the technician's level through the doctoral level.

Suggestions for Further Study

The writer believes that further studies are needed to examine some of the more qualitative aspects of school library training. The following kinds of studies are suggested:

1. Establish criteria for effective school librarianship, and observe and rate school librarians who are products of undergraduate programs, graduate accredited and non-accredited programs.
2. Do an intensive job-analysis of librarianship tasks that are performed or called for in small schools and large schools. The results would be extremely valuable for training programs and schools which might change the nature of their employment needs.
3. A study in-depth of the accredited and/or non-accredited library schools should be undertaken to ascertain those that are particularly concerned with school librarianship. It would provide immensely valuable data for undergraduates who aspire to careers as school librarians.
4. A follow-up study of recent school library graduates should be conducted to ascertain their perception of training shortcomings

and continuing needs in the field.

5. A study of the library educators who train school librarians could reveal who they are, where they received their training, their attitudes and feelings regarding library education problems, and their thinking regarding needs of school library preparation.

6. A study of faculty needs in school library training programs, and an assessment of current doctoral level programs would reveal the extent to which qualified library faculty with school librarianship training will be available.

It may take more time to lend the necessary historical perspective, but there can be little doubt that library education underwent a process of change in the sixties which will continue to affect it in the years ahead. School library research will be sorely needed to keep theory and practice from becoming separated from each other or unresponsive to existing needs.

APPENDIXES

SAN FRANCISCO STATE COLLEGE
1600 HOLLOWAY AVENUE • SAN FRANCISCO, CALIFORNIA 94132

I am in the process of comparing the curricula of a representative sample of library programs that include the preparation of school librarians. I would appreciate receiving the bulletin or catalog which describes the 1967-68 library education program at your institution, which is one of the schools in my sample.

Thank you very much for your cooperation.

Sincerely,

William Evraiff, Chairman
Department of Counseling

APPENDIX B

MINIMUM REQUIREMENTS FOR TEACHER-LIBRARIAN TRAINING AGENCIES

Adopted by the American Library Association
December, 1934

Organization

The curriculum established for the purpose of training teacher-librarians shall be offered by a degree-conferring institution approved by the generally accepted agencies for accrediting colleges and universities, such as the Association of American Universities, North Central Association of Colleges and Secondary Schools, Southern Association of Colleges and Secondary Schools, etc.

Administration

The executive in charge of library science instruction shall have such administrative authority as will enable him to conduct the library science courses in accordance with these requirements.

There shall be evidence of a program of selective admissions to library courses in which the executive in charge shall participate.

In view of the nature and diversity of the courses, secretarial or clerical assistance should be provided.

Instructional Staff

Teachers of library science shall have such breadth of training and experience as will enable them to carry out a progressive program of instruction. This ability is usually acquired through meeting the following requirements:

Qualifications

A degree representing four years of work in an approved college or university.

A degree (or certificate) representing at least one year of work in an accredited library school.

Practical knowledge of present-day school programs and of the subjects taught.

Demonstrated efficiency in teaching.

Number

The number of teachers, either full- or part-time, shall be determined by the character of the curriculum, the average number of enrolled students and similar factors. In general it has not been found sufficient to have one instructor cover the entire curriculum.

Teaching Schedules

The teaching schedule shall be on the same basis as that of the institution but no instructor's load should exceed sixteen class hours a week. Laboratory hours for cataloguing and classification and time for student conferences and for service in the library should be included to count in relation to class hours according to the practice of the institution.

Support

The financial support of this institution shall be judged in relation to its program, the salary schedule of the institution, and to instructional facilities and equipment required.

Quarters, Equipment, Libraries

Quarters and equipment shall be adequate for carrying out the program of instruction and acceptable to the Board of Education for Librarianship.

Adequate book and library facilities for study and practice shall be provided. Progressive school libraries of various types should be readily accessible. If a practice school exists, adequate library service and facilities shall be maintained in it.

Admission Requirements

1. Completion of two full academic years acceptable for admission to the junior class of the institution. Exceptions may be made in situations where the institutional practice requires students to enter the elective field during the second year of college work.
2. Aptitude and personal qualifications for library work in schools. Students who do not show sufficient aptitude should be advised to specialize along some other line than library work.
3. A student record indicating ability to pursue the library science curriculum with success.

Credentials

For the satisfactory completion of the institution's requirement for the bachelor's degree with a major or a minor in library science of not less than one half of a full year's work, B.A. or B.S.

Curriculum

The curriculum shall be one half year or more of the institution's normal requirements in length. It shall be of such quality and content as to provide effective basic training for library service in schools.

The curriculum shall be judged on the basis of:

Fitness of its objectives of instruction in view of the needs of schools; adequacy of the courses to meet these objectives; adaptation of its courses to fit the individual purpose of the school; correlation of its course.

The content of the curriculum shall be governed so far as possible by the present needs of school library service and shall include courses providing instruction in the various aspects of library science; school library planning and administration, the directed use of library resources, book selection and reading guidance, the technical processes. Emphasis on the development of a thorough knowledge of juvenile and adolescent literature and the application of book service to all types of learning situations is desirable.

If the curriculum is offered during the summer session there shall be such a cumulative cycle of courses as will enable students to complete the curriculum in consecutive summer terms. All courses so offered must be equal in quality and comprehensiveness to those which they parallel during the regular year.

APPENDIX C

STANDARDS FOR ACCREDITATION

Presented by the ALA Board of Education for Librarianship and Adopted by the Council of the American Library Association at Chicago, July 13, 1951

The Board of Education for Librarianship is authorized by the Council of the American Library Association to serve as an accrediting agency for programs of library education. The standards herein set forth provide principles for evaluating the basic program of education for librarianship covering five years of study beyond the secondary school. A list of library schools offering programs approved under these standards will be maintained. The term "library school" as used in these standards means a professional school or a department or division organized and maintained by an institution of higher education.

The standards of the institution which maintains a library school, its general reputation and its recognition by appropriate accrediting agencies shall determine the eligibility of a program of library education for consideration.

The board will determine the eligibility of a library school for inclusion on the approved list on the basis of evidence presented by the institution, of the report of a visiting committee appointed by the board, and of other pertinent information.

Organization and Administration

The library school responsible for the program of library education shall be an integral part of the parent institution and shall be assured of status and continuing financial support sufficient to carry out the program in accordance with these standards.

The program shall be administered by an executive officer by the institution with sufficient authority to accomplish the objectives herein outlined.

The executive officer shall have qualification and competence necessary to fulfill the additional responsibilities of his office. His academic status and title shall be appropriate to his position as judged in relation to the organization of faculty in the institution.

Financial Status

The institution must give evidence of genuine interest in the library school and of intention and ability to provide continuing financial support sufficient to develop and maintain professional education in accordance with the general principles set forth in these standards. The adequacy of the financial provision for a library school shall be judged in relation to the number of students, program of professional education, the financial support and salary schedule of the institution, and necessary instructional facilities and equipment.

Faculty

The faculty shall be adequate in number, authority and competence to determine and to carry out a program designed to achieve the objectives stated in these standards and other objectives of the library school.

The instructional program must be the responsibility of a corps of full-time faculty sufficient in number to provide stability and continuity of instruction, to carry the major portion of the teaching load and to represent a variety of competencies.

Administrative and Noninstructional Staff

The administrative and noninstructional staff shall be adequate in number and competence to enable the executive officer and faculty to carry out the administrative and instructional responsibilities undertaken by the library school.

Curriculum

The basic program shall include (a) general education which comprises a systematic survey of the various fields of knowledge, concentration in one or more subject fields, background courses of special value in library service and (b) study of professional principles and methods common to the several kinds of libraries and of library service. A study of specialized service in general or special libraries built on a sound foundation of general academic and professional education may occupy a place in the basic program. This program shall require a minimum of five academic years of study beyond the secondary school leve.

Professional library content should constitute approximately one-fifth of the five-year program. Such content may be concentrated in the final year or distributed over the later years of the program, and should be so placed that students have necessary prerequisite preparation. Undergraduate programs of library education shall be accepted as part

of the five-year program insofar as they contribute to its objectives.

The curriculum should be characterized by the following underlying aims: It should be animated by a sense of purpose through emphasis on the significance and functions of the subjects taught; it should develop professional librarians grounded in the fundamental principles and processes common to all types of libraries and all phases of library service; it should stress understanding and ability to apply basic principles and methods; it should keep abreast of current trends in library development and professional education; it should stimulate continuous professional growth. The curriculum should show sound construction. It should be complemented by conferences of faculty with students as means of helping each student to realize his potentialities.

Admission Requirements

Intellectual strength, personal balance and adjustment, aptitude for library service, and promise of professional purpose and development should be given primary consideration in admitting students.

Library schools which concentrate the professional library content of the five-year program in the final year shall base admission upon (a) graduation from an approved college or university, (b) adequacy of background in general and special subject education, and (c) scholarship to meet the standards for graduate study in the institution. Library schools which admit students at an earlier level shall establish (a) requirements that make possible the completion of the basic program as outlined under "Curriculum" in a minimum of five years of study, and (b) scholarship requirements to meet institutional standards for graduate study. Library schools shall be responsible for achieving over-all objectives of the curriculum through selection of students and/or requiring relevant course work subsequent to admission to the library school.

In conformity with the policies of the institution a library school should reserve the right to interpret admission requirements in favor of the occasional applicant of exceptional ability who fails to meet formal requirements. The school should have the right to refuse admission to persons who present proper academic credentials but who fail to meet standards indicating personal balance and adjustment, aptitude for library service and promise of professional purpose and development.

Degree

The appropriate credential for satisfactory completion of the five-year program is the master's degree.

Quarters and Equipment

Quarters should include classrooms, administrative work and assembly rooms that are adequate and suitable for the program of the school. These quarters should be equipped for effective administration and instruction.

Library Facilities and Services

Adequate library facilities and services shall be provided. The character and organization of the library of the institution, the special collections for the library school, and other local library resources, will be judged in relation to the curriculum offered.

APPENDIX D

STANDARDS FOR UNDERGRADUATE LIBRARY SCIENCE PROGRAMS

General Statement

The standards herein stated are intended to apply to all undergraduate programs in library science including those offered by institutions having graduate programs of education for librarianship.

The program in education for librarianship shall be based upon the following assumptions:

1. The full basic program of professional education for librarianship encompasses a minimum of five years of study beyond the secondary school culminating in a Master's degree.[1]

2. An introductory program of education for librarianship may legitimately be given at the undergraduate level but the amount of such work in library science shall not be so great as to limit seriously the amount of general education. Therefore the undergraduate program shall total not fewer than 12 and not more than 18 semester hours.

3. The undergraduate program as conceived in this document may be planned by the faculties of individual institutions to serve as preparation of personnel for certain types of positions in various kinds of libraries.

4. There should be articulation between the undergraduate programs in library science and the graduate library school programs, at least in the same geographic region.

5. Courses shall be offered by extension only where personnel, materials and facilities are comparable to those on campus; such courses shall not form a major part of the student's program in education for librarianship.

6. No part of the introductory program may be given appropriately by correspondence because of the need for a variety of materials in support of the program and for the stimulation of class discussion and guidance.

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[1]American Library Association, Board of Education for Librarianship, "Standards for Accreditation," ALA Bulletin, 46: 48-49, February 1952.

Objectives of the Library Science Program

The general objectives of undergraduate library science programs are (1) to offer introductory preparation for library personnel for positions at levels commensurate with this preparation and, (2) to provide a foundation for graduate study in the field of librarianship. A further objective may be to provide in-service training opportunities for librarians. It is expected that specific objectives in relation to the needs of the geographic area and the type or types of libraries served will be formulated by the faculties concerned.

Organization and Administration

The program of library science instruction shall be located in a college or university approved by the appropriate accrediting association. It shall be an instructional unit within the academic framework of the institution rather than an adjunct of the library's administration.

The person in charge of this program shall have this function as his major responsibility. He shall have authority to select students, recommend faculty, plan the curriculum, and direct a continuously developing program with the cooperation of the faculty of the institution. Administrative relationship should be developed which will enable the library science faculty to work closely with supervisors of student teachers and other faculty of the institution.

Adequate clerical assistance shall be provided to the faculty and person responsible for administration of the program.

Faculty

There shall be at least one full-time instructor for the introductory program. Additional factors to be considered in determining the total number of faculty are areas of instruction, number of students, amount and kind of supervision, supplementary services such as in-service training, and non-teaching responsibilities.

Full-time instructors shall have at least a graduate professional degree in library science with specialization and experience appropriate to their major fields of instruction. Teaching experience is desirable.

Instruction may be given by similarly qualified members of the institution's library staff who have training and experience appropriate to the courses assigned and aptitude for teaching. Such instructors shall have released time from staff duties sufficient to provide for preparation and student faculty conferences as well as for teaching. If librarians from other institutions are brought in to teach they shall

fulfill the same requirements. In no instance shall the major instructional load be carried by a part-time faculty. Instruction may also be given by faculty members of related departments of the same or other institutions whose training and experience are appropriate to the courses assigned to them.

Curriculum

The program in library science should be planned in cooperation with the institution's faculty and in relation to the institution's program of general and professional education. The curriculum should undertake to begin the development in students of:

1. Understanding of the library as a social and educational agency, and its role in the development of communication.

2. Understanding of the role and objectives of the various types of libraries in relation to the needs of the community each serves.

3. Knowledge of materials: their content, evaluation, organization and use.

4. Knowledge of principles and practices of library organization and administration.

Observation in libraries shall be provided for all students as an integral part of the program. Appropriate supervised practice shall be required for school librarians in training.

The curriculum should undertake to provide a foundation for graduate study.

Student Personnel

Admission to the library science program shall be based upon high standards of scholarship and personality, with due regard for qualifications appropriate for library service.

There shall be specific provisions for counseling library students on their programs, on opportunities for service in librarianship, and on the requirements for graduate study in the field.

The institution's placement and follow-up services shall include provision for graduates of the library science program.

Facilities and Budget

Quarters for the library science program shall include classroom and office space furnished with appropriate instructional and office equipment.

Special materials needed for instructional purposes shall include a representative collection of professional books, periodicals and audio-visual materials suited to the particular courses offered. Both the general collection of the institution's library and the laboratory school library may provide some of the special materials needed in the library science programs. If courses in work with youth in school and public libraries are given, the institution shall provide a representative collection of books and other materials for children and young people in addition to the laboratory school library.

Libraries that are to serve as demonstration libraries shall meet professional standards of excellent library service.

An initial appropriation to secure equipment, instructional materials and library facilities shall be made by the institution establishing a library science program of instruction and to secure its continuing development shall be provided.

APPENDIX E

1960 Standards for School Library Programs

General Qualifications of School Librarians

The librarian's duties are comprehensive, including at various times activities of the teacher, the specialist, the department head, and the administrator. In order to perform his work successfully and to represent his profession ably, the school librarian:

1. Is adept in human relations and works cooperatively, effectively, and happily with all age groups enrolled in his school and with adults.

2. Has a thorough understanding of the curriculum, including all aspects of the reading program, the instructional methods employed by teachers, and the goals of the school in which he is working.

3. Has an extensive knowledge of books and other printed materials, including those appropriate for the age group with whom he is working; of instructional materials for teachers; and of audio-visual materials suitable for use by students and teachers.

4. Has an enthusiasm for books and reading and for other media of communication that is reflected in the school library program.

5. Has a broad background knowledge of all phases of librarianship that are germane to a functional school library program.

6. Has administrative ability, if head librarian, so that he has easy control of the administrative details of a smoothly running library, while focusing his major attention on the more important work with students and teachers.

7. Has many cultural, intellectual, and recreational interests.

8. Participates in local, state, and national professional education and library associations, and supports the program and work of these organizations.

The Professional Education of School Librarians

Since the subject of professional education for school librarians is quite an extensive and complicated one, this too, cannot cover the many details relating to policies, programs, and practices for preparing school

librarians. The following major and basic principles have been selected for inclusion and are strongly endorsed:

1. A broad, general education is essential for the school librarian. This background is first started in college and continues throughout the lifetime of the school librarian.

2. The type of professional preparation best suited for the school librarian is that described in the official statement on pages 59-62.

3. The professional preparation of the school librarian meets the certification requirements of his state, of the regional accrediting agency for his state, and of the school system in which he is working. His professional preparation is obtained in colleges or universities approved by the state or city agency in charge of the certification of school librarians.

4. The basic program of general and professional education recommended for the school librarian is a five-year program. The fifth year may be based on an undergraduate minor in school librarianship in a college or university with an approved program of this type.

5. Although the five year program is recognized as being desirable for most school librarians, some situations justify the appointment of a person who has completed four years of college work and some professional preparation in librarianship that may or may not be part of his college training. These situations are typically those that are covered in existing provisional or other certification measures. In addition, these situations might well include some staff positions in those school libraries where the staff consists of three or more school librarians. The experience thus acquired by these staff members would greatly enrich any additional professional education that they might undertake later or concurrently on the job. In the case of large school libraries meeting standards for size of staff, the classification of some professional positions in the lower echelons might not necessarily require further professional preparation.[1]

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[1]American Association of School Librarians, Standards for School Library Programs (American Library Association, 1960), pp. 58-60.

APPENDIX F

A Statement Prepared by the Joint AASL, ACRL, DAVI Committee - Included in 1960 Standards for School Library Programs

The three professional organizations represented on the Joint Committee are the American Association of School Librarians and the Association of College and Research Libraries, both divisions of ALA, and the Department of Audio-Visual Instruction of the NEA. These organizations share a basic interest which is the maintenance of high educational standards and continued improvement of instruction in American schools, colleges, and universities.

In recent years, many new types of instructional materials and equipment have been developed, such as educational television programs, specialized training devices, and new projection materials. At the same time, more familiar media such as books, films, and recordings have been made increasingly effective through modern techniques of illustration, improved design, and new production processes. In addition to tangible media, the concept of "instructional materials" includes such community resources as individuals who can make a significant contribution and the use of first-hand experiences in the field. All instructional materials now available, and others yet to come, are needed to secure effective and efficient utilization of educational facilities and teaching personnel.

Each type of material has a unique contribution to make to the educational process. Some materials will be more effective in achieving one teaching or learning objective; others will serve another purpose better. *There is no basic competition among instructional materials.* The point is that in any situation the distinctive characteristics of each medium should be recognized and all appropriate materials should be used.

Because of the broad variety of media now available and the rapid increase of production within each medium, teachers are faced with a vast reservoir of instructional materials from which to choose. This means that teachers require more and more help from specialists to locate, evaluate, select, produce and use instructional materials to best advantage. In order to provide such help specialists need to have a working knowledge of the entire range of media, the potential contributions each can make to learning, and effective methods of use.

The professional associations named in this statement, together with other professional organizations, such as those concerned with curriculum improvement and with education television, are vitally concerned with the study, development and application of all types of

instructional materials. They also have in common important responsibilities for recruitment, professional education, and certification of school, college and university staff members who now or in the future will serve as specialists in this field. The Committee agrees that certain knowledge and specific skills, as outlined below, are essential in the professional education of librarians, audio-visual specialists and others who have a primary responsibility for instructional materials.

Prerequisites for attainment of professional status by instructional materials specialists.

In light of the significance of instructional materials specialists to the total educational program, it is necessary that there be definition of responsibilities, or required competencies, and of the means by which these competencies can best be developed.

Under consideration here is the professionally competent instructional materials specialist at all levels. By "instructional materials specialist" is meant those individuals, who on a professional level, are directly responsible for a school, college, or university program of counsel, service, or in-service education for student and teacher use of instructional materials. The distinction between the optimum qualifications of the beginning professional worker and of the director of a system-wide program is essentially one of degree and not of kind.

Those personal characteristics and abilities necessary to be effective in working with people in a leadership role become of major importance when that role is one of improving teaching and learning. To fulfill this role is the primary responsibility of instructional materials specialists. Their province is the materials of learning and teaching. The challenge is that of developing increasingly effective use of all types of materials by teachers and students. The measure of their success is the quality of teaching and learning which results.

Looking ahead to the future, the Joint Committee believes that the knowledge and basic skills required for instructional materials specialists to do professional work in education, and the most likely sources of obtaining basic competencies, are as follows:

1. Successful teaching experience: Instructional materials specialists should first of all be experienced teachers. This experience may be acquired by years of classroom teaching, or, in the case of those who enter the profession without experience, through an organized internship program following the completion of their course work. It is essential that instructional materials specialists secure experience on curriculum committees and that they gain experience in guidance and supervision.

2. Foundation areas: Instructional materials specialists should have course work in (a) educational administration and supervision, (b) principles of learning, (c) curriculum development, (d) guidance and counseling, and (e) mass communications. Furthermore, they should demonstrate a working knowledge of research methods as applied to instructional materials.

3. Specialized areas: Instructional materials specialists should have course work and in-service experiences in the following areas relating directly to the nature and effective use of materials:

(a) analysis of instructional materials, their nature and content

(b) methods of selecting and evaluating materials, through study of individual media as well as through cross media study by curriculum unit or grade level

(c) utilization of materials

(d) production of appropriate instructional materials, including laboratory work with specific media; and

(e) processes for the organization and maintenance of materials and equipment.

The foregoing statement regarding instructional materials specialists and the preparation they require has important implications for many groups, including the students and teachers who are to be served, the professional associations concerned, and especially for those institutions of higher education which have responsibility for recruitment and professional education of teachers, librarians, and audio-visual specialists. Whatever their titles may be, specialists in the materials of instruction, who have a broad view of the field, are needed to provide essential services for a modern program of education.

APPENDIX G

STANDARDS FOR SCHOOL MEDIA PROGRAMS

Professional education and preparation

Regardless of the organizational arrangement for the media program in which they work, all media specialists who are responsible for instructional decisions should acquire, as part of their professional preparation, a knowledge of certain fundamentals in the general field of education and in areas related to media resources and services. The former should contain content dealing with curriculum structure, student growth and development, instructional methods, and psychology. The subject matter in the media should include: analysis, evaluation, selection, and design of printed and audio-visual materials; procedures for the utilization of materials by students, teachers, and other school personnel; the objectives, functions, and program of the media center; the administration and organization of materials and media services; communications theory; and information science, including the understanding of the theory and design of instructional systems. In both the general field and in the media area, the content can be related to a specific school level (elementary, secondary, or other).

In view of the rapid expansion and continuing change in knowledge, communications, curricular developments, and technology, the need for specialization in the school media field and in the professional education of media specialists has become urgent. The professional education of media specialists must prepare them for the kinds of specialization that have been noted in the section dealing with the services of professional staff members.

This specialization can focus on the level of school, subject matter or type of media. Level of school specialization (usually elementary, middle, junior high, or high school) provides for media specialists informed in depth about the curriculum, instructional methods, media programs, and characteristics of students in schools of different grade levels. Subject matter specialization provides for media specialists knowledgeable about the discipline, its curricular developments, and its audio-visual and printed resources. Media specialization provides for specialists who understand the nature, creation and instructional uses of specific media: television programs, electronic and computerized processes, programmed instruction, and remote access systems.

These recommendations for specialization are not necessarily retroactive for staff now working in schools where the media center is in a

transitional stage. The head of the media program and professional staff members could have a specialization in either print or audiovisual materials and services. It is strongly recommended, however, that inservice programs be provided and that all media specialists be encouraged to take advantage of the many avenues of continuing education (*workshops, institutes, courses, and others*) to update and expand their professional knowlege and competencies.

The qualifications and the professional education requirements for the staff of the system or state media program reflect the patterns of specialization already described. Where these centers exist, the kinds of special competencies represented on the staff can affect the range of specialization in the individual school.

All professionals who have responsibilities for making instructional decisions should be certified as qualified teachers.

Because of the many ongoing changes in media programs, the whole matter of professional education requires careful review. Not only do specifics of content need to be delineated but other problems merit study; the place, scope, and nature of undergraduate professional education; the types and programs of specialization; the relationships or sequences of undergraduate, fifth year, sixth year, and doctoral programs; and the criteria for accrediting or approving programs of professional education for media specialists in colleges and universities. In those universities and colleges having separate programs in library science and audiovisual instruction, the development of a unified or closely coordinated program is desirable. If only one program is presented, it is essential that its scope be broadened to cover resources and services relating to both print and audiovisual materials.

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