

Trends in Education for Librarianship in the
United States and Canada

by

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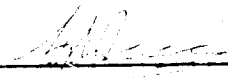
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ABSTRACT

This thesis analyzes the trends in education for librarianship in the United States and Canada, with particular emphasis on the period 1962-1985.

Chapter one traces the origin of North American library education from the late 19th century, and the long struggle by the ALA to improve standards of accreditation. By 1962, the direction of the profession was being set by accredited graduate programs, and the Association's national plan was to guide future developments.

From the 1960's onwards the computer challenged libraries and education for librarianship as never before. The schools' responses varied from complete integration of all aspects of the curriculum to interdisciplinary links with separate "information science" or "computer science" departments, or joint degree programs. These changes are analyzed in both qualitative and quantitative terms.

LIST OF ABBREVIATIONS

AALS	Association of American Library Schools
ALA	American Library Association
ALISE	Association for Library and Information Science Education
BEL	Board of Education for Librarianship
BLET	Bureau of Libraries and Educational Technology
CLA	Canadian Library Association
CLJ	Canadian Library Journal
COA	Committee on Accreditation
LED	Library Education Division
LJ	Library Journal
SLIS	School of Library and Information Science, University of Western Ontario
UCLA	University of California, Los Angeles

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INTRODUCTION

Although libraries and librarians have had a major responsibility for the acquisition, maintenance and conservation of recorded knowledge since libraries began, not until the second half of the 19th century did librarianship or library science become an identifiable profession.

Its evolution as an academic discipline is perhaps best reflected in its changing nomenclature. The term "library economy" used in the early days was succeeded by "library service" and "library science", followed by the current usage of "library and information science" to describe the field.¹

The emergence and evaluation of two fields related to librarianship, "documentation" and "information science", was influenced by the current situation of the primary field, by the explosion of scientific knowledge in the late 19th century, and by the advent of the computer in the latter half of the 20th century. Documentation emphasizes the creation, reproduction, analysis and retrieval of documents. Information science is concerned with the organization, retrieval, dissemination and transfer of knowledge, especially in machine-readable forms. Information science is at present a subject of study in several disciplines: philosophy, mathematics, linguistics, engineering and library science. Philosophy is concerned with the truth, meaning and interpretation of information, linguistics with the structural arrangement of information, engineering with the manipulation of physical symbols which represent information. Librarianship handles both physical materials in the engineering sense

and their content in the logico-mathematical, as well as in the engineering and linguistic senses.²

Moreover, as a result of socio-economic, scientific and technological achievements, the production of books and other forms of printed materials, as well as of all kinds of audio-visual and electronic materials, were increased tremendously in the modern era, greatly affecting the development and expansion of libraries and librarianship. Therefore, students in library schools must be familiar with all types of print, non-print, audio-visual and electronic media, the use of computers, online catalogs, databases and information networks, and other automated techniques.

The purpose of this study is to investigate the evolution of education for librarianship, and the synthesis of librarianship with information science according to the changing needs of the profession and the wider community it serves.

As a background for this central theme it will be necessary to examine the development of library schools and library education programs in both Canada and the United States. The development of professional programs in librarianship shows parallels with the older professions: medicine, theology, and law. At the beginning the students in these fields were apprenticed themselves, getting practical experience while reading and discussing with their colleagues.

The development of education for librarianship has reflected two trends since its inception. One has been vocational training which emphasizes the basic skills of working librarians. The other one has been a theoretical study and research into elements of the field. This

study will examine the development of theoretical education within the professional library schools and will review major events which were operative in education for librarianship in both countries from its inception up to recent years.

Special emphasis will be given to the emergence of a uniform educational system for library and information professionals since 1962, following the guidelines of the American Library Association, together with the expansion of teacher librarian/media specialists programs, technician programs, doctoral programs, two year master's programs, and the integration of library and information science as major trends in education for librarianship in this period.

CHAPTER 1

REVIEW OF LITERATURE

Among the literature examined that treat education for librarianship in the United States and Canada, a limited number of scholarly researchers have made an attempt to identify major events, periods and trends in the development of education for librarianship.

Training for librarianship before 1923, a Ph.D. dissertation by Sarah K. Vann published in 1961,¹ is a comprehensive exploration of the development of the ideas and concepts of training for librarianship from Melvil Dewey to Charles C. Williamson. This study examines the events leading up to the establishment by Dewey of the School of Library Economy at Columbia University and the subsequent expansion of library education in the United States under the influence of Dewey's disciples, who formed the majority of the American Library Association between 1887 and 1923.

Carl M. White's Origins of the American Library Schools² (1961) and its revised and enlarged version Historical Introduction to Library Education: Problems and Progress to 1951. (1976) examines the impact of social and educational factors upon the evolution of education for librarianship in the United States.³ These well documented studies point out that the origin of education for librarianship goes back to the inception of technical education in the second half of the 19th century. Essentially, Vann's study is concerned with the emergence of librarianship as a profession, White's with its development. 1951 "is significant as the year when the American Library Association adopted new standards for the

accreditation of library schools...as well as the first concerted effort to accommodate library education to university standards".⁴ White identifies four periods in the development of education for librarianship: pre-1887, 1887-1920, 1920-1951, and the current period.

Education for Librarianship in the United States: Some Factors which Influenced its Development Between 1919-1939,⁵ a Ph.D. dissertation submitted to the University of Illinois by Charles Darrett Churchwell, provides a vivid account of the most important "movements, events and influences" that made distinctive contributions to the development of education for librarianship between 1919-1939. Like Vann and White, Churchwell examines the importance of the Williamson report's emphasis on high professional standards and education. He also discusses the contribution of the Carnegie Corporation, the role of the Association of American Library Schools, and the establishment of the Graduate Library School at Chicago, as well as major problems which hindered the growth of education for librarianship in this period.

The Professionalization of Education for Librarianship: with Special Reference to the Years 1940-1960, by Edward Carroll⁶ was published in 1970. This study was originally prepared for the doctoral degree in the Graduate School of Librarianship at Berkeley. Its purpose is to examine the emergence of the library school accreditation system in this period, and to understand the forces which affected the gradual professionalization of education for librarianship.⁷ Carroll provides detailed analysis on conferences and surveys 1940-1950; the adoption of new standards and

re-accreditation 1945-1960; graduate study and research in library science; the Association of American Library Schools 1940-1960; and the organization of a professional fraternity.

Jesse H. Shera's The Foundation of Education for Librarianship⁸ (1972) has analyzed the impact of technological changes in the field and the curricular structure of its graduate programs, and provides theoretical and philosophical perspectives for the field. He aims to base education for librarianship on "a new discipline of social epistemology" defined as the study of "ways in which knowledge is coordinated, integrated and put to work".⁹

The modern period of the education for librarianship is covered by Lester Asheim's Trends in Library Education--United States¹⁰ (1975). It surveys the several important steps taken to solve long standing problems in the field during the period of 1965-1975. They are: the establishment of the Office for Library Education; the American Library Association's Policy on Library Education and Manpower; accreditation; federal government policy; training programs for pre-professionals; development of pre-master's and post-master's programs, with publication and research in the field.

Also significant is, The Search for a Scientific Profession: Library Science Education in the U.S. and Canada by L. Houser and Alvin M. Schrader¹¹ (1978). It studies education for librarianship within a theoretical framework, asking what objective scientific standards are required in library education. According to these authors, library science is still a vague and ill-defined field of knowledge and activity rather than a coherent science. They point out that in order to progress, perhaps even to survive, a profession must

possess a coherent body of scientific knowledge, including basic research activity, and a research methodology, as well as practical skills and applications. On the basis of Kuhn's concept of community consensus the authors conclude that there have been only three periods in the development of education for librarianship: 1928-32, when the Graduate Library School at Chicago first began scientific research within a theoretical framework; its dynamic expansion under its Dean, Louis Round Wilson, 1932-1942; and the quantitative growth of education for librarianship after 1942.

In addition to these scholarly works two important surveys have treated the development of education for librarianship in Canada. Trends in Library Education in Canada by J.P. Wilkinson¹² (1978) analyzes the impacts of the Canadian environment, its national and regional needs, as well as the British and American influences on the origin and growth of education for librarianship. The shortcomings of library technician programs, as well as of continuing education for librarians, and the role of the Canadian Library Association are also critiqued.

Bertha Bassam's Education of Librarians is Put in Historical Perspective¹³ (1979), argues for six events as turning points in the development of library education in Canada. It briefly examines the summer courses established in 1904, Diploma courses 1926-1936, Bachelor of Library Science programs, Ph.D. programs, and development of library schools and faculties.

This literature review reveals that there is no single comprehensive study of the development of education for librarianship in the United States and Canada. Most of the studies related to the

topic are limited to the examination of the origin and growth of education for librarianship in the United States before the 1960's. Although a limited number of studies survey library education in both countries, those studies give priority to the United States. Further, this literature review reveals that post-1960's developments in education for librarianship in both countries have not yet been the subject of comprehensive and detailed studies by scholars.

Procedure of the Research

This study will review both published and unpublished research into the development and trends in education for librarianship in the United States and Canada.

As primary sources it will examine selected publications of the American Library Association, the Board of Education for Librarianship Committee on Accreditation, and publications of the Canadian Library Association, as well as those of the Provincial Library Associations in Canada, and publications of the accredited library schools. It includes annual reports, reports of meetings, committees, conference proceedings, and bulletins and calendars of library schools. In addition, federal and state/provincial publications of both countries which related to the education for librarianship will be examined.

The secondary sources include books and monographs on education for library and information science, articles in professional journals, papers presented to workshops and seminars, and unpublished theses and dissertations.

Limitations of the Research

Although this study examines the development and trends of education for librarianship no attempt will be made to discuss all aspects of education for librarianship since its inception to the present day. Special emphasis will be given to the development of accredited library schools and their programs, and to review of the major trends, landmarks and events in the education for librarianship during the period 1962-1985.

In this study, 1962 is identified as a turning point of the field, with the measures taken by the conference in Cleveland on library education, under the leadership of Ruth Warricke of the Library School of Case Western Reserve University, in April 1962. At that conference, uniform standards for library education programs and a national plan for library education for the preceding period were adopted.¹⁴

Since this study focuses upon the accredited library schools and their programs, no attempt will be made to discuss the non-accredited schools, or continuing education programs in library education. Further, to limit the study, questions of accreditation, financial support for library education, growth of the number of students, and the curricula of library schools will only be discussed when they indicate major changes in education for librarianship.

The phrases "library education", "education for librarianship", "education for library and information science" or "training for librarianship" will be used interchangeably to refer to library education programs offered at the university level. Similarly, the phrases "library school", "graduate school of library science",

"school of library and information science", "school of library service" or "faculty of library and information science" refer to professional schools which have been accredited by the ALA.

CHAPTER 2

EDUCATION FOR LIBRARIANSHIP IN THE UNITED STATES AND CANADA

(Historical Background)

This chapter will examine the development of education for librarianship and review the major events which were operative in library education in the United States and Canada, since its inception to 1961.

I. Prior to 1887 Although the establishment of the School of Library Economy at Columbia on January 5, 1887 is recorded as the inauguration of formal library education in North America the genesis of library education goes back to the beginning of the second half of the 19th century. According to the 1980 edition of the ALA World Encyclopedia of Library and Information Services, apprentices gained library experience by "formal confrontation" and by reading and consulting with senior librarians, as well as training and orientation programs in similar libraries during this period.¹

In 1879 Raymond C. Davis, librarian of the University of Michigan, introduced an elective course in bibliography and in 1882-83 this course was further expanded into a formal credit course.² Meanwhile, Melvil Dewey and other prominent members of the ALA (founded in 1871), also made references to the need for training for library professionals. Dewey's article on "apprenticeship of librarians" in 1879 points out the need of a professional education for librarians.³ But William F. Poole did not agree with Dewey's opinions and believed that practical work in a library after college education was the proper way to train library professionals.⁴ Another prominent figure in the library field, Justin Windsor,

consolidated the ideas of Poole by emphasizing that the need for practical experience in a good library "is the best preparation for librarianship".⁵ Despite criticism of, and opposition to, Dewey's ideas, his proposal on education for librarianship was nevertheless accepted by the ALA conference in Buffalo in 1883.⁶

One of the significant steps in the implementation of Dewey's ideas was his appointment as College Librarian at Columbia on May 7, 1883. There he was given permission by the trustees of the college to establish a new school which, however, did not start regular classes until 1887. From 1884-1886 he conducted a preliminary class to test the possibilities for inauguration of regular classes.⁷

II. 1887-1922 The School of Library Economy at Columbia College was officially opened on January 5, 1887 with an enrollment of 20 students: three men and seventeen women. In January 1889 the School of Library Economy transferred to New York State Library at Albany because of Dewey's insistence on admission of women in opposition to the desire of the Columbia College authority.⁸ The library school of New York State Library at Albany lasted until 1926, and was reinstated at Columbia, combined with the library school of New York State Library to form the School of Library Service of Columbia University.

At the Albany library school, Dewey extended the program of studies and introduced a two year program combining classroom instruction with practical field work. Donald Davis points out that at Albany Dewey had more freedom to develop his ideas and library curriculum than at Columbia.⁹

During this period library schools were started by Dewey's students in other cities and states. Among them the schools at Drexel College in Philadelphia, at Pratt Institute in Brooklyn, and at the Armour Institute in Chicago were most prominent. Most of these schools were established in libraries, where apprentices were trained by library employees with more experience.¹⁰

Among the library science programs, the Armour Institute's two year program provided more advanced study than the others. In 1897 the Armour Institute merged with the University of Illinois and established a four year program. It led to the Bachelor of Library Science with two years of course work.

The decisions of the Conference of Librarians held at Lakewood Chatanqua, NY, in 1893, mostly affected further development of library science programs at the university level. Their major decisions were that:

1. schools of librarianship should be attached to universities;
2. college graduation should be the educational requirement for admission to the schools; and
3. an examination board with clearly defined authority should be set up.¹¹

The beginning of library science programs in summer sessions of the universities on an experimental basis shows the further expansion in this period. Amherst College, formed by William Fletcher in 1891, conducted a short intensive program for persons already working in libraries. The University of Wisconsin established a six week summer course in 1895. This course furnished general introduction on cataloguing, classification, accessioning, shelf listing, loan system

and some elementary work in bibliography and library economy.¹²

In 1883, the ALA established a committee to investigate the activities and progress of Dewey's school. By 1900 the committee expanded, and it functioned as an intermediate body between the profession and library schools. The chairman of the committee, John Cotton Dana, prepared a report on remaining library education programs and it included four library schools, Albany, Pratt, Drexel and Illinois (until 1896 the Armour Institute). Donald Davis states concerning this report,

This highly critical report called upon the ALA to assume a stronger role in library education and suggested the establishment of some form of endorsement to be given or withheld.¹³

The ALA appointed various committees and bodies to investigate the existing problems, as well as to promote education for librarianship: The Committee on Library Examination and Credentials in 1900, Committee on Library Training in 1903, Committee on Standards in Library Training in 1905 and a Section on Professional Training for Librarianship in 1909. These committees and bodies were to have a significant role in the early 20th century.¹⁴

In addition to the ALA and its affiliated committees, the American Association of Library Schools was formed by the library schools in 1915, in order to raise and maintain standards of library school programs. Wilson claims that the establishment of this organization in 1915, "may be set down as one of the most significant aspects of the development of library schools."¹⁵

The constitution of the American Association of Library Schools set out minimum essential standards required for membership.

These standards were:

1. a minimum faculty of two full-time members (or the equivalent in part-time staff), at least two of whom had studied a year in a library school;
2. a program of training for general library work (distinguished from training for work in a particular library) which extended over at least one academic year; and
3. provision that standards should have, as minimum, a high-school education.¹⁶

Although there were fifteen library schools¹⁷ at the time, only six of them met these minimum standards required for the membership of the AALS. They were the Albany library school, Pratt Institute library school (1890), The University of Illinois library school (founded at Armour Institute of Technology in 1893 and transferred to Urbana in 1897), Simmons College library school (1902), University of Wisconsin library school (1908), and Syracuse University library school (1908).

However, in addition to these library schools, the library school of Western Reserve University (1904) New York State library school (1911), the Carnegie library school at Pittsburgh (1901), Atlanta library school (1905), school of Los Angeles Public Library (1918), University of Washington library school (1919), school of St. Louis Public Library (1921).¹⁸ were also granted AALS membership on particular conditions.

III. 1923-1939 The efforts of the Williamson report of 1921 and the Ten Year Program in Library Service, initiated by the Carnegie Corporation to improve library service in the United States and Canada

were other important landmarks in the evolution of education for librarianship.

The Carnegie Corporation had stepped up funding to bring up to AALS standard four library schools: Western Reserve University, Carnegie Library School of Pittsburgh, Carnegie Library at Atlanta and New York State Library School. It also sponsored two studies to investigate the existing situation in library education. The first, conducted by Alvin S. Johnson in 1917, recommended financial assistance for the library schools and students. The recommendations of this study led to the second study conducted by C.C. Williamson in 1919 which was completed in 1921 and published in 1923.¹⁹

Williamson was convinced that lack of a central organization to coordinate library schools, training classes, apprentice classes, and summer schools, was a major handicap for the progress of library education. He believed that library education programs:

....could become a coordinated and strong system of library education with high standards only if the American Library Association assumed its duty at the heart of such a system.²⁰

In this report Williamson strongly recommended the establishment of a Library Training Board under the ALA to improve the standards and education for librarianship. Concerning the curriculum of the library schools, he states that,

....the methods of instruction should be determined by firsthand acquaintance with the most progressive library service rather than by tradition and imitation. (He further noted the) necessity of a broad general education of collegiate grade as a basis for library school instruction.²¹

While criticizing the lack of uniformity in the entrance requirements of the library schools, Williamson recommended that professional library training should be based on a liberal arts degree or its equivalent in credit courses.

Williamson also recommended raising the quality of staff by increasing salaries and making teaching positions more attractive to recruit experienced professionals of the highest ability. Moreover, he noted that lack of suitable text books, lack of clerical assistants for instructors and use of part-time instructors were the main defects in the teaching. He urged that the professional library schools should be organized as a department of the university rather than as an apprenticeship system in libraries.

Williamson was the first library educator to see clearly the distinction between the professional and clerical aspects of library work.²²

However, L. Houser and Alvin Schrader argue that the impact of the Williamson Report has been overestimated. They state:

...all writers in library science education give the Williamson Report (1923) pride of place in the development of the profession. They generally single out as his most important recommendation, the placing of library schools in university graduate departments. (These same writers ignore the fact that over fifty years later, many programs for library science education are offered as undergraduate majors).²³

Whatever the criticism on the Williamson Report, one of the most significant effects of the report was the establishment of a temporary

Library Training Board, on April 24, 1923, and on June 30, 1924 it was made permanent by ALA, as the Board of Education for Librarianship. The establishment of the BEL as a parent organization to coordinate and to maintain the academic and training standards of the library schools was a remarkable event in the professionalization of library education.²⁴ Its main responsibility was to devise a plan for accreditation.

During this period the BEL also took several steps to promote library education. It did so by formulating minimum standards for library training agencies; by sponsoring library curriculum study and the writing of seven text books in library science; by providing financial aid for library school students; and by serving as special advisor to those schools which chose to pursue academic affiliation and uniformity of standards.²⁵ The existing library schools were divided into four categories: junior undergraduate, senior undergraduate, graduate and advanced graduate, and minimum standards for accreditation of library schools were introduced in 1926.

Fifteen library schools including those at California, Drexel, Illinois, New York State and Simmons reached the minimum standards for accreditation and were accredited by the BEL as graduate library schools

In 1933 the BEL proclaimed a new set of standards for library schools. Though still "not perfect", Churchwell observes that,

....they were a substantial improvement over those adopted in 1926. The new minimum requirements stipulated what rather than how much, should go into the curriculum.²⁶

Although these standards exhibit substantial improvement over previous ones, the same measurements and methods followed by the BEL to divide the library schools into three categories exist. The accreditation list of 1933 included thirty-seven schools as follows:

Category I included California, Columbia, Michigan, Illinois, and Chicago. These schools required at least a bachelor's degree for admission to the first full-year of library science and all offered bachelor's and master's programs.

Category II included seventeen schools: Atlanta, Catholic University of America, Drexel, Emory, Louisiana State, McGill, North Carolina, Our Lady of the Lake, George Peabody, Carnegie Library of Pittsburgh, Pratt Institute, Southern California, Syracuse, Toronto, Washington, Western Reserve, and Wisconsin. These schools offered a bachelor's programs in library science (B.S. in L.S.) and they required four years appropriate college work for admission.

Category III included fifteen schools: New York State College of Teachers, Texas State College of Women, Denver, Kansas State Teachers College, New York State Teachers College (Genesee), Kentucky, Marywood College, Minnesota, New Jersey College of Women, Oklahoma, Rosary College, College of St. Catherine, Simmons College, Western Michigan College of Education, and the College of William and Mary. These library schools also offered one academic year program in library science within the four year undergraduate college program, but did not require four years of college education for admission.

III.1 Graduate Library School, Chicago One of the most significant landmarks of the development of the education for librarianship in

this period was the establishment of the Graduate Library School at the University of Chicago in 1928. This was the fulfillment of the aspirations and expectations of many professionals in the field. As early as 1919, many librarians in the academic libraries had expressed the need for an advanced postgraduate centre of study in the field of librarianship. As Shera puts it:

The ink was scarcely dry on the Williamson Report when a movement was begun for the establishment of an advanced program of study in library education that would lead to the master's degree and the doctorate.²⁷

In 1919 the New England Librarians' Committee on Graduate Training of College Library Assistants conducted a survey and revealed the need for better qualified librarians in large academic libraries.

In 1923 a group of librarians in Washington DC, as well as the Chicago Library Club, drew up two proposals to the BEL for a new school.²⁸ The proposal of the Chicago Library Club stressed that the need of such a school for the development of cultural, literary, bibliographical, and social aspects of librarianship as a learned profession, and requested to locate in the city of Chicago. But the librarians in Washington, DC proposed to establish a National School of Library Science in Washington for the promotion of advanced studies and research in the field.

As a response to these proposals the BEL held open meetings with university and college administrators, convincing them of the need for a new type of graduate library school for advanced studies in the field in 1924. The board finally accepted the proposal of the Chicago Library Club to establish a new school at the University of Chicago.

However, it did not become a reality until the Carnegie Corporation agreed to allocate a one million dollar endowment from its

Ten Year Program of Library Service. The president of the Carnegie Corporation, Frederick Kappel, stated that the new Chicago school was to be:

a graduate library school of a new type which could occupy for the librarian's profession, a position analogous to that of the Harvard Law School or the Johns Hopkins Medical School.²⁹

In 1928 the Graduate School opened under the Deanship of George A. Works. However, more important was the period under the Deanship of Louis Round Wilson (1932-42). He gave the school a philosophical frame of reference, and encouraged students to do scientific research in library science education.³⁰ Wilson's seven objectives for the school are a measure of its contribution to librarianship:

1. The development of a theory or philosophy of library science.
2. The extension and application of the search for guiding principles which were applicable to the several subdivisions of librarianship.
3. The training of students to (a) carry on professional activities in accord with these principles and philosophy; (b) teach the several branches of library science on such a basis; (c) perform research which will contribute to the further clarification of principles and the methods of evaluating library practice and the solution of library problems.
4. The development within the students of a critical and experimental attitude and point of view toward librarianship.
5. The promotion of publication.
6. The increase of the educational effectiveness of the library.
7. The development of a better understanding of the means of communicating ideas through print, the radio and the motion

picture.³¹

For the fulfillment of these objectives, graduate library schools were expected to improve the level of professional training in librarianship and hence its prestige, as other graduate schools had done for other professions. For the maintenance of higher academic standards it selected as students only those who had basic professional degrees. It offered a Master of Arts degree after the successful completion of three full quarters of study. Although it had granted a master's degree since 1933, the Ph.D. programs in library science were not started until 1939.

Another important innovation of the period was the rapid growth of librarianship programs in Canadian universities; McGill and Toronto reached the minimum standards for accreditation in 1933. Although the schools in these universities were accredited by the ALA in 1933, the first program in library science was offered by the summer school at McGill University in 1904. From 1911 the Ontario Department of Education offered short courses in 1911, 1916, 1917 in Toronto. In 1919 the three month course began for qualified professionals in the field. This course remained till the establishment of a one year course at the University of Toronto in 1928.³² In the meantime, McGill University library school was established with financial assistance from the Carnegie Corporation, offering a postgraduate course of one academic year. It started awarding a Bachelor of Library Science degree for successful candidates in 1931.³³

From the beginning of library education in Canada the United States influenced the design and maintained the standards of the program.

IV. 1940-1961. Although there was little quantitative growth in the number of schools, the qualitative growth of librarianship programs during this period was significant. In 1940 there were thirty accredited library schools in the United States and Canada and this number increased to 32 by 1960. Concern with the qualitative growth, the changes in degree structure and curriculum of the schools, as well as increased affiliations with universities, were remarkable. (See table 1).

The introduction of fifth year master's³⁴ degree programs, instead of the existing sixth year master's³⁵ degree programs, was one of the dramatic change of this period.³⁶ At first Denver library school inaugurated a one year master's program in 1947 and in the following year Chicago library school joined this movement. Following this experience seven schools had adopted the new program in 1948: Columbia, Emory, Illinois, Michigan, Pittsburgh, Southern California, and Western Reserve. Moreover the ALA indicated 20 of the 32 accredited library schools had affiliated with these schools and seven more were expecting to affiliate.³⁷

One of the important developments in library education during this period was that the Schools of the Universities of Michigan and Illinois had joined the Graduate Library School at Chicago in offering Ph.D. programs. Table 2 shows that by the end of the 1950's, Chicago had awarded 91 Ph.D.s in library science, Illinois 20, Michigan 27, Columbia 16, California 1 and Western Reserve 3.³⁸

TABLE 1

Accredited Library Schools in 1940
Showing Type, Date of Founding, Date of Accreditation,
and Kind of Institution Affiliation

Name of School	Type	Year Founded	Date Accredited	Institutional Affiliation
California	I	1919	1926	University
Chicago	I	1928	1934	University
Columbia	I	1887	1927	University
Illinois	I	1893	1926	University
Michigan	I	1926	1928	University
Carnegie	II	1901	1926	Technical Institute
Drexel	II	1891	1926	Technical Institute
Emory	II	1905	1930	University
Louisiana	II	1931	1934	University
McGill	II	1927	1929	University
North Carolina	II, III	1931	1934	University
Peabody	II	1928	1932	Teachers College
Pratt	II	1890	1926	Technical Institute
Simmons	II, III	1902	1926	College
Southern Calif.	II	1936	1938	University
Syracuse	II	1908	1930	University
Toronto	II	1928	1937	University
Washington	II	1911	1926	University
Western Reserve	II	1904	1926	University
Albany	III	1926	1932	Teachers College
Denton	III	1929	1938	College
Denver	III	1931	1934	University
Emporia	III	1928	1932	Teachers College
Minnesota	III	1928	1935	University
New Jersey	III	1927	1929	College
Oklahoma	III	1929	1932	University
Rosary	III	1930	1938	College
St. Catherine	III	1929	1931	College
William and Mary	III	1931	1938	College
Wisconsin	III	1906	1926	University

Source: Edward C. Carroll, The Professionalization of Education for Librarianship. (Metuchen, NJ: Scarecrow, 1970), p. 22.

Table 2

American Universities offering Doctoral Programs in Library Science,
with Date of Establishment, Total Number of Degrees Granted, and
Average Number of Degrees Awarded Per Year, Prior to 1960.

University	Date Established	Year in Existence	Degrees Awarded	Average No. of Degrees/year
Chicago	1928	32	91	2.8
Illinois	1948	12	20	1.7
Michigan	1948	12	27	2.3
Columbia	1952	8	16	2.0
California	1955	5	1	0.2
Western Reserve	1956	4	3	0.8
Rutgers	1960	0	0	-

Source: Edward C. Carroll, The Professionalizations of
Education for Librarianship. (Metuchen, NJ: Scarecrow, 1970),
 p. 212.

By the end of the 1950's most of the universities in the United States had adopted the one year program leading to the fifth year master's, instead of sixth year master's. Canadian schools (McGill and Toronto), were prevented by the authorities of their universities from following the American example. Because of this, the bachelor's degree programs of these universities were accredited by the BEL under the new regulations of 1951, and the ALA further stated that the Canadian five year BLS degree was to be considered equivalent to the U S five year MLS, even though the University of Toronto approved a six year MLS program, offering it in the 1950-51 session.³⁹ By 1960, McGill offered a similar program. On the other hand, the 1951 standards did not prevent any school from requiring two years of training before awarding master's degrees such as the Canadian Universities.

In addition to the changes involving the recognition of the master's degrees rather than the bachelor's degree as the first professional degree, a number of library schools had begun admitting students at the undergraduate level. The introduction of graduate study in the subject fields of librarianship were the underlying cause for this new admission policy of the schools.

Because of these trends in the 1950's, the BEL intended to examine the current situation and formulate new standards for accreditation. For the purpose of this, the BEL, and the Library Education Division of the Association of the American Library Schools jointly formulated new accrediting standards and presented these to the American Library Association at the Chicago Conference in 1951,⁴⁰ which began to apply them after 1953. (See table 3)

Table 3

Accredited Library Schools under the 1951 ALA
Standards for Accreditation

<u>Name of School</u>	<u>Year Founded</u>
Atlanta University	1941
University of California (Berkeley)	1919
Carnegie Institute (Pittsburgh)	1901
Catholic University	1938
University of Chicago	1928
Columbia University	1887
Texas Women's University	1929
University of Denver	1931
Drexel Institute	1891
Emory University	1905
Florida State University	1947
University of Illinois	1893
Indiana University	1949
University of Kentucky	1933
Louisiana State University	1931
McGill University	1927
University of Michigan	1926
University of Minnesota	1928
University of North Carolina	1931
University of Oklahoma	1929
George Peabody College for Teachers	1928
Pratt Institute	1890
Rutgers University	1953
Simmons College	1902
University of Southern California	1936
Syracuse University	1908
University of Texas	1948
University of Toronto	1928
University of Washington	1911
Western Michigan University	1945
Western Reserve University	1904
University of Wisconsin	1906

Source: ALA Bulletin, (December, 1961), p. 987.

The new accreditation standards in 1951 formulated 4 principles:

- 1 the basic professional program should be five years beyond the secondary school level;
- 2 the professional content of these programs could be arranged differently within the five year period, but it should represent not less than a minimum of one academic year;
- 3 the primary objective of the five year program should be to develop professional personnel, well grounded in fundamental principles and processes common to all types of libraries and to all phases of library services;
- 4 instruction for special services in libraries could occupy a place in basic programs, but not at the sacrifice of necessary general academic and professional education.

These new standards allowed for different types of schools, but generally required five years of education beyond the secondary school level and made no reference to advanced programs or to undergraduate programs. The schools were allowed to specialize after reaching the basic requirements of training librarians.

Although the new standards dealt only with the basic preparation for librarians, in 1958 the BEL issued standards and guides for an undergraduate library science program. These standards were developed to assist institutions planning to provide or already providing library education as part of a college program, the guide was designed to be used by the National Council for Accreditation of Teachers Education in its evaluation of teacher training agencies which offer the undergraduate program in library science. Both were approved by the Committee on Accreditation in 1958, and by the Council of the ALA

in 1959.⁴¹

In Canada, major developments included the establishment of the Canadian Library Association in 1946, which discussed the question of separate national accreditation of Canadian library schools at the Vancouver Conference in 1947, and in 1953 the CLA appointed a committee to investigate the question.⁴²

On the recommendation of the committee in 1955, the CLA finally accepted that:

1. until 1960, or such time as the situation demanded, the CLA accept the accreditation of the BEL of the ALA;
2. the CLA take up with the ALA-CLA Liaison Committee on the proposal of obtaining Canadian representation of the Standards Committees of the BEL of the ALA;
3. the CLA establish a committee on Library Education for job classification, salary, national standards of certification toward which provincial associations.⁴³

At the end of this period the accredited library schools in the United States and Canada had become equivalent to professional graduate schools in other fields such as education, law, medicine and social work.

CHAPTER 3

TRENDS IN EDUCATION FOR LIBRARIANSHIP IN THE UNITED STATES 1962-1971

Education for librarianship between 1962-1971 was greatly influenced by the changing needs of the profession, ALA standards, and government funding in both the USA and Canada. This chapter will therefore attempt to discuss the major changes which occurred within this environment. The changes included expansion in doctoral, master's, teacher librarian, and technical programs as well as the integration of some information science instruction into library school curricula.

By the end of 1961, there were three types of library science programs in the United States and Canada. Despite massive developments in the last twenty years, the lack of a national plan for library education and lack of adequate funds were major handicaps to further expansion of library education in both countries. Jesse H. Shera pointed out that, "American library education today needs a national plan like it needs a cerebral orifice."¹

The way for a national plan of education for librarianship was paved by the conference on library education in April 1962, sponsored by the Library Service Branch of the U.S. Office of Education and Case Western Reserve University library school. In this conference it was strongly recommended that the ALA extend its responsibility for education by increasing its support for the Library Education Division and the Committee on Accreditation. Further, the participants sought funds from the ALA to develop a national plan for library school programs, the involvement of the ALA to maintain standards, and

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articulation of undergraduate and graduate programs in librarianship²

When the H.W. Wilson Foundation provided a substantial grant to the ALA to formulate a national plan for library education, the Executive Branch of the ALA appointed a commission on national planning for library education³ in 1962 with Richard Logsdon as chairman. Its major objectives were an investigation of the need of American libraries and other institutions in the library field and the making of recommendations for the selection, education and utilization of professional personnel.⁴

One of the major recommendations of the commission was the establishment of an office for coordinating and improving library education and research. As a result, the ALA established the Office of Library Education and an Advisory Committee to the OLE in 1967 with financial assistance from the Council on Library Resources in 1966. Hereafter, the newly established office actively worked to improve library school programs by introducing new standards for accreditation of library schools.

However, the advisory committee, appointed in 1967, and reconstituted as a permanent body in 1969, ceased for lack of the resources to maintain it in 1973. Lester Asheim stated that the major objectives of the OLE were:⁵

1. to promote better exchange and liaison between the field of practice and formal educators;
2. to make a distinction between the responsibilities of the professional staff (the librarians) and those of other persons who work in libraries;

3. to place obligations upon the professional members for establishing the standards for training and education for the total occupation; and
4. to create some kind of guidelines or policy governing the training and education of library personnel at all levels.

Another notable development during this period was an increased interest by the U. S. federal government in library service and its recognition of the role of libraries in society. Federal acts allocating money for the expansion of library service and education throughout the United States were introduced. The Library Service and Construction Act of 1965 (II) (PL 88-279) permitted public library agencies to allocate a small sum of money from their federal funds for library education scholarships.⁶

The National Defence Student Loan Program (Title II, NADEA) provided loans for both graduates and undergraduates in the field of library science.

The Higher Education Act of 1965 and the Medical Library Assistance Act of 1965 (PL 89-291) extended federal grants to the library schools; and loans, scholarships, and fellowships for highly qualified students in library schools. The National Library of Medicine administered training of library professionals in the field of Medicine and Health Science, and provided financial assistance for them under the Medical Library Assistance Act.

Besides these acts, the Elementary and Secondary Education Act of 1965 (PL 87-274),⁷ the Juvenile Delinquency and Youth Offenses

Control Act of 1961 (PL 88-452), the Economic Opportunities Act of 1964 (PL 87-543), the Social Security Act (PL 89-15), the Manpower Development and Training Act of 1962, and the Vocational Education Act of 1963 (PL 88-210), also provided various forms of financial assistance to the library profession.⁸

Table 4

Income of Graduate Library Education Programs

1966/67 and 1967/68

Source	1966/67	1967/68
Total Income	\$11,887,030	\$16,175,151
Support from Parent	8,169,273	10,973,226
Institution		
Federal Government Sources	3,011,250	5,257,127
All Other Sources of Support	684,107	686,368

Source: North American Library Education Directory and Statistics, 1966-68, p.3.

The above table shows the federal government contribution to the library schools. It also indicates that its further assistance was required for the survival of the schools, though it ranked second to the support from parent institutions.

Under the Higher Education Act of 1965, Title 11-B, the federal government increased the number of fellowships for library and information science education to 592 in the 1969-70 academic year.⁹

However, table 5 indicates decreasing financial support from federal government after 1970. By 1971 a total of 386 students has received fellowships: 200 in master's programs, 15 in post-master's, and 171 in Ph.D.

Table 5

Federal Government Fellowships for Library Education

<u>Acad. Year</u>	<u>No. of Institutions</u>	<u>Ph.D.</u>	<u>Post-Master</u>	<u>Master</u>	<u>Total</u>
1966-67	24	52	25	62	139
1967-68	38	116	58	327	501
1968-69	51	168	47	494	709
1969-70	56	193	30	369	592
1970-71	48	171	15	200	386

Source: Bowker Annual, 1972, p. 228.

In addition to direct financial assistance from the federal government, it established a National Commission on Libraries and Information Science as a continuing federal planning agency on July 20, 1970¹⁰ and the Bureau of Libraries and Educational Technology (BLET) under the Office of Education in 1970. According to Burton E. Lamkin, the establishment of the BLET was:

...not an end but rather the beginning of a new era in which the federal government and the educational community will work together to improve the administration of the educational system.¹¹

Indeed the new attitude of the federal government demonstrated

that the improvement of library service throughout the country was accepted as a federal responsibility.

One of the significant events of this period was the ALA conference on "Library Manpower Needs and Utilization" held in Washington, DC in 1967, at which present and future educational needs were forecast. The necessity of new guidelines for training of library professionals at all levels in the field was also emphasized.¹² In the same period, Dr. Lester Asheim's study, Education and Manpower for Librarianship,¹³ put forward proposals and recommendations to solve the manpower crisis. Indeed, this study caused wide discussions among professionals, and strongly influenced the ALA policy statement on "Library Education and Manpower", which was adopted at the ALA annual conference held in Detroit in June 1970.

This statement attempted to identify the responsibilities and functions of various levels of library professionals and to define minimum qualifications of each category so as to promote the standards of library service and to help utilize manpower effectively at all levels of libraries.¹⁴ Moreover, it emphasized the need for several levels of training and education for library service: it recognized the need of two year technical programs, four year undergraduate programs, master's programs and post-master's programs. Further, it stressed the need for a re-designed curriculum in the master's programs in view of new developments in library and information science, and the requirement of interdisciplinary and continuing education courses.

Raynard Swank⁴⁵ also pointed out that the neglect of the core of librarianship, the lack of specialized courses in the field, and

the inadequacy of the one year master's program had contributed to the manpower crisis. After investigating the programs then offered, he recommended a sixth year certificate program in place of the "inadequate" one year program. But some library schools owed their very existence to one year MLS programs. Only a few changed. For instance, the Graduate Library School at Chicago extended its one year MLS program to five quarters after this recommendation.¹⁶

Some of the best schools, however, began to offer post-master's and special certificate programs in the field of library science in this period. The first of these programs was established at the Columbia University library school in 1961.¹⁷ By 1965 thirty four of the ALA accredited library education programs in the United States had developed certificate and specialist programs. Table 6 indicates that, in 1967 there were 1507 students enrolled in post-master, intermediate and special programs, an increase of 357 over the previous year. However, after 1967 student enrollment in special programs decreased sharply, giving way to post-master's programs and master's programs.

Post-master's programs were designed primarily for those wishing to specialize or upgrade their education in such fields as automation, database management, media centre operation, or subjects other than followed in the master's program. Therefore post-master's studies were mostly important as an added qualification for entry into the Ph.D. programs as well as for entry into specialized jobs in the library and information science fields. However, field specialization after obtaining first a professional degree in library science

Table 6

Student Enrollment in Graduate Library Education Programs
in the United States in Selected Years.

Level	Number of Students Enrolled				
	1966	1967	1969	1970	1971
Undergraduate	5194	5605	4999	4076	4712
Master's	9394	10577	11626	12756	12201
Post Master's/Intermediate	69	157	201	222	127
Doctoral	187	239	334	376	324
Special	1081	1350	629	850	492
Total	15925	17928	17289	18280	17856

Source: North American Library Education Directory and Statistics 1966-68, p. 8.; 1971-73, p. 8.

represented a partial return to the old fifth or sixth year degree structure.¹⁸

Table 7

U.S. Graduate Library Education Programs: Program Respondents
1963, 1965, 1968, and 1971.

Status of Program	Number of Programs Responding			
	1963	1965	1968	1971
ALA Accredited	31	32	39	49
Non Accredited	55	70	78	76
Total	86	102	117	125

Source: North American Library Education Directory and Statistics, 1971-1973, p.3

Although table 7 does not represent all accredited and non-accredited graduate programs, it shows the growth of both programs during this period, as well as a slight decrease of non-accredited programs in favor of accredited graduate programs after 1968.

Along with massive development of the graduate programs in librarianship, some library schools turned to a two year master's program. The major argument against a one year program was that it could teach neither the broad humanistic issues in librarianship, nor the new courses in information science which were the being introduced into the traditional MLS curriculum.¹⁹

The library literature in this period contains many suggestions for the extension of master's programs. Jesse Shera stated that the existing one year MLS program, even when it offered coursework in place of a thesis or a major paper, was insufficient time to understand the fundamentals of the field.²⁰ Urging extension of the master's program to two years, Taylor²¹ and Boaz²² pointed out the necessity of further study and specialization in the field.

Spicer however opposed Canadian two year master's programs saying that it made no sense for Canadian librarians to have more library training than United States librarians. Against the broad or specialist training in librarianship, he argued that library schools should teach only what a practical librarian must know.²³

Nevertheless, some U. S. library schools followed the example of Canadian library schools, extending the length of the programs for another year. The first one was the UCLA Graduate School of Library and Information Science, in 1971.²⁴ It had taken 5 years to implement a decision taken by the library school in 1967. The school cited the same reasons as Swank, Shera and others.²⁵

The increasing challenge of information science to librarianship and the integration of library and information science courses into graduate programs was another development of the early 1970's. As a result, a number of library schools began to add "Information Studies" or "Information Science" to their titles, and to revise their curricula.²⁶ Some library schools also started to offer joint degree programs with Computer Science or Information Science departments. For example, the library school at the University of

North Carolina started to allow students to follow courses offered in the department of Information Science as a part of their master's program. Drexel's library school offered a designated master's degree in library science and information science in its 1970 revision of the curriculum.²⁷ Ohio State University library school offered a joint program with a Division of Computer and Information Science at the College of Engineering in 1969.²⁸

In addition to joint master's programs, some library schools added information science components to traditional master's programs in the 1960's. At the beginning of the decade, only five library schools offered courses in documentation, nine in audio-visual materials; by 1968 twenty-seven schools offered courses in library automation and data processing, thirty-four offered courses in information science and systems, and eighteen offered work in audio-visual materials. By 1971, all of the accredited library schools offered courses in automation, data processing, and information science and systems in their master's programs.²⁹

In investigating these trends Saracevic and Rees identified three types of programs:

1. library school based programs derived from interest in information retrieval;
2. joint programs with departments of electrical engineering, mathematics, computer science and engineering schools; and
3. interdepartmental programs dispersed among psychology, linguistics or philosophy departments.³⁰

One of the major events in this period was that the Committee on Accreditation of the ALA revised its standards and guidelines for an undergraduate program in library science in 1959. These revised standards were developed to assist institutions offering undergraduate programs, or courses in library science as a part of a college education. According to the new standards, 12-18 semester hours were required to reach the minimum requirements for an undergraduate degree.³¹ These standards further emphasized audio-visual resources, especially of such materials as were suitable for use in schools.³²

Henceforth, the undergraduate programs with a major or minor in library science have concentrated on introducing new rather than traditional courses into their curriculum. However, more than half of the programs have only a part time faculty and a part time student body and are not recognized as separate educational units to be staffed like other educational programs.³³ The objective of these courses was to offer the required semester credit hours toward a baccalaureate degree with a minor in library science as required for state certification.

In 1962-63, 191 schools offered undergraduate programs in library science and in 1964-65 the number of schools increased to 217. However, after 1967 the number of undergraduate programs and of students enrollment decreased. (See table 8)

Table 8

Undergraduate Programs and Student Enrollment

Year	No. of Programs	No. of Students	No. of Students per program
1966	144	6,648	46
1967	182	11,187	61
1969	176	6,253	36
1970	176	7,597	43
1971	114	6,099	53

Source: Bowker Annual, 1975, p. 297.

A new light was focused on undergraduate courses in librarianship when American Association of School Librarians and Division of Audio-Visual Instruction in National Education Association prepared its Standards for School Media Programs in 1969.³⁴ These new standards recommended a unified program for the acquisition, servicing and administration of all learning materials for schools, and stressed the need of combining school libraries and audio-visual departments. They also introduced the term "media specialist", instead of the title of school librarian, whose duties were to include the administration of a media or information materials centre,³⁵ no longer confined to books and other printed materials. The 1969 policy compelled introduction of new courses for media specialists and audio-visual materials in the undergraduate programs.

Since 1971, some schools which had been offering undergraduate

courses in media specialist or media technology began developing two year programs to train media technology assistants; some half a dozen such programs were moving towards master's programs. Other schools introduced combined courses bringing together elements of programs formerly designated as library or audio-visual. For example, Western Illinois University initiated a program leading to the bachelor of science in learning resources.³⁶

The new phase of library technician or technical assistant programs began in 1965 with a statement issued by the Executive Board of Library Education Division of the ALA discouraging such programs that had been established on the junior college level. The low standards and weakness of existing courses were major factors which compelled the executive board of the LED to reach this decision.³⁷ The LED looked forward to establishing an organization of its own, in order to train library technicians.

For that purpose, the ALA's Library Education and Library Administration Divisions established an Interdivisional Ad Hoc Committee in 1966 to prepare the definitions and classification scheme for subprofessionals, especially technicians or technical assistants.³⁸ The report of the Interdivisional Ad Hoc Committee on Subprofessionals or Technicians class of library employees was put forward in the Midwinter meeting of the ALA in 1968, and accepted by the LED and ALA as their official policy.³⁹

For the implementation of the recommendations of the Interdivisional Committee the LED appointed another committee: an Interdivisional Committee on Training Programs for Supportive Library Staff which recommended criteria for programs to prepare library

technical assistants. This statement became the official policy of the LED of the ALA in January, 1969.⁴⁰ Both of these documents were adopted by the ALA when it prepared its Statement of Library Education and Manpower in 1970. This comprehensive statement details the basic qualifications for the Library Technical Assistant: At least two years of college level study; an Associate of Arts Degree with or without technical training; or post secondary school training.⁴¹ The statement further stressed the need for training courses to be offered by the junior and community colleges for library technical assistants for the preparation of paraprofessional support staff for libraries. The existing two year technical assistant programs should emphasize skill training rather than general library work. The undergraduate programs in library science for library technical assistant should be based on liberal education rather than technological and methodological training.⁴²

Further innovation of the library technician programs took place at the annual ALA conference in June 1971 when the LED of the ALA adopted a policy to train library media technical assistants, defined the tasks of library technician or technical assistant, and explained the disparity between clerical work and technical work.⁴³

Library technician programs usually include such items as the study of public access catalogs, the techniques of shelving and shelf-reading, audio-visual equipment handling, readers' guidance to book locations and training in audio-visual techniques.

Table 9

Enrollment Data of Library Technician Programs

<u>Fall 1966</u>		<u>Fall 1967</u>	
<u>Full-time</u>	<u>Part-time</u>	<u>Full-time</u>	<u>Part-time</u>
231	422	468	1023

Source: North American Library Education Directory and Statistics, 1966-68, p. 29.

In 1967-68 there were 57 institutions offering library technician programs of which 53 were junior colleges. They offered undergraduate programs, the largest number of which were located in California (20 in 1967-68 and 19 in 1971).⁴⁴

The first Ph.D. program in library science in North America was introduced by the Graduate Library School of the University of Chicago in 1928, and the first Ph.D. was awarded to Eleanor S. Upton in 1930.⁴⁵ By 1960 the Universities of Illinois, Michigan, Columbia, California, Western Reserve, and Rutgers were offering doctoral programs. The titles of these programs ranged from the traditional Ph.D., the DLS (Doctor of Library Science) to the DA (Doctor of Arts), but the distinction between these was not always clear. The Carnegie Commission on Higher Education did attempt to categorize the DLS as a teaching degree, and the Ph.D. in library science as an administrative degree, but the universities did not agree with its definition.⁴⁶

During the period of 1961-1971, ten universities, Maryland, Pittsburgh, Syracuse, Florida State, Indiana, Minnesota, Wisconsin, North Texas State, Texas Women's and Southern California started to offer doctoral programs in library science.⁴⁷ The rapid expansion of the doctoral programs was due to the shortage of highly qualified professionals in university libraries and library schools as well as in the availability of financial facilities, for doctoral students under the Higher Education Act II of 1965.

The coming of the joint and interdisciplinary doctoral programs since 1968 was one of the significant developments of education for librarianship in this period. For instance, the Ph.D. program in library system management at the Oklahoma University jointly offered by the library school and the School of Industrial Engineering in 1971 related industrial planning and management to library systems, and treated them as subsets of larger information networks.⁴⁸ This program made an attempt to integrate library science with theoretically-oriented information retrieval systems and to meet the demand for specialists in the two fields.

In 1968, the University of Pittsburgh established a separate interdisciplinary doctoral program in information science. The doctoral program at Syracuse University is a Ph.D. in Information Transfer designed for "communication specialists",⁴⁹ while the University of California Berkeley DLIS (Doctor of Library and Information Studies) emphasizes information science rather than librarianship.

Changing patterns of the doctoral programs in the 1960's further demonstrated the impact of new technology on library science, the

integration of librarianship with information science and the accompanying changes in traditional concepts of library education.

Table 10

Number of Doctoral Degrees Awarded by the Library Schools from 1967-71

Academic Year	Number of Degrees
1961	19
1962	11
1963	20
1964	19
1965	20
1966	22
1967	25
1968	34
1969	40
1970	64
1971	64
Total	338

Source: George S. Bobinski, Doctoral programs in library and information science in the United States and Canada. Library Trends 34 (1986): 701.

Table 10 shows that the total number of library science doctoral degrees increased to 338 within this eleven year period, with peak enrollment in the early 1970's. At the beginning, doctoral degrees were awarded primarily by the Graduate Library School at the University of Chicago. Since 1960, Columbia University and the University of Michigan have had the largest number of doctoral candidates among American universities.

During the period of 1956-69, universities of the United States awarded nearly 303 doctorates in library science or related fields with an average annual completion rate of 21.64 dissertations. During the 1970-72 period, 219 library science dissertations were produced by an average of 73 students per year. From 1962, Columbia University produced 50 doctoral dissertations, and the University of Michigan, 45 doctoral dissertations. Each is over twice the number of dissertations produced by the Graduate Library School at the University of Chicago.⁵⁰

Table 11

Percentage of Dissertations of Research Methodology Employed by Date

<u>Methodology</u>	<u>1960-69</u>	<u>1970-72</u>
Citation Analysis	6.95	9.90
Operations Research	6.65	16.72
Survey Research	46.23	53.03
Historical Analysis	33.70	14.26
All other Categories	3.77	6.09

Source: G.A. Schlachter. and Thomison Dennis. Library Dissertations 1925-72. (1974), p. 257.

Table 11 shows the new trends in research methodology which were used for the doctoral dissertations. Although citation analysis became a growing concern, this methodology did not represent more than one tenth of the number of dissertations written during this period. Also evident was the rapid decline of the use of the historical methodology between 1969-1972 (only 14 percent). Operation research methodology, on the other hand, showed a steady increase during those years.

CHAPTER 4

TRENDS IN EDUCATION FOR LIBRARIANSHIP IN CANADA

The most significant innovations in the education for librarianship in Canada during the period of 1962-1971 were the emergence of the two year master's programs as the first professional degree, the establishment of Ph.D. programs, school librarianship programs in faculties of education, and library technician programs in the post-secondary institutes.

By the end of the 1940's, most of the American library schools had introduced the one year master's degree as the first professional degree in librarianship, instead of the BLS and sixth year master's program. Canadian library schools, however, did not follow this pattern and accredited their BLS programs within the 1951 minimum standards of accreditation.

Although Canada did not follow the American pattern, the University of Toronto in 1954 introduced a revised BLS program with an additional year of postgraduate study leading to the MLS (sixth year Master's).¹ In 1957, the McGill library school followed Toronto's example and offered its sixth year MLS degree. By 1963 five Canadian library schools, British Columbia, McGill, Montreal, Ottawa and Toronto, were offering one year, two semester BLS programs as the first professional degree. Three of these, McGill, Ottawa and Toronto, also offered an additional year of postgraduate study which led to the MLS.² (See table 12)

Major changes in the field of library education took place with the introduction of the two year MLS program by McGill University, as first professional degree, and the phasing out of its BLS in 1964. Also, the School of Library and Information Science at the University of Western Ontario established a three term program of eleven months leading to the MLS as first professional degree in 1967.³

By the end of 1966 six Canadian library schools were located in three provinces: British Columbia, Ontario, and Quebec. (See table 12) Three library schools in Ontario served one-third of the English Canadian population. Only one library school, the Université de Montréal served the French speaking third of the Canadian population in its own language.

Table 12

Requirements for Graduate Degree Programs in 1966

School	Required for Graduation	Degree(s) Awarded
<u>Province of British Columbia</u>		
British Columbia	Academic Year	B.L.S.
<u>Province of Ontario</u>		
Ottawa	30 semester hours credit	B.L.S.
	36 semester hours credit and thesis beyond the 30 credits taken for the BLS	M.L.S.
Toronto	2 semesters	B.L.S.
	2 semesters	M.L.S.
Western Ontario	3 terms	M.L.S.
<u>Province of Quebec</u>		
McGill	2 academic years	M.L.S.
Montreal	4 semesters	B. Bibl.

Source: North American Library Education Directory and Statistics, 1966-68, p. 32.

Although there were substantial developments in the degree structure of the library science programs and student enrollment in Canadian library schools, these programs varied in detail from university to university. Table 12 shows that three schools offered the BLS, two offered the BLS and an additional second year MLS, two offered an MLS of three semesters, and one offered an MLS of two years.

These trends in the field of library education prepared the way for a conference on "The Structure of Degree Programs in Canadian Library Schools," held at the University of Toronto library school on April 22-23, 1968.⁴ At this conference six Canadian library schools endorsed the principle of a four term master's program in library science as the basic degree for the preparation of library professionals in Canada and their resolution was approved by the Canadian Association of Library Schools in June, 1968.⁵ The library schools agreed to implement the new program by 1973.

Although the newly opened school at the University of Alberta did not participate in this conference, in 1976 the Alberta library school also discontinued its BLS and joined other library schools in offering an MLS program. Thus, as a result of this conference all seven library schools were able to establish a common degree program even though there were qualitative differences.

After the Toronto conference the SLIS of the University of Western Ontario extended its master's program to four terms from an entrance requirement of an honours four year degree. (Canada differs from the United States in that most Canadian universities have a basic and an

honours degree, whereas most U.S. universities have only a four year general degree)⁶

In 1969 the newly established School of Library Service at Dalhousie University introduced a four term, two year MLS program, the School of Library Science at the University of Toronto replaced its BLS with an MLS program in 1970, the Université de Montréal introduced an MLS program in 1970, the University of British Columbia in 1971. The University of Alberta added a one-year MLS program to its existing one year BLS, but did not phase out the BLS degree until 1976.

Brian Land pointed out that technological change, the demand for highly qualified specialists, as well as for general librarians were the causes for establishing a new two year master's program. The enlarged curriculum included broad courses, especially in the areas of documentation, data processing, and automation designed to meet the increasing demand for subject specialists, administrative specialists, and other trained professionals which then existed in Canada.⁷

To face this challenge and also to maintain academic standards, Canadian library schools upgraded their degree programs in 1968. Henceforth, every Canadian library school offered two types of courses for their master's programs, required or core, and elective. Furthermore, there was established a common understanding among the schools on what would constitute core courses. Information sources and library collections courses were designated as core courses in six of the seven library schools; other core courses were in the areas of Administration, introductory data processing, research methods, and reference sources.⁸

In addition, some of the schools provided a large number of elective courses, and included a field work experience in their curriculum.

Also characteristic of this period was the impact of information science and computer science on the curriculum of the master's program in library science. Jean Tague pointed out that:

...in the Spring of 1965 William Kurmey of the University of Toronto was the first full-time library school teacher ever to offer a computer course in a Canadian library education program. By 1970, all schools had similar courses.⁹

These developments marked the beginning of the integration of library science and information science in library school curricula. The former BLS programs had lacked separate courses in information science and such related courses as information retrieval and data processing, documentation, advanced cataloguing and classification or indexing.¹⁰

In addition to integrating information and computer science into their programs, Canadian library schools established links with faculties of management studies and encouraged students to take management courses as a part of their master's programs, e.g. Dalhousie and McGill library schools.

The growth of school librarianship or teacher librarianship programs in faculties of education, or under the sponsorship of provincial education departments, was another remarkable development of this period. The aim of Canadian school library programs was:

...to assist students to become informed decision makers and life-long learners. To achieve this goal, teacher and school librarians cooperate to plan and implement units of study as teaching partners.¹¹

These programs were designed to allow a person to acquire competencies in both teaching and librarianship, and to provide teacher librarians with the ability to play a unique role in a specialized situation. To attain these objectives, preference was given to those applicants who had teaching experience.

Although basic school librarianship courses were available in most provinces in Canada in the 1960's, the standard of these courses was low. In response to this situation, in 1967 the Canadian School Library Association introduced "National Standards for Library Service for Canadian Schools".¹² By introducing new standards the CSLA attempted to initiate and build programs using all types of instructional materials and to relate the library to learning activities motivated in the classroom.¹³

The student enrollment in school librarianship programs at the Universities of British Columbia, Saskatchewan and Toronto declined during the 1960's, but the statistics show a boom since 1970. In 1971 the combined student enrollment at the Universities of British Columbia, Manitoba, Ottawa, Queens, Saskatchewan, Toronto and Western Ontario in these programs had risen to 158.¹⁴

Besides the university level programs, non degree programs for teacher librarianship were also begun at this time under the sponsorship of provincial departments of education, in New Brunswick, Nova Scotia and Ontario.¹⁵ The Ontario course of 1962 was particularly designed for elementary school teachers who were

interested in becoming elementary school librarians.¹⁶

By the end of the 1960's Canadian library schools felt the need for a Ph.D. degree, and began to investigate the possibility of establishing such programs. As a response to the needs and interests of the profession, the Canadian Association of Library Schools developed a "Guideline for Canadian Doctoral Programs in Librarianship" in September, 1969.¹⁷ An attempt to calculate the number of possible applicants for the Canadian Ph.D. programs, as well as for placement opportunities for them was made by St. Denis and Houser in 1971. This study revealed that there was a need for the Ph.D. and that there would be opportunities for the placement of such specialists in library school faculties as senior librarians. St. Denis and Houser concluded their study by stating that,

...in the opinion of the majority of the administrators of the most important Canadian libraries there is a need for such a program.¹⁸

The Ministry of Colleges and Universities of the Ontario Government invited the directors of the Ottawa, Toronto and Western Ontario library schools to Toronto to discuss the establishment of a Ph.D. program. The proposal put forward by the University of Toronto was appraised by CLA and later in 1970 it won approval from Toronto's School of Graduate Studies as well as from the Appraisal Committee of the Ontario Council of Graduate Studies.¹⁹

In 1971 the Board of Governors of the University of Toronto authorized the Faculty of Library Science to establish a Ph.D. program

in library science commencing in the 1971-72 academic year. This program stressed the need of theoretical research on Canadian issues. The main concentration was to be on "Social Environment and Libraries", "Information Resources and Library Collections", and "Library Administration"²⁰ The objectives to the program were stated as being:

To develop research capabilities in qualified candidates in order to prepare them for careers in teaching and research at the university level or careers in research in the library profession.²¹

For the first session of the Ph.D. program, two students were admitted in the fall term of 1971, and students were encouraged by the decision of the Canada Council to make application for doctoral fellowships.

The establishment of library technician programs in Canada in the 1960's was another significant development in this period. The purpose of the library technician programs was to train library assistants to perform semi-professional functions in the libraries. The courses in library arts, library techniques, and library technology are mostly located in post-secondary institutions generally designated as community colleges.²² The first library technician program in Canada was established in 1962 by Gertrude Perrin at the Red River College, now called the Manitoba Institute of Technology, Winnipeg.²³ The first two year course on the university level began at the School of Library Technology of Lakehead University in 1986; it offered a B.A. degree. Loyola College in Montreal also introduced a combined program for the technicians leading to a B.A. degree and a Diploma in Library Technology.²⁴

The length of most of these technician programs was two years, except the Quebec programs which was three years. Admission to them was limited to those students who had completed the high school grade twelve standard.

In 1967 the Subcommittee on the Training of Library Technicians was set up by the CLA with a view to coordinating and evaluating the courses offered by the various institutions.²⁵ Also in 1967 a survey was conducted by the CLA on the current situation of the programs, student enrollment, curriculum length of the programs and admission procedures. By the end of the year nine library programs were being offered in Canada with a total student enrollment of 209.²⁶

In 1968 the Department of Education for the Province of Saskatchewan established a program of training library technicians, and the University of Saskatoon and the University of Regina started to offer undergraduate programs with a major in library science.²⁷ In 1969 a Provincial Consultative Committee on Library Technicians and Training was established by the Ontario Ministry of Education to serve as liaison between the Ontario Council of Regents and various community colleges in order to determine province-wide need for such programs.²⁸

By 1971, there were twenty-four regular programs for library technicians at post-secondary institutions in Alberta, Manitoba, Ontario, Quebec and Saskatchewan. Table 13 shows that in the fall of 1971, the overall student enrollment in library technicians programs was 807 of which 33 were part-time students.

Table 13

Number of Students Enrolled in Library Technician Programs in Fall 1971

Province and Institutions	Full-Time			Part-Time		
	Total	Men	Women	Total	Men	Women
<u>Alberta</u>						
Grant MacEwan Community College, Edmonton	22	0	22	2	0	2
<u>Manitoba</u>						
Red River Community College, Winnipeg	25	5	20	-	-	-
<u>Ontario</u>						
Fanshawe, London	50	6	44	-	-	-
Niagara, Welland	32	2	30	1	0	1
St. Clair, Windsor	28	1	27	-	-	-
Sheridan, Brampton	46	6	40	23	0	23
Lakehead University Thunder Bay	98	12	86	7	0	7
<u>Quebec</u>						
Jonquiere	169	39	130	-	-	-
Lionel-Groulx Ste-Therese de Blainville	123	25	98	-	-	-
Maisonneuve, Montreal	151	6	145	-	-	-
<u>Saskatchewan</u>						
Kelsey Institute of Applied Arts & Science Saskatoon	30	1	29	-	-	-
TOTAL	774	103	671	33	0	33

Source: North American Library Education Directory and
Statistics, 1971-1973, p. 33.

The enrollment at Canadian library schools also increased dramatically. In 1964 there were only 4 MLS and 286 BLS students who had graduated. By 1970 the number of MLS graduates had increased to 297, and BLS to 470. Table 14 shows the rapid increase in MLS students after 1968, as well as the parallel decrease in BLS students after 1969.

Table 14

Professional Graduates of Canadian Library Schools

<u>Year</u>	<u>MLS</u>	<u>BLS</u>	<u>Total</u>
1964	4	286	296
1965	10	318	328
1966	17	319	336
1967	64	313	377
1968	61	385	446
1969	113	482	595
1970	297	470	767

Source: Bowker Annual, 1971, p. 468.

Extension of federal government financial support for the students at the post-secondary level after 1965 was one of the major reasons for the increasing student enrollment in library schools during this period. Even though Canada has no federal Ministry of Education or any coordinating body between the federal and the provincial governments,

the federal government contributes to education through other departments and agencies under the Technical and Vocational Training Assistance Act of 1960²⁹ and the Adult Occupational Training Act of 1967.³⁰ In addition, the Canada Student Loans Act of 1964,³¹ subsidized bank loans under provincial government auspices to full-time students, those who are following degree or diploma courses in higher educational institutions. The provincial government of Quebec, however, operates its own student loan program.

In addition to student aid, the federal government encouraged provincial governments by providing unconditional grants to defray 50% of the operating costs of post-secondary education from 1967, under the Fiscal Arrangement Act (revised) of 1967.³²

Although these steps were taken by the federal government to improve education in general, they were not directly related to education for librarianship. However, it is impossible to overestimate the impact of the actions on education for librarianship.

One of the main events of this period was the establishment of the Canadian Association of Library Schools by the Canadian library schools in 1968.³³ The objectives of the CALS are the development of library education in Canada, the maintenance of high standards of graduate library education, and the exchange of information on library education and its function as a liaison body between the CLA and the Association of Universities and Colleges of Canada. From its inception, the CALS functioned as a national organization and coordinating body of all library schools.

During the period under study a boom in education for librarianship occurred in the United States and Canada. But this

boom declined in the United States with the cutbacks of federal funds after 1970. As a result, the ALA closed the Office for Library Education; the programs and research in the field were also reduced.³⁴

traditional curricula of library schools, and as much specialization as possible on the resources available.²

One of the first experiment with integrated core curriculum was the College of Information Studies at Drexel University in 1970. Later in the decade the library schools of North and South Carolina modified their traditional core programs by introducing information science into such courses as reference, cataloguing, classification and library administration.³

A number of library education programs in Canadian schools demonstrate advantages of an integrated core curriculum in two year programs.⁴ Canadian library education programs not only provide general knowledge on librarianship and information science in their first year, but in the second year provide instruction on more specialized subjects: by user group, type of library or areas of intensive computer applications such as online catalogs, online searching, indexing, management and automation. Indeed, such programs offer a fuller knowledge in professional and management skills.

The one year master's programs in the United States have more limited options for subject specialization. The University of California, Los Angeles followed the Canadian library schools by introducing a two year master's program in library science in 1972, with 73 semester hours. The University of Washington established a similar program in 1979 with 68 semester hours. The University of North Carolina program of 1981⁵ has 48 semester hours and Louisiana State University's program has 43 semester hours (decreased again to 37 in 1983-84). The University of Chicago introduced a master's program of five quarter terms. The University of Illinois' master's program

encourages students to continue the master's program into a second year, even though it officially accepts one year as sufficient for a master's degree.⁶

Despite this, there were long-range discussions on extending the length of the master's programs to provide a proper ground for specialization. So far US library educators have not reached consensus. The School of Library Service at Columbia University sponsored a conference on "Extended Library Education Programs", 13-14 March 1980,⁷ putting forward the question for discussions by the 42 deans of North American library schools. In this conference, Bidlack revealed 26 of the 34 library schools opposed the lengthening of master's programs, 4 supported it, and 4 took no position. Their financial difficulties together with the rapid decline in full time students' enrollment were particularly influential factors in the decision of the deans.⁸

Innovators like Milo Nelson continue to urge the extension of the master's program. Whatever the financial difficulties, the increasing complexity of modern library management makes it inevitable.

What is significant to us is that the 2 year degree program almost certainly will be adopted by a growing number of American library schools. Not because the time is right, but because it is time.⁹

The Conant report too, stressed that a two year comprehensive program is needed to provide both a basic knowledge of contemporary librarianship, and specialization in a particular area.¹⁰

This remains, however, one of the unresolved problems in library education. Meanwhile a number of US schools have established post-master's programs and joint degree programs to allow for area specialization.

At the beginning of 1970 eight joint degree programs had been established at library schools in the United States. The Graduate Library School at the University of Chicago offered a joint master's program with business, music and theology. The University of Pittsburgh offered a joint master's program in theological librarianship with the cooperation of the Theological Seminary. Moreover, most of the library schools had media specialist/teacher librarian programs in cooperation with departments or faculties of education.¹¹ For instance, the MA in Teaching (MAT) program at the University of Toronto was established to train teacher librarians.¹² Another joint program available in Canada is University of British Columbia's Master's of Arts in Archival Studies, a two year full time program administered by the School of Library, Archival and Information Studies and the Department of History.¹³

Some other library schools allow students to earn credit hours from another academic department. Brigham Young accepts eight credit hours in law courses and Washington Universities seven, toward the master's program in law librarianship. The library school at Dalhousie University allows students to acquire credits in public administration, business administration and computer science towards the MLIS degree, as well as in any other program of the Faculty of Graduate Studies.

In addition to interdisciplinary master's programs in information science, since 1970 a number of accredited library schools in the US have offered joint doctoral programs. The library school and the faculty of educational studies at the State University of New York, Buffalo, jointly offer a Ph.D. in higher education with the specialization in academic librarianship. Students in this program obtain at least 15 credits at the library school and the dissertation

should be in the field of academic librarianship.

Dalhousie University has an interdisciplinary Ph.D. program which can be set up for a student in cooperation with several academic departments including the School of Library and Information Studies. The library school at the University of Hawaii at Manoa has an interdisciplinary Ph.D. program in information and communication science with the cooperation of computer science, communication, decisions science and library school. Peabody College of Vanderbilt University offers a joint Ph.D. program with higher education and administration departments. The library school at the University of Washington has established a doctoral program with the schools of computer science, education communication, business administration, public health and public affairs. The University of Wisconsin-Milwaukee library school offers a Ph.D. in Urban Education with the school of education and an interdisciplinary Ph.D. in urban social institutions with the College of Arts and Letters.¹⁴

The structure of the joint doctoral and master's programs reveals that the main objective of these programs is to provide indepth knowledge to the students in particular subject areas. Shortage of finances and of faculty members, or simply a recognition that a specialization is most effectively learned within another department, have led some library schools to establish joint doctoral programs with other academic units.

The second category, the double master's programs is entirely different, although it too has usually come into being as joint effort between library schools and other academic departments. A program of this nature allows exceptional students to complete two master's degrees at once.

Such programs are called variously "articulated master's" "concurrent degree", "second master's" or "dual master's".

Maurice Marchant and Carolyn F. Wilson point out that at least 25 library schools have established joint master's programs. The subject areas of these programs included: history, law, business administration, archives, area studies, music, art, and English. They required an average of 30 semester hours of credits in library science and 27 in the other discipline.¹⁵ By 1985, according to ALISE Statistical Report of 1985, 30 library schools in the United States were offering joint or dual master's degrees: of these, thirteen had joint degree programs with history where students earned an MA in history and a master's in library science; eight offered joint degree programs in law where students earned JD and master's in library science; seven offered joint MBA or MPA degrees with a master's in library science; four schools each with music and education; two schools each with art, geography, and American civilization; and the rest in some fourteen other disciplines.¹⁶

Despite the increasingly wide offerings of joint master's programs in library schools student enrollment in these programs has always been low. Accordingly most of these programs existed only "on paper", states Kenneth Beasley.¹⁷

In theory, the joint master's program should benefit library schools students in searching for employment; the professional associations seem constantly to be urging better preparation by the schools, of subject specialists other than generalists. In the Marchant and Wilson Survey, some 70 percent of the directors of the Association of Research Libraries stated a preference for recruiting