

A SURVEY OF THE CURRICULUMS  
IN THE TWENTY-NINE LIBRARY SCHOOLS IN THE UNITED STATES  
ACCREDITED BY THE AMERICAN LIBRARY ASSOCIATION

A Master's Thesis  
Presented to  
the Faculty of the Library School  
Kansas State Teachers College of Emporia

In Partial Fulfillment of the Requirements for the Degree  
Master of Science

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Approved for the Graduate Council

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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

Introduction. Since the end of the Second World War there have been a number of changes in the education for librarianship in the United States. Strengthening of the professional spirit became manifest in these years, although the need for professionalism had been advocated in the Charles C. Williamson report some years before, in the 1920's.

The growth of professionalism in the field may be partly attributed to the great demand for librarians since the War, with the rapid development of science, industry, urbanization, higher education, and population growth. The positions which have been opening call for people to work with the professional literature and on a level with professionals of other fields. Also, the situation has been ripe for the leaders of the American Association of Library Schools and the American Library Association, who have been champions of the cause of professionalism for years.

This phenomenon in the field of library service has been simultaneously reflected in the schools for library training. The demand for professional preparation has carried with it the demand for higher degrees in recognition of the new status. During the twenty years between the mid-1920's and the mid-1940's, the great majority of the thirty-four



library schools accredited by the American Library Association had been granting either a fourth-year or a fifth-year bachelor's degree, but the new demand for professional preparation carried with it the demand for higher degrees in recognition of the new status. At the same time, numerous states had passed laws requiring one member of each elementary and secondary school faculty to have at least from eight to fifteen hours of library science.

To meet the demand for all these librarians, many library schools were established which were not accredited by the Board of Education for Librarianship of the American Library Association. There was much confusion in the curriculum and the level of degrees awarded.

In the late 1940's, the movement began to reorganize the academic structure of library schools to give the degrees offered the graduate standing of a fifth-year master's degree. The standards for accrediting such degree programs were established in 1951 by the American Library Association.\*

With the new professionalism have come problems: (1) the need to revise the curriculum to make it truly professional--that is, to include principles and philosophies as well as necessary techniques, and (2) to articulate the graduate and undergraduate programs of the multitudinous

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\*See Appendix A, p. 100.

schools in the country, so that they will supplement and not duplicate each other.

## I. THE PROBLEM

Statement of the problem. The purpose of this study is to survey the trends in present education in the twenty-nine library schools in the United States which are accredited as of January 1959 by the American Library Association.

Importance of the study. Our society today is becoming increasingly complex in every way. The accumulation of printed and recorded knowledge is phenomenal. That librarians, who are in charge of organizing such material and who must know the basic keys to its location and use, receive the necessary and proper education required is, therefore, of great importance. Leaders in the field of education for librarianship at the present time feel that the preparation of librarians must be an education of principles rather than one solely of technical skills, in order to develop a philosophy that will make librarians dynamic leaders rather than victims of our complex world of today.

This analysis of the curriculums of the leading library schools in the United States today will show the existing pattern of preparation being offered in the field and the attempt to progress and change to meet the demands of the present and future.

Objectives of the study. The various points which will be brought out in this study are comparisons of: (1) the undergraduate course programs and the total hours allowed in undergraduate library education; (2) the number of schools with age and typing prerequisites to the graduate program; (3) the undergraduate library science prerequisites to graduate work; (4) foreign language requirements; (5) the basic graduate programs of required courses; (6) the hours of elective courses (library science and cognate) in the graduate programs; (7) schools which have programs requiring a master's project; (8) the total hours required for the graduate degree; (9) the total hours required and the courses in the school library programs--undergraduate and graduate; (10) conversion plans for people who hold a bachelor's degree; (11) the special courses and course areas available on the graduate level.

## II. DEFINITIONS OF TERMS USED

The following terms, listed alphabetically, are defined according to the sense in which they are employed in this paper. Each definition is composite, developed out of the review of the literature concerning library education and the usage found in the catalogs of the twenty-nine library schools.

Audio-Visual Materials. "Audio-Visual Materials"

refers to courses which give instruction in the use, upkeep and repair, organization, the selection and application of such devices as projectors, recorders, pictures of all kinds, bulletin boards, and so forth, in libraries.

Basic Required Program. The "basic required program" is the part of the curriculum which all students must take, regardless of their fields of specialization.

Bibliography of the Humanities. "Bibliography of the Humanities" refers to courses which provide a survey of the literature and its reference use in the subject fields of philosophy, religion, art, music, and literature.

Bibliography of the Sciences. "Bibliography of the Sciences" refers to courses which provide a survey of the literature and its reference use in the subject fields of mathematics, astronomy, physics, chemistry, biology, agriculture, and technology.

Cataloging and Classification. "Cataloging and Classification" indicates courses which cover the philosophy and principles of describing materials and determining their subject matter and where they fit into a collection at hand in order to provide a key to the holdings of a library. These courses involve the use of such aids as a classification scheme and a list of subject headings.

Cognate. A "cognate" is a related course taken in a field or department other than library science.

Communications. "Communications" refers to courses which deal with the characteristics of the diffusion of information and the use of mass communication vehicles in relation to the role of libraries.

Core. "Core" is a term used by a number of library schools, and which was also used by the 1954 workshop at Chicago University, to indicate the course areas which each school requires because it feels they cover essential knowledge for any librarian. Since this term signifies different courses and varying numbers of hours in the various schools using it, the term is used in this paper as little as possible, the phrase "basic required program" being preferred.

Field Work. "Field Work" is the practical experience in an actual library situation, accompanied by instruction or supervision.

General Library Administration. "General Library Administration" refers to courses which include instruction on the legal and financial basis of the library, its services in relation to its community, the collection, building, and equipment, as well as personnel problems.

History of Libraries and Librarianship. "History of Libraries and Librarianship" indicates courses which discuss the development of libraries from ancient times to the present.

History of the Book. "History of the Book" refers to

courses which deal with the processes of bookmaking and design from earliest times to the present, and include the development of writing, the alphabet, and printing.

Introduction to Bibliography and Reference. "Introduction to Bibliography and Reference" refers to courses in which a survey and evaluation are made of basic reference books such as encyclopedias, dictionaries, yearbooks, biographical works, and indexes and bibliographies (lists of sources for materials). The use of such materials by the library patrons and staff may also be analyzed.

Introduction to Librarianship. "Introduction to Librarianship" is a type of course which introduces the profession, its philosophy and ethics, and the general operation of libraries today.

Library Materials in the Classroom. "Library Materials in the Classroom" refers to courses which deal with the correlation of library materials and subject units in the school curriculum.

Master's Project. The "master's project" may be any one of several types of written work: a thesis, a paper (both based on research), or an essay based on field work or other personal work experience.

Paper. A "paper" is a written presentation of original research which is not so formal nor of such magnitude as a thesis.

Professionalism. "Professionalism" is an attitude of mind which is created by a broad cultural background, an education in the liberal arts, mastery of fundamental techniques of librarianship, and by the grasping of the ideals of library service as flexible, changing, a dynamic educational force in society.

Quarter-Hour System. The "quarter-hour system" refers to the organization of the academic year in four sessions, each being of three month's duration. This results in the total credits for the academic year appearing to be of a larger number than the total in the semester, or two-session system. To convert quarter hours to semester hours for purposes of comparison, the quarter hours are multiplied by two-thirds.

Reading Materials for Children and Young People. "Reading Materials for Children and Young People" refers to courses which include the reading interests, the books, the guidance in reading, and the principles for selecting books and other reading for appropriate age levels.

Research Methods. "Research Methods" refers to courses which include the process of scientific thinking and the various ways of gathering, organizing, and interpreting information.

School Library Administration. "School Library Administration" refers to courses that deal with the

organization and service of the library in the school--more often treating the secondary than the elementary school.

Selection of Materials. "Selection of Materials" signifies the courses on choosing books and non-book items for library use. It also includes the aids and sources that are of help to librarians in making choices.

Storytelling. "Storytelling" courses teach the fundamental principles of the art of telling stories. Such courses also include the planning of the story hour in libraries.

Thesis. A "Thesis" is a scholarly, written presentation of original research, arranged in a formal, prescribed manner.

The terms on the tables showing special elective courses and areas of specialization are not defined here because they are not part of the required course programs.

### III. LIMITATIONS OF THE STUDY

The library school curriculum programs studied were confined to those of the twenty-nine schools\* in the United States which were, as of January, 1959, accredited by the American Library Association.

No two college catalogs are arranged in the same

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\*See Appendix B for full names and addresses of these schools.



manner, nor do they use the same terminology, nor are they always all inclusive with regard to the curriculum specified. Whenever the catalog did not specify concerning a certain point being investigated by this study, no record could be made, and any generalizations could be made only with regard to the lack of this information in the specific program. No attempt was made to contact the institution involved for clarification.

For uniformity on the tables, titles which differ for the same type of course were disregarded, and courses were grouped into areas according to the basic purpose and content described in the catalog annotations. Courses which did not seem to fit easily into any of the general areas were arbitrarily put into an area most closely fitting the description.

#### IV. METHODS OF PROCEDURE

First, background reading was located on the subject of education for librarianship through Library Literature\*. This reading covered the development of the library school curriculum from 1887, when Melvil Dewey established the first library school, to the present.

The latest catalogs were requested from the twenty-

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\*Library Literature, 1946-1948 to January, 1959 (New York: The H. W. Wilson Company, 1948-1959).

nine library schools. As each arrived, it was analyzed on the eleven points mentioned in the objectives of the study. This information was recorded on note cards. The skeleton tables were then drawn up and the information was transferred to them. A double check followed, with each catalog being re-read and each item on the tables reaffirmed for accuracy.

The order of listing the names of the twenty-nine schools on the tables in this paper follows the arrangement of the list of these schools given in the December, 1958, issue of the A.L.A. Bulletin, on page 867. In general, the list is in alphabetical order according to the State or city associated with the title of the institution.

#### V. ORGANIZATION OF THE PAPER

Chapter I has been an introduction, in which the problem was explained, defined, and limited. Chapter II is a review of the literature concerning the development of education for librarianship and some of the current problems in the field.

Chapter III presents the data concerning the present curriculums in the twenty-nine accredited library schools in a series of tables, which are analyzed for major points of significance. Chapter IV contains a summary of the principal findings, the conclusions, and some recommendations for further studies.

## CHAPTER II

### REVIEW OF THE LITERATURE

Brief history of library education before 1900. "The common objective of all library schools is to produce librarians who are educated in the liberal arts and trained in professional practice,"<sup>1</sup> says Leon Carnovsky.

Previous to the nineteenth century and back through recorded history, the librarian seems to have been more of a scholar than a technician. He was a "bookkeeper, a protector of the storehouse of knowledge, rather than an educator, eager to have books used and read."<sup>2</sup> In the nineteenth century, the librarian (at this time not always a scholar) became a technician, learning skills by direct apprenticeship in libraries or training classes in these libraries.<sup>3</sup> The processes and methods varied, each institution developing its own system of arranging and circulating books. As late as 1900, many librarians in England and

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<sup>1</sup>Leon Carnovsky, "Library Education in the United States," American Association of Library Schools Newsletter, 7:5, July, 1955.

<sup>2</sup>Elmer D. Johnson, Communication (New Brunswick, New Jersey: Scarecrow Press, 1955), p. 186.

<sup>3</sup>Robert Devore Leigh, The Public Library in the United States (New York: Columbia University Press, 1950), p. 204.

America felt that apprenticeship was better than classroom training.<sup>4</sup>

But Elmer Johnson reminds one that the earliest library education in America combined liberal education and training in the techniques and processes of library operation, some colleges offering courses in historical bibliography in the immediate years after the Civil War. And in 1881, the University of Michigan began to offer a course in reference and bibliography.<sup>5</sup>

In 1887, Melvil Dewey opened at Columbia University the first school of librarianship in the United States. Johnson points out that the curriculum was practical:

He taught the actual processes of selecting, acquiring, processing, arranging and circulating library books. His courses included phases of library work now considered clerical rather than professional, such as typewriting, library handwriting, book lettering, and book repairing.<sup>6</sup>

Lowell Martin points out that "formal training for library science grew directly out of practice." He explains this further when he says:

Instructional content was defined by the tasks then performed in libraries, and instructional method followed actual or simulated field conditions. When

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<sup>4</sup>Johnson, loc. cit.

<sup>5</sup>Ibid.

<sup>6</sup>Ibid.

library education later moved into formal institutions of education, much the same content and method moved with it.<sup>7</sup>

Early 1900 library education surveys and reports.

According to Johnson, in the years from 1900 to 1910, schools offering library courses and library schools in the public libraries both emphasized the practical aspects of librarianship, the main difference being that the colleges usually required a liberal arts education as a prerequisite for admission to library school.

But the majority of "trained" librarians of this period had only practical backgrounds. In 1913, the Bureau of Education investigated the 900 and some colleges and universities of the United States and found that only ten percent reported offering any training in the use of books and libraries.<sup>8</sup> "Of the fourteen schools started before 1920, only three started in universities; the eleven others were located in libraries, vocational institutes or vocational colleges."<sup>9</sup>

The University of Wisconsin offered the following as summer library courses in 1913:

...library handwriting, book selection, book buying methods, accessioning, shelf listing, classification,

<sup>7</sup>Lowell A. Martin, "Research in Education for Librarianship," Library Trends, 6:207, October, 1957.

<sup>8</sup>Johnson, op. cit., p. 187

<sup>9</sup>Leigh, loc. cit.

cataloging, bookplates, book labels, periodicals, reference books, book binding, preparation of reading lists, library furniture, traveling libraries.<sup>10</sup>

The United States Bureau of Education report of 1913 showed that there was no uniformity in the length and content of the courses being given, nor in the credit or degrees granted in library training. Two years later, "ten library schools joined to form the Association of American Library Schools, with the purpose of standardizing entrance requirements and reforming curricula."<sup>11</sup> Then in 1919, the Carnegie Corporation supported a thorough study of the library training field, done by Charles C. Williamson of the New York Public Library. The program suggested in his report was responsible for transforming library technical schools into educational instruments.<sup>12</sup>

Among his recommendations for preparation for librarianship were the following: (1) that library schools should be departments or schools of universities; (2) that they use scholarly resources in the curriculum; (3) that the program should be on the post-bachelor level with the bachelor's required for entrance; (4) that the instruction should be a three-year program, with one year of basic instruction, one year of experience, and one year of specialized training;

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<sup>10</sup>Johnson, loc. cit.

<sup>11</sup>Ibid., p. 188.

<sup>12</sup>Leigh, op. cit., p. 205.

and (5) that this should be followed up by summer school programs and institutes for continued education.<sup>13</sup> Also, he recommended that schools teach only professional work, and that there should be more standardization in the curriculums--especially the first year.<sup>14</sup> Lowell Martin has summarized William's influence in these words:

With the Charles C. Williamson report, background and understanding were urged as the basis of library education, rather than practice. Library schools moved to the centers of background and understanding, the universities, and away from the centers of applied instruction, the training classes and the institutes.<sup>15</sup>

In 1926, Dr. Williamson became the head of the Columbia Library School, where he was able to carry out some of his own recommendations. "By 1929, graduate library courses were offered at Michigan, Illinois, California, Columbia, and Chicago."<sup>16</sup>

American Library Association Accreditation of library schools. By 1938, the Board of Education for Librarianship (set up in 1924 by the American Library Association) had accredited twenty-five schools according to the "Minimum Requirements for Library schools" which had been adopted by the American Library Association Council in 1933. These schools were of three types: Type I, which required a

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<sup>13</sup>Ibid.

<sup>14</sup>Johnson, loc. cit.

<sup>15</sup>Martin, op. cit., p. 208.

<sup>16</sup>Johnson, op. cit., p. 189.

bachelor's degree for entrance, and which gave advanced work beyond the first year; Type II, which had the same requirements as Type I, but which gave only one year of training; and Type III, which gave only one year of courses, on the undergraduate level. In 1949 there were thirty-four accredited library schools, with a majority being of Type II; only four were Type I.<sup>17</sup> It is to be noted that these schools varied greatly in size, academic position and instructional resources.

In the late 1940's, what Harold Lancour has called "a minor revolution in library education"<sup>18</sup> took place. There was a strengthening of the professional spirit in that curriculums were set up to prepare librarians for professional service, with a minimum preparation of five years of university work. But at the same time, most schools "felt it was still necessary to provide some introduction to the courses in library science in the undergraduate years, giving the student suitable foundation for the graduate program."<sup>19</sup> It was reported that sixty percent of the librarians sampled in field were in favor of the new degree structure.<sup>20</sup>

<sup>17</sup> Leigh, op. cit., p. 206.

<sup>18</sup> Harold Lancour, "American Library Education Today," Canadian Library Association Bulletin, 13:287, June, 1957.

<sup>19</sup> Ibid.

<sup>20</sup> Alice Isabel Bryan, The Public Librarian (New York: Columbia University Press, 1952), p. 73.



The American Library Association decided in 1948 to declare a moratorium on accrediting any more schools and set to work developing new standards. In 1951, the new standards for accrediting library schools were recommended by the Board of Education for Librarianship and accepted by the American Library Association Council in July of 1951. The committee of the Board began visiting and re-accrediting library schools in 1954; by June 1957, the visits were completed. Under the new standards, there were in January of 1959, twenty-nine accredited library schools in the United States and two in Canada.

Lancour has pointed out the two main effects of the new standards: (1) no accredited school in the United States now offers a fifth-year program that does not give a master's degree for that program, and (2) more articulation exists between graduate and undergraduate levels in these schools.<sup>21</sup>

Discussions of present-day courses and curriculums.

This problem of articulating the graduate and undergraduate programs was one of the major points of discussion at the University of Chicago Workshop on the Core of Education for Librarianship, held in 1954.<sup>22</sup> The undergraduate schools

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<sup>21</sup>Lancour, op. cit., p. 289.

<sup>22</sup>Graduate Library School University of Chicago, The Core of Education for Librarianship (Chicago: American Library Association, 1954), p. 35.

need to know what kind of training their graduates should have and what the graduate schools expect of them, and vice-versa.

The Workshop brought out ideas on a matter closely related to this situation, the problem of whether or not any courses in library science should be taught on the undergraduate level, and/or what type instruction it should be. "Some libraries profess to see very little difference in performance of the four-year and five-year graduates and that the progress of either is dependent on personal ability and characteristics rather than the amount of college training."<sup>23</sup> The librarians at the Workshop who opposed any undergraduate hours in library education based their argument on the following statements: (1) the general education is watered down; (2) undergraduate hours are inadequate but are used as terminal; and (3) such graduates receive professional jobs, thus lowering the professional standing of librarianship.<sup>24</sup> The librarians who felt that some undergraduate work is acceptable, answered with these arguments: (1) much of the content of some courses is elementary and belongs on the undergraduate level; (2) much of the content

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<sup>23</sup>Katherine M. Stebbins, "New Look at Old Problems," Wilson Library Bulletin, 33:218, November, 1958.

<sup>24</sup>Graduate Library School of Chicago University, op. cit., p. 36.

is "liberalizing"; (3) undergraduate courses act as an introduction to librarianship and are a recruiting device; and (4) if courses comprise one-fifth of a five-year program, there is no watering down of total content, graduate level courses in cognate fields being recommended.<sup>25</sup> Harold Lancour and others have also pointed out this last fact. It was stressed at the Workshop that the spread of library school courses throughout several years produces more "cross-fertilization" of fields and commonly held principles, better able to produce the librarian as a generalist, which is so much of a necessity today.

But at the same time, the Workshop also brought out the fact that "there are some aspects of professional education which require maturity and experience beyond the undergraduate norm.... Each of the areas of the core has two levels: (1) an informational level, and (2) a philosophical and research level."<sup>26</sup>

Lowell Martin has made this remark:

It is the element of judgment or practical wisdom which should distinguish professional from collegiate education. The undergraduate knows, and in tests his answers can usually be identified as right or wrong. The graduate librarian evaluates, chooses, modifies, taking into account a mixture of factors which make the answer in each given situation different. Most library programs...do not go nearly far enough in

<sup>25</sup>Ibid.

<sup>26</sup>Ibid.

developing such judgment and usually stop short, once the conveying of professional principles is accomplished.<sup>27</sup>

"In general," Eugene Watson has written, "the colleges and universities offering undergraduate library science have well-organized curricula with a fairly wide range of courses dealing with various phases of library work and the techniques involved in each."<sup>28</sup> The typical eighteen-semester-hour curriculums include courses in the field of administration, book selection, classification, children's literature, acquisition, teaching the use of the library and actual practice work. Louisiana teachers of library science felt in 1956 that their eighteen-semester-hour training program for school librarians was serving well as a minimum program. It was pointed out that the course in administration emphasized "principles and possible variation in practice rather than a specific set of practices."<sup>29</sup>

Watson criticizes the undergraduate programs in general for limiting the courses to the junior and senior years. He feels that although it is highly desirable from an instruction

<sup>27</sup>Lowell A. Martin, "Implications for the Education of Future Librarians," The Library Quarterly, 25:373, October, 1955.

<sup>28</sup>Eugene P. Watson, "Needed: A More Virile Philosophy of Librarianship," Education, 75:164, November, 1954.

<sup>29</sup>"Louisiana Re-evaluates Eighteen Hour Program," Library Journal, 81:2450, October 15, 1956.

viewpoint, the prospective librarian's interest may cool or be side-tracked into other fields where he does not have to wait to take introductory courses. Undoubtedly, some changes in the undergraduate programs are needed, but Allan Heyneman, Chief of the Personnel Office of the New York Public Library, believes that before any more changes are made, some survey should be made of librarians in the field as to what they want and expect of the four-year graduates in librarianship.<sup>30</sup>

Of course, the needs and requirements of librarians out in the field should form and develop most of the background of education for librarianship. Just what are the demands made of librarians today? "The librarian today must be several things...bookman, scholar in some discipline, a technician, and administrator."<sup>31</sup>

Ernestine Rose makes this comment:

...efficient public library service requires a nodding acquaintance with many subjects and a thorough familiarity with reference aids, sources of bibliographic backgrounds, and methods of research. These techniques make it possible for the librarian with little or no specialized subject knowledge to give the specialist just the help he needs. He knows the subject, the librarian knows the source literature of the subject.<sup>32</sup>

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<sup>30</sup>Stebbins, loc. cit.      <sup>31</sup>Carnovsky, op. cit., p. 6.

<sup>32</sup>Ernestine Rose, The Public Library in American Life (New York: Columbia University Press, 1954), p. 94.

In his 1946 report, Joseph Wheeler noted that there had been complaints that the schools were slow to introduce literature on adult education, public speaking, group leadership, community contacts, on new types of material, films, records, radio scripts, and television; and on preparation for librarianship in many subject fields to be applied in public, university, and special libraries.<sup>33</sup>

Leon Carnovsky observes that from its beginnings library education has been dominated by the four major subjects which largely define the modern library: (1) cataloging and classification; (2) practical bibliography--guides to book selection; (3) reference tools--dictionaries, yearbooks, etc.; and (4) administration--problems of finance, personnel, and daily operations. He is speaking ten years later than Wheeler, and in addition can mention the following:

To these have been added the history of books and libraries, and the place of the library in society today...As libraries have taken on new types of activity, the training programs have reflected them in the curriculum, which includes courses on work with children, bibliography of subject fields, the use of microfilm and other non-book materials such as films and records, adult education, and even archival administration.<sup>34</sup>

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<sup>33</sup>Joseph Lewis Wheeler, Progress & Problems in Education for Librarianship (New York: Carnegie Corporation, 1946), p. 56.

<sup>34</sup>Carnovsky, op. cit., p. 4.

Lancour has brought attention also to new courses in communications, the theory of administration, as well as the production and use of research.<sup>35</sup>

Developments that have influenced the planning programs of curriculums have been enumerated by Jean Wiesner as follows:

1. Materials other than books have greatly increased in libraries.
2. Subject specialization in other fields of interest is reflected in the use of the library.
3. There is a new interest in scholarly research.
4. Programs of adult education have been encouraged.<sup>36</sup>

Partly responsible for the realization of these new trends of service out in the field by educators in librarianship was the Public Library Inquiry of 1949. Bryan's report stated that "librarians think that traditional library school courses, especially history of libraries, history of books and printing, and cataloging and classification were overstressed in their professional training."<sup>37</sup> The report went further:

The participants of the Chicago University Workshop on the Education for Librarianship also gave this

<sup>35</sup>Lancour, op. cit., p. 288.

<sup>36</sup>Jean Wiesner, "A Brief History of Education for Librarianship," Education, 75:176, November, 1954.

<sup>37</sup>Bryan, op. cit., p. 69.

Librarians wish to become more familiar with modern techniques of reaching their public.... would emphasize courses in nonbook materials, reading interests of adults, the psychology of the reader, applied psychology for librarians, reader guidance, and public relations and publicity.<sup>38</sup>

Since there are so many new demands on librarians today and more and more new courses are being added to the curriculums in the various schools, the problem of what is essential material that all librarians, regardless of their specialization, should know has arisen. This was a matter of concern before the reorganization of the programs, while they were yet undergraduate level, as Wheeler pointed out:

In general the basic subjects are book selection, cataloging and classification, reference, administration, and the history of books and libraries.... As each term of a one-year course is commonly built on five subjects, the foregoing may be considered a core-curriculum.<sup>39</sup>

He explained further that a great amount of study, care and intelligence had been concentrated on condensing into the first half or semester of a one-year course this basic core-curriculum and to provide in the last half year a rich variety of electives.

The participants of the Chicago University Workshop on the Core of Education for Librarianship also gave this matter much consideration in 1954:

<sup>38</sup>Ibid.

<sup>39</sup>Wheeler, op. cit., p. 59.



The concern of the participants in the workshop was to set up a goal program towards which the library schools could aim, but a program which would permit the individual schools maximum freedom of control over the organization of the material and the means for accomplishing the recommended ends.<sup>40</sup>

Their concept of "core" included only preparation for professional librarianship; the kinds of training which lead to clerical positions were not considered. The workshop did not treat courses, but rather considered areas of knowledge that every librarian should have mastered to an acceptable degree. These seven areas of essential knowledge for all librarians are:

1. The Library in Society--the study of their relationship to each other.
2. Professionalism--its meaning and characteristics.
3. Materials--their interpretation, appreciation, evaluation, selection and use of books and sources.
4. Services--the organization and characteristics of internal and external services in relation to the users of the services.
5. Administration--the basic principles and various patterns of library organization and management.
6. Communications--an introduction to the characteristics and functions of the communication process throughout history and in the present.

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<sup>40</sup>Graduate Library School of Chicago University, op. cit., p. 33.

7. Research--an introduction to the functions and methods of research and the use of research findings.<sup>41</sup>

There were some librarians at the Workshop who disagreed with the core idea. "Where certain broad areas of subject matter seem to be common to all types of library work, the approaches are so different that special orientation is better than any basic introduction upon which so many alterations will have to be imposed."<sup>42</sup> But on the whole, the theory of a core was acceptable even though present programs were not.

There are some particular aspects of present library school curriculums that have received mention in library literature, with regard to their effectiveness in the essential preparation of librarians. One aspect bearing on the library school curriculum is the pre-library school education. The Workshop felt it essential to say that general education should be a prerequisite to the professional degree. And as to the content of this pre-professional education, Bryan's report stated that "public librarians felt that their pre-professional training placed too much emphasis on mathematics, classical languages, and education, and that too little was given to the social sciences, modern

<sup>41</sup>Ibid., p. 51.

<sup>42</sup>Ibid., p. 4.

languages, fine and applied arts, and clerical skills."<sup>43</sup>

Some thirty percent of the public librarians interviewed desired more knowledge of modern languages. Twenty-eight percent of these used one or two foreign languages occasionally.<sup>44</sup>

An aspect of library school curriculum proper that is discussed often is that of whether or not field practice is a necessary part of the school training period. Wheeler pointed out in the middle 1940's that pre-professional practice, work-study, and field programs "promise to relieve somewhat the pressure on the curriculum to subtract from it more and more routine detail, and to give the students more contacts with real situations."<sup>45</sup>

Lowell Martin feels that field experience is necessary in the development of the trait of judgment because it produces the relation between classroom instruction and actual practice. He feels that the "development of the work-study plan which involves progressive work assignments is one approach to the problem."<sup>46</sup> In addition, he has pointed out that other professions such as medicine, social work, and

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<sup>43</sup>Bryan, op. cit., p. 66. <sup>44</sup>Ibid.

<sup>45</sup>Wheeler, op. cit., p. 69.

<sup>46</sup>Martin, Library Quarterly, p. 374.

teaching, see field work as the capstone of their preparation of practitioners.<sup>47</sup>

Frederick Wezeman, Associate Professor of the University of Minnesota, in a talk given in September of 1957, recommended providing clinical experience under professional direction as a part of the curriculum.<sup>48</sup> He suggested that it could be done by arrangements with libraries in the area of a library school. In 1958, Katherine Stebbins of Detroit called the trainee program the "newest trend," and mentioned that Columbia, Pratt Institute, Rutgers, and the University of Michigan library schools are now employing the work-study plan in their library programs.<sup>49</sup> But earlier, in 1954, the Workshop "was agreed that practice work is not a necessary part of the core program."<sup>50</sup>

Another item of concern in the curriculum is the matter of research work. The Workshop in 1954 chose to allow freedom to the schools as to whether they should require a thesis or other individual research. Lester Asheim has pointed out the trend toward courses in research, but added that "over the years a trend exists where the

<sup>47</sup>Martin, Library Trends, p. 215.

<sup>48</sup>Stebbins, loc. cit.      <sup>49</sup>Ibid., p. 217.

<sup>50</sup>Graduate Library School of Chicago University, op. cit., p. 48.

thesis is optional or dropped as a requirement for the degree."<sup>51</sup> Where this is the case, a paper is usually required in connection with a particular course. Wheeler made this remark:

The studies made for advanced degrees have been distinctly useful. Many were badly needed...and it is regrettable that several of the schools no longer require the thesis as a partial requirement for the master's degree. Those who made these advanced studies for degrees have in nearly all cases gone on to contribute even more substantially to library progress.<sup>52</sup>

Education for special library work is also an aspect under scrutiny in library curriculum. Jean Wiesner places such courses in two main categories: (1) courses aimed toward special libraries in general, and (2) those aimed toward a specific type of special library. These may be either required or elective, depending on the program taken.<sup>53</sup> Lester Asheim has stated that "special librarians are calling for the schools to give special courses instead of 'special libraries' in general."<sup>54</sup> He then explains that it would be necessary to divide the fields among the schools, that is, the medical librarian course could be at Columbia,

<sup>51</sup>Lester E. Asheim, "Education for Librarianship," The Library Quarterly, 25:83, January, 1955.

<sup>52</sup>Wheeler, loc. cit.      <sup>53</sup>Wiesner, loc. cit.

<sup>54</sup>Asheim, op. cit., p. 85.

the art librarian course at Chicago, and so on. He points out, too, that this kind of program would force an early decision on the library student as to the type of career he wanted in librarianship. Wheeler was of this opinion ten years earlier when he wrote:

The student knows little of the possibilities and often has no valid basis for choosing a life specialty until he has graduated and observed with the background of his training what really goes on in actual librarianship.<sup>55</sup>

Because of the inadequacy of present special library courses, some special libraries recruit their librarians with no hours of library science from the particular field of specialization. Lawrence Thompson illustrates this idea in this way:

An antiquarian bookseller or a bibliographically skilled collector is likely to be better equipped for custodianship of a collection of humanistic rariora than a library school graduate with no more knowledge of the book trade than most of our curricula provide....<sup>56</sup>

Also, he says, "the intricacies of geological, chemical, pharmaceutical, or music literature often suggest the need for a book custodian trained in these fields rather than librarianship."<sup>57</sup> But Wheeler is not of this opinion; he is

<sup>55</sup>Wheeler, op. cit., p. 66.

<sup>56</sup>Lawrence S. Thompson, "Is the Degree in Librarianship a Categorical Imperative?" American Association of Library Schools Newsletter, 10:6, January, 1958.

<sup>57</sup>Ibid.

in agreement with the idea expressed earlier by Ernestine Rose, that the specialist knows the subject and the librarian knows the source literature. Wheeler suggests that subject-specialist librarians need more courses to help them master bibliographical tools. He strongly feels that:

As "information officers" in any such field, they will approach their own closely knit clienteles more effectively with as much general library knowledge and general viewpoint as they can have as a preface to the narrow special training they must get.<sup>58</sup>

Courses aimed toward school librarianship are a matter of consideration in many curriculums. Such courses are being offered and recognized by many states in their teachers colleges, in an effort to fill the need for school librarians. The Workshop treated this problem, saying:

School librarians must have some training but the recruits for it cannot afford the time and money for a full curriculum at first nor do their initial salaries--in many schools--justify the additional training. If a good basic program is not provided by the library schools, would-be school librarians will settle for something less.<sup>59</sup>

Wheeler has made a few criticisms and suggestions along this line of school librarianship curriculum:

More instruction is needed in the principles and methods of curriculum building and in the techniques of skimming, summarizing, and utilizing the contents of current educational magazines for teachers' use....At all the library schools which train school librarians to help teachers use printed

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<sup>58</sup>Wheeler, op. cit., p. 63.

<sup>59</sup>Graduate Library School of Chicago University, op. cit., p. 37.

materials in their subject classroom teaching, this preparation too often takes only the easy line. It is built on the traditional requests in literature, English, and history, while teachers of social studies receive much less attention and shop and vocational instructors almost none.<sup>60</sup>

Lowell Martin has some forward-looking ideas on library school curriculum. He would not go along with people who advocate that library education should follow like dog-after-master with regard to accepted library practice. He declares the following:

Formal education at all levels has a dual responsibility to prepare graduates qualified to deal with present conditions and at the same time qualified to meet future changes....It is not only a matter of accepting and adjusting to change...it is equally a matter of anticipating and controlling change.... Present library schools have usually not developed the split personality.<sup>61</sup>

Nor does he feel the curriculum benefits by being revised in response to each new twist in the communication drama. He has made five suggestions for library education:

First, he recommends that there be clarification in instruction of the basic tenets of library practice, as they apply to new as well as to old users and uses of libraries. He claims that students can see the whys and wherefors and develop a feeling for methodology "when basic principles are applied to a new format." He illustrates this as follows:

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<sup>60</sup>Wheeler, op. cit., p. 82.

<sup>61</sup>Martin, Library Quarterly, p. 363.



Consideration of the cataloging of phonograph records or making a bibliography of films can be eagerly approached by both teacher and student as opportunities to gain new light on old methods.<sup>62</sup>

Second, he advocates the promotion of judgment as part of library school programs, so that basic tenets can be applied both to groups considered in school and to groups which will be encountered later. Some of the new groups that he feels libraries are called upon to serve are "home managers" (the new form of the old housewives), the applied research workers, and specialized industrial workers (engineers of all types) who are in search of sources of technical background. He explains by saying:

If important groups are neglected in basic courses, if they do not deal in principles which apply to special as well as to general library service, it is the basic courses that need re-examination.<sup>63</sup>

Instead of new and special groups leading away from the core of professional knowledge, they can and should be used to examine afresh the discipline upon which librarianship as a profession rests.<sup>64</sup>

Third, he suggests the integration of the concept of communication and of the various media of communication throughout the program of study. He points out that:

The relation of libraries to trends in communication is an essential part of the orientation of the library student. He should understand the content and function of the mass media and the

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<sup>62</sup>Ibid., p. 368.

<sup>63</sup>Ibid., p. 373.

<sup>64</sup>Ibid., p. 371.

similarities and differences between the library and comparable agencies.<sup>65</sup>

He does not approve of the fact that non-book materials are "treated in the schools as an addition, something over and above and special to be considered in the fringe...."<sup>66</sup>

Fourth, he strongly recommends the inclusion of the function of interpretation of materials along with those of selection, cataloging, and reference. He feels that "interpretation" is the new dimension in library service. "It is the taking of steps beyond the location of the printed page to some action which makes that page more usable."<sup>67</sup> This will include making bibliographies, microfilm copies, abstracting, digesting and evaluating--which traditionally have been left to the reader. But he does not think this new function to interpretation of materials calls for a new course to be added to the curriculum. He sees it:

...tied in with and an extension of, basic functions of selection, cataloging, and reference already in the curriculum. More important, the quality it calls for above all others, is judgment, and this surely is not limited to any one part of the library school program.<sup>68</sup>

Fifth, Martin suggests introduction of newer machines and devices into the curriculum, not as gadgets but as parts

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<sup>65</sup>Ibid., p. 367.

<sup>66</sup>Ibid., p. 368.

<sup>67</sup>Ibid., p. 371.

<sup>68</sup>Ibid., p. 373.

of library processes. He supports this suggestion by saying:

Modern machines, devices, and processes intrude on the library curriculum, even as do modern media of communication. They are another manifestation of the electronics age, which affects the handling if not the role, of the books....The student should find out not only what these various aids do but also what they cannot do and what they do less well than established methods.<sup>69</sup>

He adds that they should be treated in the curriculum by process rather than by mechanism, that "they should be examined where they naturally arise in courses in acquisition, documentation, and administration."<sup>70</sup> But he feels that just to mention them is not enough; either they should be brought to the students, or the students should be taken to them, as the case may be.

Underlying most of the curriculum problems in library education today is the factor of developing the professional attitude. The basic courses must contain the kind of material and presentation which will create this attitude. There are so many functions, audiences, and materials which face the librarian today that it is necessary for students to develop a flexible rather than a rigid point of view.<sup>71</sup>

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<sup>69</sup>Ibid., p. 369.

<sup>70</sup>Ibid.

<sup>71</sup>Graduate Library School of Chicago University, op. cit., p. 25.

Ernestine Rose points out that:

Many young librarians on the way up need training...not so much to perfect them in their present duties, or even to develop their capacity for similar or more complex jobs, but rather to stir their ambitions, enlarge their vision, and mature their taste.<sup>72</sup>

But the fact that librarianship is a service profession and that the actual practice must be faced was pointed out by the Workshop. "Part of the librarians' professional spirit...is a proper respect for professional techniques.... Even in the administrative positions, the librarian must know routines in order to supervise them correctly."<sup>73</sup> Wheeler also mentioned this.<sup>74</sup>

Because he feels there is much truth to such as the preceding statements, Lester Asheim has questioned the right of a school to give a "professional" degree and to demand the status and salaries that go with it for graduates if they are not ready to take professional responsibility immediately. "If the library school graduate steps in as administrator of the one-man library, from whom does he obtain his on-the-job training" in the practical things?<sup>75</sup>

Lowell Martin also has a reminder for the schools

<sup>72</sup>Rose, op. cit., p. 93.

<sup>73</sup>Graduate Library School of Chicago University, op. cit., p. 42.

<sup>74</sup>Wheeler, op. cit., p. 54.

<sup>75</sup>Asheim, op. cit., p. 81.

which are so proudly declaring that their curriculums are wholly professional. "If the schools are to depend upon theory and understanding at all in library education...then the depth and quality of instruction depends directly on its foundations in research,"<sup>76</sup> which he points out is lacking in the field of librarianship.

Asheim offers a reassuring note with the reminder that the original thesis of technical training was followed by an antithesis period--education in principles. He feels that the next phase should be a synthesis.

Leon Carnovsky reminds library educators that future librarians need training in the "grand strategy of national library planning," which is only possible with the realization on the part of every librarian that no library can be sufficient unto itself.<sup>77</sup> But even so, national library planning is only the foothill to world library planning, which will take much training in professionalism and understanding. Luther Evans warned in 1953 that:

A library system, although it may conform to certain fairly generally accepted principles, must be properly adjusted to the complex of social, economic, and political conditions of its immediate environment....We have to clear our heads of the idea that

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<sup>76</sup>Martin, Library Trends, p. 208.

<sup>77</sup>Carnovsky, op. cit., p. 5.

because a certain type of institution works well in the United States, for example, exactly the same organization will work well in places where the whole environment and cultural climate are different and where library service has to meet the needs of people with basically different cultural traditions and enjoying a different stage of social development.<sup>78</sup>

In conclusion, although the problems are many and varied with regard to the present curriculum of education for librarianship, Jean Wiesner's statement seems to sum it all up:

The profession, under the leadership of the American Association of Library Schools and the American Library Association board, is continuing its attempts to meet the demands of the present and to adapt to the increasingly complicated and diversified fields of human knowledge and activity.<sup>79</sup>

Good critical judgment of the actual content of a course could be made only through examination of the course itself.

This study has also shown that it is a worthwhile survey of the types of courses being offered as well as the requirements in the traditional library schools. The data has been arranged in a way as to facilitate comparisons through comparison tables of the programs with each other, showing similarities and differences, strengths and weaknesses. The information in this paper should be used in a critical place in the literature in any library school.

<sup>78</sup>Jack Dalton, "Library Development Through Library Education," American Library Association Bulletin, 52:748, November, 1958.

<sup>79</sup>Wiesner, op. cit., p. 177.

### CHAPTER III

#### PRESENTATION AND ANALYSIS OF THE DATA

It was more practical for the writer, considering her limited time and experience and the sources of the data, to make a quantitative rather than a qualitative study of the curriculums of the twenty-nine library schools in the United States which are accredited by the American Library Association.

The brief descriptive annotations of courses given in the school catalogs are not adequate guides for evaluation of the courses. Good critical judgment of the actual content of a course could be made only through examination of the course syllabi.

This study has value in that it is a concise survey of the types of courses being offered as well as the requirements in the accredited library schools. The data has been arranged in such a way as to facilitate comparisons through compact tables of the programs with each other, showing similarities and differences, strengths and weaknesses. The information in this paper could be used in curriculum planning by educators in any library school.

It is noted here, although the fact is not pointed out in any of the following tables or discussions, that a bachelor's degree with above average grades is the pre-

requisite of basic consideration in all the graduate library school programs analyzed in this paper.

### I. UNDERGRADUATE LIBRARY SCHOOL PROGRAMS

The data on the undergraduate library school programs are given in Table I, page 42. When this table is read from left to right, it shows the requirements in each school. Following the name of each school are the individual courses and hours of credit offered for each; the total hours allowed to complete the program; and the type of program--whether it is a school library program or a general program. Where the school catalog made a statement, the table indicates whether the program is considered a major or a minor. The table also shows the schools which offer undergraduate programs but do not state either the courses or total hours required. It is to be noted that some schools offer two or three different programs on the undergraduate level.

When the columns are read vertically, the table shows the number of schools in which a particular course is required; a comparison of the total number of hours allowed for the programs in the various schools; or the number of school library programs offered.

Some of these schools operate on the quarter-hour system; for a true comparison of total hours in these programs with the semester-hour programs, the quarter hours

hours offered to non-graduate program participants.



TABLE I  
 UNDERGRADUATE LIBRARY SCHOOL  
 COURSE PROGRAMS

NAME OF SCHOOL	COURSE PROGRAMS											TOTAL UNDER-GRAD HOURS ALLOWED				
	SELECTION OF MATERIALS	INTRO. TO BIB. & REF.	CATALOGING & CLASSIFICATION	INTRO. TO LIBRARIANSHIP	LIST. OF LIBSHIP.	HIST. OF BOOK	SCH. LIB. ADMIN.	GEN. LIB. ADMIN.	LIB. MATERIALS IN CLASSROOM	CH. READING YP. MATERIALS	FIELD WORK			A-V MATERIALS	STORTELLING	OTHER & ELECTIVES
Atlanta Univ.																**
Texas Woman's University	3	3	3			3			3	3					18	
Denver University	3	3	3	2	3	2	3		3	3	6				31	##
Emory Univ.	5	2 $\frac{1}{2}$	5				5								15	
Florida State University	5	2 $\frac{1}{2}$	5				5								17 $\frac{1}{2}$	##
Illinois University	5						3	5	3	5					75-18	##
Indiana University	6	3	3		3		3		3	3	3	6		30		
Kentucky University	3	3	3		3		3	3	3	7	3	9		10	##	
Louisiana State Univ. of	3	3	3	3					1	2				20		
Maryland Univ. of	3	3	3	3					6	2	2			22	##	
Michigan State Univ.	3	2	3				3			x		3		21+		
Minnesota Univ.	3	2	3				3			x		3		21+	##	
Mississippi State Univ.		3	3	3										9	p-rq	
North Carolina Univ. of														24	##	
Ohio State Univ.														**	major	
Oklahoma State Univ.			3			3		6	3	3				18	##	
University of	3	3	3		3		3	3						12	p-rq	
University of	3	3			3	3		2	3	3		3		23	##	
University of		3	3		3	3			3	3				18	##	
University of	3	3	3	3										12	minor	
University of	3	3	3	3									12	24	major	
Oklahoma State Univ.														**	##	
George Peabody Univ. of S. Calif.	5	4	4				5						12	30	minor	
Syracuse University		3	3			3								9		
University of		3	4				6						3	16		
Texas University		3	3				3	6		3				18	##	
University of														**	minor	
Texas Univ. of Wisconsin														**	##	
University of Wisconsin	2	2	2				3		3	3				15	##	

\*\* Offered, but not specified. ## School librarianship program.

q Schools on the quarter-hour system. To convert quarter to semester hours, multiply quarter hours by 2/3.

p-rq Courses offered to meet graduate program prerequisites.

may be converted to semester hours by multiplying the quarter hours by two-thirds.

Table I, upon analysis, shows that only seventeen of the twenty-nine accredited library schools offer an undergraduate program. Seven of the seventeen that offer undergraduate work have only one possible program; the other ten offer at least two programs, while two of these ten (Kentucky and Oklahoma) offer three. Fourteen of the schools specify that at least one of their programs is to prepare school librarians. Six schools (Texas Woman's, Florida, Illinois, Kentucky, George Peabody, and Oklahoma) offer programs of over eighteen semester hours. There is no uniformity as to the total number of hours required in the undergraduate programs in these schools--the requirements range from ten to twelve semester hours (converted from quarter hours) at Emory to forty semester hours at Florida--some being minors and some majors. It is interesting to note that three schools (Texas Woman's, Florida, and Indiana) offer at least one course that may be taken by freshmen or sophomores, but that this course is a different one in all three schools: Introduction to Librarianship and History of Librarianship at Texas Woman's University, Selection of Materials at Florida, and Introduction to Bibliography at Indiana.



<u>Course Area</u>	<u>Number of Schools Specifying</u>
Cataloging and Classification	9
Introduction to Bibliography	9
Selection of Materials	8
School Library Administration	8
History of Librarianship	4
General Library Administration	4
Reading Materials for Children and Young People (one course)	4
Reading Materials for Children (Both of	4
Reading Materials for Young People two courses)	4
Library Materials in the Classroom	3
Field Work	3
Audio-Visual Materials	3
Introduction to Librarianship	2
History of the Book	1
Reading Materials for Young People (one course)	1
Storytelling	1

It can be seen quickly that no one course area is specified by all eleven schools, for the course areas mentioned most often were specified by only nine schools.

General-program totals on individual courses. The two programs offered by Kentucky and Louisiana as prerequisites to the graduate programs which are shown on Table 1, page 42, will not be included in the discussion here, but they will be dealt with in the interpretation of Table II, page 50. The other programs shown on Table I either form a major or minor on the undergraduate level or simply offer electives

for students in other departments of the university or college. These programs will now be considered.

There are thirteen of these general programs, but three of these do not specify any particular courses, leaving a working total of ten programs for purposes of comparison. Out of these ten programs, there are actually nine schools, because Oklahoma offers two of these ten programs, specifying both a major and a minor. But since the basic courses specified by Oklahoma for both of its programs are exactly the same, this school will be considered here to offer only one program of specified courses. This leaves an actual total of nine different school programs for purposes of comparison. A summary follows of the number of schools specifying the individual course areas shown on Table I:

The two foregoing summaries show that the following are classified and distributed to bibliography are of the for with regard to the number of schools specifying courses in the general as well as in the school library programs. Also class is made in both in relation to totals. School library administration is not covered at all by the general program, but is replaced by the school library administration course. History of librarianship is mentioned by three school libraries in the school library program but in the general program. Reading Materials for Children and Young People, as one course, is mentioned less often in the

<u>Course Area</u>	<u>Number of Schools Specifying</u>
Cataloging and Classification	9
Introduction to Bibliography	9
Selection of Materials	7
General Library Administration	5
Introduction to Librarianship	2
Reading Materials for Children and Young People	2
Field Work	2
Audio-Visual Materials	2
History of the Book	1
History of Librarianship	1
School Library Administration	0
Library Materials in the Classroom	0
Reading Materials for Children	0
Reading Materials for Young People	0
Storytelling	0

The two foregoing summaries show that Cataloging and Classification and Introduction to Bibliography are at the top with regard to the number of schools specifying courses in the general as well as in the school library programs. Also close to the top in both is Selection of Materials. School Library Administration is not mentioned at all by the general programs, but is replaced by the General Library Administration course. History of Librarianship is mentioned by three more schools in the school library programs than in the general programs. Reading Materials for Children and Young People, as one course, is mentioned less often in the

general programs than in the school library programs. As two separate courses, Reading Materials for Children and Reading Materials for Young People are not mentioned at all as required in the general programs, nor are the courses Library Materials in the Classroom or Storytelling.

## II. PREREQUISITES TO THE GRADUATE LIBRARY SCHOOL PROGRAMS

Non-academic prerequisites. Although there is no table included to show the non-academic prerequisites to the graduate library school programs, sixteen of the twenty-nine accredited library schools mention in their catalogs that they limit enrollment to people of thirty-five years of age or under. In one other school, the age limit is given as fifty years at the most.\* In the great majority of these schools, the catalogs qualify this age limit further by saying that it may be waived if the person is currently employed in a library or has been engaged in some type of intellectual endeavor. The other twelve schools do not mention any age limits of any kind.

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\*These seventeen schools are: Atlanta Univ., Univ. of California, Carnegie Inst., Catholic Univ., Columbia Univ., Univ. of Denver, Drexel Inst., Univ. of Illinois, Louisiana State, Univ. of Minnesota, George Peabody, Simmons College, Univ. of Southern California, Syracuse Univ., Univ. of Texas, Univ. of Washington, and Univ. of Wisconsin.

The four schools that Atlanta Univ., Catholic Univ., Louisiana State, and Syracuse Univ.

Seven schools\* specify in their catalogs that they require entering students to have typing ability. Four other schools recommend it.\*\* The remaining eighteen schools do not mention typing in their requirements or recommendations.

Undergraduate library science prerequisites. Table II, page 50, presents the data concerning the individual undergraduate library science courses and total hours of these courses required for entrance to the graduate library schools. The column on the extreme right of the table indicates the schools that will give an examination to test the entering student's knowledge in the course areas marked, if the prospective student has no transcript credits. The numbers on the table are the hours of credit given for the individual courses in each school.

When the table is read from left to right, it shows the requirements in each school. When each column is read vertically, the table reveals the number of schools specifying a particular course as a prerequisite; also, it provides a comparison of the total hours and courses required in the various schools. For purposes of comparison, the hours given

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\*The seven schools are: Univ. of California, Carnegie Inst., Drexel Inst., Emory Univ., Indiana Univ., George Peabody, and Univ. of Texas.

\*\*The four schools are: Atlanta Univ., Catholic Univ., Louisiana State, and Syracuse Univ.



TABLE II  
 UNDERGRADUATE LIBRARY SCIENCE PREREQUISITES  
 TO GRADUATE SCHOOLS

NAME OF SCHOOL	COURSE AREAS							TOTAL HOURS REQUIRED	TOTAL COURSES REQUIRED	COURSE EXEMPTION BY EXAMINATION
	SELECTION & MATERIALS	INTRO. TO LIB. & REF.	CATALOGING & CLASSIFICATION	LIBRARY ADMINISTRATION	THEORY OF LIBRARIANSHIP	HISTORY OF LIBRARIES	OTHER			
Atlanta Univ.										
Univ. of Calif.										
Carnegie Inst.	q								x	
Catholic Univ.		3	3	2		3	11	4	x	
Univ. of Chicago	q								x	
Columbia Univ.										
Texas Woman's Univ.		3	3				9	3	x	
Univ. of Denver	q	2 $\frac{2}{3}$	2 $\frac{2}{3}$	5	5		15	4		
Drexel Inst.	q								x	
Emory Univ.	q	5		5			15	3	x	
Florida State										
Univ. of Illinois		3	3	3	3		6	6	x	
Indiana Univ.		3	2	3			8	3	x	
Univ. of Kentucky			3	3	3		9	3		
Louisiana State		3		3		3	3	12	4	x
Univ. of Michigan								10		
Univ. of Minnesota	q	3	3	3	3	3	15	5	x	
Univ. of N. Car.		9		3	3	3	18	6	x	
Univ. of Oklahoma		3	3	3		3	12	4		
George Peabody	q	5	4	4	5		18	4		
Pratt Inst.										
Rutgers Univ.			3	3			6	4	x	
Simmons College		4		4	4		4	16	4	
Univ. of S. Calif.			3	3			6	2	x	
Syracuse Univ.			3	3			6	2		
Univ. of Texas							12		x	
Univ. of Washington	q									
Western Reserve Univ.										
Univ. of Wisconsin		2	2	2	2		8	4		

<sup>q</sup>Schools on the quarter-hour system. To convert quarter to semester hours, multiply quarter hours by 2/3.

for schools organized on the quarter-hour system may be converted to equivalent semester hours by multiplying the quarter hours by two-thirds.

When analyzed, Table II shows that nineteen of the twenty-nine schools require students to have courses in specific areas before entering the graduate program. The total of these courses required varies with the school, from two (six hours) to six (eighteen hours). Thirteen of the nineteen schools give a test as an alternative to transcript credits. Schools which do not give the test require the transcript hours in the specific course areas named, either from their own school or another acceptable one. A summary follows, showing the number of schools specifying the individual course areas shown on Table II:

<u>Course Area</u>	<u>Number of Schools Specifying</u>
Cataloging and Classification	17
Bibliography and Reference	13
Selection of Materials	12
Library Administration and Theory of Librarianship (as one course)	5
Library Administration	3
Theory of Librarianship	3
History of Libraries	2
Library Administration (Both of two courses) Theory of Librarianship	1

Some comparisons may be made here between the course area summaries from Table I, which are found on pages 45 and 47 and the course area summary of Table II, given on the preceding page. It appears that the undergraduate offerings in the school library programs as well as in the general programs satisfy the entrance requirements for the top three courses mentioned as prerequisites. But School Library Administration in the school library programs does not suffice in place of the General Library Administration course that is offered in the general programs.

Foreign language requirements. Table III, page 53, shows the requirements for a reading knowledge of a foreign language for a graduate degree in library science. When the table is read from left to right, it gives the requirements in each school, indicating whether the school requires or recommends a reading knowledge of a foreign language, whether the requirement must be met before entrance to the graduate program or during it, what language is required or suggested, and whether or not a competency examination is required or offered as an alternative to transcript hours for language study. When each column is read vertically, the table shows the number of schools specifying on a particular phase of the language requirement.

Not credit allowed toward the degree.      \*Not required for children's work specialization.

TABLE III  
 FOREIGN LANGUAGE REQUIREMENTS  
 (Reading Knowledge)  
 FOR GRADUATE DEGREE IN LIBRARY SCIENCE

NAME OF SCHOOL	LANGUAGE				APPROX. YEARS OF STUDY	EXAM	
	REQUIRE A LANGUAGE	RECOMMEND A LANGUAGE	MUST BE TAKEN BEFORE ENTRANCE	CAN BE TAKEN AFTER ENTRANCE <sup>a</sup>		REQUIRED	ALTERNATIVE TO CREDITS
Atlanta Univ.	X		X	Fr. or Ger.	1		
Univ. of Calif.	X		X	Fr., Ger., other	1		X
Carnegie Inst.	X			Not specific <sup>b</sup>			
Catholic Univ.	X		X	Fr. and Ger.		X	
Univ. of Chicago	X		X	2-1 modern	1		X
Columbia Univ.	X		X	modern	2		
Texas Women's Univ.	X		X	Not specific	2		
Univ. of Denver		X		"			
Breslau Inst.	X		X	modern	2		
Emory Univ.	X		X	E.A.-not specified		X	
Florida State Univ.							
Univ. of Illinois	X		X	modern	1		X
Indiana Univ.	X		X	Fr. or Ger.			X
Univ. of Kentucky	X			modern	1	X	
Louisiana State Univ.	X		X	modern	1		X
Univ. of Michigan	X		X	Fr. or Ger.	1		
Univ. of Minnesota	X		X	Not specific <sup>b</sup>			
Univ. of N. Car.	X		X	modern <sup>c</sup>			
Univ. of Oklahoma	X		X	Not specific	1	X	
George Peabody Inst.	X		X	E.A.-not specified			
Pratt Inst.	X		X	modern			
Rutgers Univ.	X		X	modern			
Simmons College	X		X	Not specific			
Univ. of S. Calif.	X		X	modern <sup>c</sup>	2		
Syracuse Univ.	X		X	modern			
Univ. of Texas	X		X	Not specific <sup>b</sup>			
Univ. of Washington	X		X	modern			X
Western Reserve Univ.	X		X	modern			
Univ. of Wisconsin	X		X	Not specific			

<sup>a</sup>No credit allowed toward the degree. <sup>b</sup>Catalog mentions Russian.

<sup>c</sup>Not required for children's work specialization.

A study of Table III reveals that all but two schools require a reading knowledge of at least one language other than English. Of these two schools which do not require a foreign language, one recommends it; the other does not mention a foreign language. Twenty of the twenty-seven schools that require a reading knowledge of a foreign language specify that this requirement must be met before entrance to the graduate program. Of the seven schools remaining, five specify that the requirement may be met during the course of graduate study in librarianship, but cannot be used as credit toward the degree. The other two of the seven schools do not make any statement as to when this requirement must be met.

Two schools (Catholic Univ., and Univ. of Chicago) require that the student have a reading knowledge of two foreign languages. Of the six schools which specify a definite choice or alternative, the languages mentioned in all cases are French and German. Russian is suggested as acceptable and desirable in five schools. Twenty-one schools do not specify what foreign language the student must know. But thirteen of these twenty-one schools do limit the language to a modern one. One school (Univ. of Chicago) specifies that one of the two required languages must be modern; the other may be ancient.

George Peabody, University of Denver, and Florida State are the only schools which do not require a reading knowledge of some language for the Master of Arts degree; however, George Peabody does have this requirement for the Master of Science degree. The University of California bypasses the requirement for those specializing in children's work.

Three of the twelve schools which specify either years or hours of study on the transcript will accept an equivalent. Four schools require a competency examination, while six other schools will offer an examination as an alternative to a lack of transcript credits.

### III. GRADUATE PROGRAMS IN LIBRARY SCIENCE

Master of Science degree. The data for the Master of Science degree programs, including the undergraduate prerequisites, the basic required courses, and elective courses, are given on Table IV, page 56. The numbers on the table indicate the hours of credit given for the particular courses in each school. When the table is read from left to right, it shows the requirements in each school. When each column is read vertically, the table shows the number of schools in which a particular course or number of electives are required. The credit hours in schools operating on the quarter-hour

This marking indicates that the item is optional, being allowed in place of something else.

TABLE IV  
GRADUATE PROGRAMS  
MASTER OF SCIENCE DEGREE IN LIBRARY SCIENCE

NAME OF SCHOOL	BASIC REQUIRED PROGRAM											ELECTIVES		
	TOTAL UNDERGRAD	PREREQUISITES	SELECTION OF MATERIALS	BIBLIOGRAPHY & REFERENCE	CATALOGING & CLASSIFICATION	ADMINISTRATION	CHECK OF LIBRARYSHIP	LISTING OF BOOKS & LIBRARIES	COMMUNICATIONS	A-V MATERIALS	FIELD WORK	LIBRARY SCIENCE	COGNATE	
													RECOMMENDED	REQUIRED
Atlanta Univ.			2	3	6	6					3	15		
Univ. of Calif.			2	3	4	3						10		6
Carnegie Inst.	q		6	3	4	4	3				3	20		
Catholic Univ.		11	2	4	4	2				x	2	4		6
Univ. of Chicago	q													
Columbia Univ.			3	12	6	3						12		
Texas Woman's Univ.		9		9	3	(3)	(3)				3	18		
Univ. of Denver	q													
Drexel Inst.	q		6	7	8	2	3	2		x	2	15		
Emory Univ.	q	15										20		40
Florida State Univ. of Illinois		18		3	3	3		3		x	(12)	(12)		
Indiana Univ.														
Univ. of Kentucky		9										20	10	
Louisiana State Univ. of Michigan		12		6	3	3		3			3	12	6	
Univ. of Minnesota	q													
Univ. of North Car.				3		3					6	9		9
Univ. of Oklahoma		12		6	3	3					3	13		4
George Peabody Inst.	q									x		30		12
Pratt Inst.			2	6	5	4					2	16		
Rutgers Univ.		6	3	3	3		3				3	12		
Simons College		16		11	7		4				8	20		
Univ. of S. Calif.		6	3	6	3	3				x		12		
Syracuse Univ.		6		9								12		
Univ. of Texas		12		3	4	3				x	2	9		6
Univ. of Washington	q		4	8	8	3	4			3	4	10	(10)	
Western Reserve Univ.			4	5	3	2		2			x	2	11	
Univ. of Wisconsin		8		3	3			3				15		

<sup>q</sup>Schools on the quarter-hour system. To convert quarter to semester hours, multiply quarter hours by 2/3.

(x) This marking indicates that the item is optional, being allowed in place of something else.

system may be converted to equivalent semester hours by multiplying the quarter hours by two-thirds.

According to Table IV, twenty-three schools offer the degree, Master of Science in Library Science. It should be noted that George Peabody's Master of Science is a sixth-year degree and that Emory's Master of Science is given only in the field of chemistry. Also, it must be pointed out that the catalog of the University of Illinois gave units of basic required courses, not hours of credit. For the sake of uniformity on the table, these units were given the arbitrary number of three hours of credit each.

Three of the twenty-three schools which offer the Master of Science do not specify any courses in the basic required program, leaving a total of twenty schools for purposes of comparison.

From a study of Table IV, on page 56, the following summary is made, showing the number of schools specifying required course areas on the graduate level for the Master of Science degree, and a comparison with the number of schools requiring undergraduate prerequisite courses in the same areas, as shown on Table II, page 50:

\*These are the figures given in these areas because the areas are not listed on Table II.



Number of Schools Requiring      Number of Schools Not Requiring

Grad. Level      Undergrad. Prereq.      Grad. Level      Undergrad. Prereq.

<u>Course Area</u>	<u>Grad. Level</u>	<u>Undergrad. Prereq.</u>	<u>Grad. Level</u>	<u>Undergrad. Prereq.</u>
Bibliography and Reference	20	8	0	0
Cataloging and Classification	18	9	2	0
Research Methods	13	*	7	*
Selection of Materials	11	0	9	2
Administration	10	2	10	8
Field Work	10	*	10	*
Theory of Librarianship	10	0	10	5
History of Books and Libraries	6	0	14	13
Audio-Visual Materials	1	*	19	*
Communications	1	*	19	*

According to the foregoing figures, the basic course specified by all schools stating basic requirements at the graduate level is Bibliography and Reference. Cataloging and Classification is a close second, and Research Methods is third. Administration, Theory of Librarianship, and Field

\*There are no figures given in these spaces because the courses are not listed on Table II.

Work are all required by one-half of the schools specifying the basic courses. Approximately one-half of the schools which require the two most often mentioned courses on the graduate level also require a similar introductory course as an undergraduate prerequisite.

Two schools do not mention a book selection course as required--either on the graduate or undergraduate level, as shown by the figures in the right hand column of the summary on page 58. Eight schools do not require an administration course on either level; five do not require theory on either level; and thirteen do not specify a history course at either level.

Table IV, page 56, reveals some interesting facts concerning the elective program of courses allowed in the schools that give a Master of Science. All twenty-three of the schools offering a Master of Science degree provide and allow for a certain number of hours that the student may choose as a field of specialization in library science. The number of such electives allowed range from a low of four semester hours in one school to a high of twenty semester hours (converted from thirty quarter hours) in two other schools. The school with the low of four semester hours (Catholic Univ.) is one of the two schools with the lowest number of total hours required for the degree. The two schools with the high of twenty hours of electives in library science do not

require any specific courses on the graduate level, but let the students develop as they wish and need in any phase of the schools' programs.

Twelve hours of library science electives are the most common; this is the pattern in five schools. Three schools allow ten hours, and three others allow thirteen hours of library science electives. Nine, fifteen, eighteen and twenty hours of electives in library science are given as the pattern by two schools each. The remaining programs allowing four, seven, and eleven hours of library science electives are mentioned once by each of three schools.

Table IV, page 56, also shows that eleven schools mention cognate electives in addition to the library science electives. Of these eleven, seven schools require that a certain number of hours be chosen as cognates outside the field of library science, but related to it. One of these seven schools requires a forty-hour cognate, but this is an exceptional program, leading to a specialization in the field of chemistry. Another of these seven schools requires twelve hours of cognate electives; this is also a very unusual program, being a sixth-year master's program, not the usual fifth-year program. The cognate in this instance is definitely an alternative to a surfeit of hours in the one field of library science, when a specialization outside but related to the field is in order.

The more usual pattern concerning cognate courses is a required six hours, as specified by three schools. Two of the three schools which require a six-hour cognate also have eleven and twelve hours required prerequisites in library science; it is very possible that the cognates are seen as helpful in filling a gap that may have been left by the taking of library science hours during the undergraduate general education years. But it is interesting to notice that the third of these three schools (Univ. of California) does not have any prerequisites in library science for which to compensate.

Master of Arts degree. The data for the Master of Arts degree programs, including the undergraduate prerequisites, the basic required courses, and elective courses are given on Table V, page 62. The numbers on the table indicate the hours of credit required for the particular courses in each school. When the table is read from left to right, it shows the requirements in each school. When each column is read vertically, the table shows the number of schools which require a particular course or number of elective hours. Again, the credit hours in schools operating on the quarter-hour system may be converted to equivalent semester credit hours by multiplying the quarter hours by two-thirds.

TABLE V  
GRADUATE PROGRAMS  
MASTER OF ARTS DEGREE IN LIBRARY SCIENCE

NAME OF SCHOOL	BASIC REQUIRED PROGRAM										ELECTIVES					
	TOTAL UNDERGRAD PREREQUISITES	SELECTION OF MATERIALS	BIBLIOGRAPHY & REFERENCE	CATALOGING & CLASSIFICATION	ADMINISTRATIVE	TECHNICAL	LIBRARIANSHIP	LISTING OF BOOKS & LIBRARIES	COMMUNICATIONS	A-V MATERIALS	FIELD WORK	RESEARCH METHODS	LIBRARIAN	SCIENCE	COGNATE	
															RECOMMENDED	REQUIRED
Univ. of Chicago	9		12					6	3	x	3	x			x	
Texas Woman's Univ.	9		9	3				3						9		
Univ. of Denver	15		15	5				5						15	(15)	
Emory Univ.	15		10	3	4					3		5		8	15	
Florida State		3	9	3	3	3					3	1		15		
Indiana Univ.	8		10		4	3						2		11	(10)	
Univ. of Kentucky	9													16	8	
Univ. of Michigan	10	3	6	3		3								13	6	
University of Minnesota	15													18	9	
	15													21-27	18-24	
Univ. of Oklahoma	12		6	3	3							3		7	4	
George Peabody	18		12	6				4			x			16	12	

<sup>a</sup>Schools on the quarter-hour system. To convert quarter to semester hours, multiply quarter hours by 2/3.

(x) This marking indicates that the item is optional, being allowed in place of something else.

Table V shows that eleven schools offer the degree, Master of Arts in Library Science. Two of the eleven schools do not specify any basic required courses, leaving a total of nine schools for purposes of comparison. It should be noted that the University of Chicago stated required course areas in its catalog, but did not give hours of credit in each area. For the sake of uniformity on the table, each area was given an arbitrary credit of three hours.

An analysis of Table V, page 62, makes possible the following summary, showing the number of schools specifying required course areas on the graduate level for the Master of Arts degree, and a comparison with the number of schools requiring undergraduate prerequisite courses in the same areas as shown on Table II, page 50:

Course Area	Number of Schools Requiring		Number of Schools Not Requiring	
	Grad. Level	Undergrad. Prereq.	Grad. Level	Undergrad. Prereq.
Bibliography and Reference	9	5	0	0
Cataloging and Classification	7	5	2	1
Research Methods	6	*	3	*
Administration	4	1	5	2
History of Books and Libraries	4	0	5	6
Theory of Librarianship	3	0	6	3
Field Work	2	*	7	*
Selection of Materials	2	0	7	2
Audio-Visual Materials	1	*	8	*
Communications	1	*	8	*

According to the foregoing figures, all the schools stating basic required course areas for the Master of Arts degree specify Bibliography and Reference. Cataloging and Classification is second, Research Methods is third, and Administration is fourth. Thus far, the pattern of requirements of Librarianship and Field Work are specified by some

\*There are no figures given in these spaces because the courses are not listed on Table II.

therefore, less popular than in the Master of Science

ments is exactly the same for the Master of Arts degree as it is for the Master of Science degree. There is another similarity between the two degree patterns of basic requirements in that History of Books and Libraries is least often mentioned in the undergraduate prerequisites.

As in the Master of Science programs, again in the Master of Arts programs approximately one-half of the schools which require the two most often mentioned courses on the graduate level also require a similar introductory course as an undergraduate prerequisite.

Audio-Visual Materials and Communications are mentioned by only one school each, as is true also in the Master of Science program schools. The two courses which seem to have been reversed as to popularity, in comparing the required courses in the Master of Science and Master of Arts degree programs, are History of Books and Libraries and Selection of Materials. In the Master of Science degree programs, Selection of Materials is required in roughly one-half the schools specifying required courses, and History of Books and Libraries is required in roughly one-third of the schools. In the Master of Arts degree schools, the situation is vice-versa. In the Master of Arts programs, Theory of Librarianship and Field Work are specified by one-third and just less than one-third of the schools, and are, therefore, less popular than in the Master of Science



programs, where these two courses are specified in exactly one-half of the schools stating required course areas.

The extreme right-hand column of the summary on page 64 shows that one school does not mention Cataloging and Classification as required on either the undergraduate or graduate level; two schools do not require Administration; six schools do not require History of Books and Libraries; three schools do not require Theory of Librarianship; two do not mention Selection of Materials as a basic required course area.

Table V, page 62, also shows the electives allowed in library science courses for the Master of Arts degree. All eleven schools offering this degree provide and allow for a certain number of hours that a student may choose as a field of specialization in library science.

The number of electives allowed in library science courses ranges from a low of six semester hours (8 quarter hours) to a high of eighteen semester hours (27 quarter hours). One other school allows sixteen semester hours of library science electives; both of the last two mentioned programs, however, have this high number because they do not specify any basic required courses. Only one school that specifies the basic courses also has a total of electives as high as fifteen; it is also the program requiring the largest number of total hours for the Master of Arts degree.

Table V, page 62, also shows the cognate electives, which are in addition, usually, to the library science electives in the Master of Arts degree programs. Seven of the eleven schools require cognate courses; all of these schools have a fairly large number of undergraduate prerequisites in library science to be balanced in this way with other fields of study. Three schools suggest cognate hours be taken, two of them strongly recommending them. These schools also have a strong undergraduate library science prerequisite program.

Master's project requirements. The data on schools which require or have an optional master's project are presented on Table VI, page 68. The table is divided into two main parts--projects in the Master of Arts degree programs and in the Master of Science degree programs. This is done so that the overall picture of requirements may be more easily seen in relation to Table IV, page 56, which shows the required and elective courses of the Master of Science degrees, and with Table V, page 62, which shows the required and elective courses of the Master of Arts degrees.

Under each type of degree, Table VI is further divided by the type of project--a thesis or a paper, and indication is made as to whether the project is required or optional and the number of hours credit given for the work. There was

TABLE VI  
MASTER'S PROJECT REQUIREMENTS

NAME OF SCHOOL	MASTER OF ARTS						MASTER OF SCIENCE					
	THESIS			PAPER			THESIS			PAPER		
	REQUIRED	OPTIONAL	HOURS OF CREDIT		REQUIRED	OPTIONAL	HOURS OF CREDIT		REQUIRED	OPTIONAL	HOURS OF CREDIT	
			QUART.	SEMES.			QUART.	SEMES.			QUART.	SEMES.
Atlanta Univ.								x		?		
Univ. of Calif.												
Carnegie Inst.	q											
Catholic Univ.								x		?		
Univ. of Chicago	q	x	1-3	2								
Columbia Univ.												
Texas Woman's Univ.		x		6						x		0
Univ. of Denver	q	x	1-7 <sup>2</sup>	5								
Drexel Inst.	q										x	4
Emory Univ.	q	x	5	3				x	5	3		
Florida State		x		1-6	x		1-6					
Univ. of Illinois										x		0
Indiana Univ.		x		5	x		0					
Univ. of Kentucky		x		6								
Louisiana State								x		1-6		
Univ. of Michigan												
Univ. of Minn.	q	x	18	12	x	3-9	2-6					
Univ. of N. Car.								x		3		
Univ. of Oklahoma		x		4								
George Peabody	q							x	3	2		
Pratt Inst.											x	4
Rutgers Univ.												
Simmons College												
Univ. of S. Calif.								x		4		
Syracuse Univ.											x	3-6
Univ. of Texas								x		3		
Univ. of Wash.	q							x		?		
West. Reserve Univ.											x	3
Univ. of Wisconsin											x	1-4

q Schools on the quarter-hour system.



Peabody, and Texas) require the thesis. Three other schools (Louisiana, Southern California, and Washington) state that the thesis is optional.

Three schools (Texas Women's, Illinois, Western Reserve) require a master's paper for the Master of Science degree. Four schools (Drexel, Pratt, Syracuse, and Wisconsin) list the paper as optional. When all schools offering a Master of Science degree are considered, nine require a master's project.

From the preceding figures, several generalizations can be made. Eleven schools require a thesis for either one or both degrees. Six schools make the thesis optional for either degree. Five schools require a master's paper for either degree, and five other schools make the paper optional for either degree. Six schools make no statement concerning the master's project for either degree. Nine schools make the master's project entirely optional. Finally, fifteen schools offer degree programs that do not require a master's project.

Totals on the three main divisions of the individual graduate degree programs. In Table VII, page 71, the totals are given for each school, concerning the number of basic required hours specified, the number of elective hours specified, and the sum of these--the number of hours required

TABLE VII

TOTALS ON THREE MAIN DIVISIONS OF  
THE INDIVIDUAL GRADUATE DEGREE PROGRAMS

NAME OF SCHOOL	BASIC REQUIRED HOURS SPECIFIED		ELECTIVES		DEGREE TOTALS		DEGREE
	QUART. HOURS	SEMES. HOURS	QUART. HOURS	SEMES. HOURS	QUART. HOURS	SEMES. HOURS	
Atlanta Univ.		24		15		39	MS
Univ. of Calif.		12		16		28	MS
Carnegie Inst. q	25	17	20	13	15	30	MS
Catholic Univ.		14		10		24	MS
Univ. of Chicago q	24*	16*	21	21	25	30	MA
Columbia Univ.		24		12		36	MS
Texas Woman's University		18		18		36	MS
		21 <sup>f</sup>		9		30	MA
Univ. of Denver q	30	20	15	10	15	30	MA
Drexel Inst. q	30	20	15	10	15	30	MS
Emory University q			60	10	60	10	MS
	22	15	23	15	15	30	MA
Florida State		25		15		40	MA
Univ. of Illinois		12*		12		24	MS
Indiana Univ.		19		11		30	MA
University of Kentucky				30		30	MS
				18		24	MA
Louisiana State		18		18		36	MS
Univ. of Michigan		15		19		34	MA
University of Minnesota q	18 <sup>f</sup>	12 <sup>f</sup>	27	18	15	30	MA
			15	30	15	30	MA
Univ. of N. Car.		12		18		30	MS
University of Oklahoma		15		17		32	MS
		19 <sup>f</sup>		11		30	MA
George Peabody q			12	28	12	28	MS
	38**	25**	28	19	66	14	MA
Pratt Inst.		18		18		36	MS
Rutgers Univ.		18		12		30	MS
Simmons College		30		10		40	MS
Univ. of S. Calif.		18		12		30	MS
Syracuse Univ.		18** <sup>f</sup>		12		30	MS
Univ. of Texas		15 <sup>f</sup>		15		30	MS
Univ. of Wash. q	36	24	10	8	16	30	MS
West. Reserve Univ.		21 <sup>f</sup>		11		32	MS
Univ. of Wisconsin		9		15		24	MS

\*Catalog gave units, each of which the writer gave the arbitrary credit of three hours--quarter or semester, as the case may be.

\*\*Includes undergraduate prerequisites in total for degree.

<sup>f</sup>Includes credit hours for required master's project.

for the degree in the various schools. The quarter hours have been converted on the table to equivalent semester hours. The column on the extreme right indicates the type of degree.

When the table is read from left to right, the totals in each school may be seen. When each column is read vertically, the table shows the totals in all the schools, according to the column heading.

A summary from Table VII of the number of basic required hours specified in the graduate programs can be read more meaningfully when given by the type of degree as follows:

<u>MASTER OF SCIENCE DEGREE</u>		<u>MASTER OF ARTS DEGREE</u>	
<u>NUMBER REQUIRED HOURS SPECIFIED</u>	<u>NUMBER SCHOOLS SPECIFYING</u>	<u>NUMBER REQUIRED HOURS SPECIFIED</u>	<u>NUMBER SCHOOLS SPECIFYING</u>
18	6	25	2
24	3	19	2
12	3	15	2
15	2	21	1
30	1	20	1
21	1	16	1
20	1	12	1
17	1	6	1
14	1		
9	1		

According to the foregoing figures, the hours of basic required courses specified in the twenty-nine accredited library schools range from a low of six semester hours to as many as thirty semester hours.

In the Master of Science degree programs, the range in the number of basic required courses specified is from a low of nine semester hours in one school to a high of thirty semester hours in another. The most common number of hours required is eighteen, required in six of the twenty schools offering the Master of Science degree. Second to the most common number of required hours is a tie between twenty-four semester hours and twelve semester hours, required in each of three schools. Third most common is fifteen required basic course hours, specified in two schools. All six other required programs are specified in only one school each.

Table VII, page 71, also shows the total elective hours specified in the graduate programs. A summary of these total elective hours follows, listed under the type of degree:

Twenty-three schools offering a Master of Science degree, the range in total elective hours specified is from a low of eight semester hours to a high of twenty semester hours. The most common number of elective hours specified is twelve, as stated in five schools. The second most common is eighteen semester hours, as stated in four schools.



MASTER OF SCIENCE DEGREEMASTER OF ARTS DEGREE

<u>NUMBER ELECTIVE HOURS SPECIFIED</u>	<u>NUMBER SCHOOLS SPECIFYING</u>	<u>NUMBER ELECTIVE HOURS SPECIFIED</u>	<u>NUMBER SCHOOLS SPECIFYING</u>
12	5	19	2
18	4	18	2
15	3	15	2
10	3	11	2
40	1	30	1
30	1	14	1
28	1	10	1
17	1	9	1
16	1		
13	1		
11	1		
8	1		

According to these figures, the elective hours specified in the twenty-nine accredited library schools range from a low of eight to as many as forty semester hours.

In the twenty-three schools offering a Master of Science degree, the range in total elective hours specified is from a low of eight semester hours to a high of forty semester hours. The most common number of elective hours specified is twelve, as stated in five schools. Next most common is eighteen semester hours, as stated in four schools.

of degree follows:

Third are fifteen and ten semester hours, as stated in three schools each. The remaining eight programs are specified in only one school each.

In the schools offering the Master of Arts degree, the number of hours of electives specified will have to be compared by twelve programs rather than by eleven schools, for Minnesota offers two Master of Arts degrees, each with a different number of electives. This has caused a discrepancy in the extreme right-hand column in the summary on page 76. The heading of this column is labeled "Number Schools Specifying," which should total eleven; but since there are twelve programs which needed to be recorded, this column actually shows the total number of programs in these eleven schools, which is twelve.

The range in the number of electives specified in the twelve programs offering a Master of Arts degree is from a low of nine semester hours to a high of thirty semester hours. There is no common program of number of electives. Eleven, fifteen, eighteen, and nineteen semester hours are each stated as electives by two schools each. The other four programs are given in only one school each.

Table VII, page 71, also reveals the total hours required for the graduate degrees. A summary showing the total hours required in the various schools according to the type of degree follows:

<u>MASTER OF SCIENCE DEGREE</u>		<u>MASTER OF ARTS DEGREE</u>	
<u>TOTAL HOURS FOR DEGREE</u>	<u>NUMBER SCHOOLS SPECIFYING</u>	<u>TOTAL HOURS FOR DEGREE</u>	<u>NUMBER SCHOOLS SPECIFYING</u>
30	9	30	7
36	4	24	1
24	3	34	1
28	2	40	1
32	2	44	1
40	2		
39	1		

The foregoing figures show that in both the Master of Science degree and the Master of Arts degree, thirty semester hours is by far the most common requirement. The range in total number of hours required for the degree in the twenty-nine schools is from a low of twenty-four semester hours to a high of forty-four semester hours. The forty-four semester hour Master of Arts degree includes twelve semester hours (eighteen quarter) of undergraduate prerequisites, and so is actually equivalent to the regular thirty-two semester hour degree. This leaves forty semester hours as the highest requirement, which is found in three schools.

The four schools which require a low of twenty-four total hours for the graduate degree actually require more than is apparent, for they all require at least eight hours of undergraduate prerequisites in library science, making

the grand total of library science hours required thirty-two. But two of the three forty-hour programs also require sizeable numbers of prerequisite hours in addition to the forty graduate hours. It is not possible to list all the prerequisite hours here in relation to the total graduate hours required, but by using Table II, page 50 with Table VII, page 71, the situation may be seen with regard to each school's program.

School librarianship specialization. The specialization in school librarianship is of great interest and importance to educators because of the various state requirements for trained school librarians. Comparisons will now be made of this specialization with regard to the total required hours for the other more common programs of specialization, which include public and university librarianship.

Although there is no accompanying table to show the statistics graphically, in twenty-six of the twenty-nine accredited library schools, the elective hours specified may be chosen in school librarianship. The graduate school librarianship programs in all these schools follow the ordinary graduate degree program pattern, requiring the same basic courses that all students must take plus the electives. In only three of the twenty-six schools is the total number

of hours for this specialization different than than the total number of hours required for the other specializations.

Florida State's Program of Study in Area of Librarianship, their general program, requires forty hours, while the Program of Study in Area of School Materials Service is only thirty-six--one hour less in the required subjects and three less in the specialization courses. At Indiana University, the school library service program is given as a Master of Arts for Teachers, which requires thirty-six hours of credit, whereas the regular Master of Arts requires thirty hours. The school library program at Syracuse is thirty-six hours instead of the regular thirty hours, to help students meet the requirement for the state's Permanent Certificate for full-time school library work.

Three of the twenty-six schools mention that the specialization is provided in the area of school librarianship, but do not specify courses or total hours. This leaves, actually, twenty-three schools that indicate the total number of hours required for a degree with this specialization. One of these twenty-three, as explained above, requires four hours less for this degree than is necessary for the general library work degree. Two other schools require an extra six hours for specialization in the school library area. This leaves twenty schools, or the great majority of them, requiring the same number of hours of

work for the school library program as for the regular public, university, or general library service graduate degree.

It is interesting to see how strong the school library programs are with regard to the area of bibliography in courses other than those directly concerned with literature for children and young people. Table VIII, page 80, presents the data on the schools which require the literature courses in the subject fields of the social sciences, the humanities, and the natural sciences, for the graduate degree in school librarianship.

The table shows which schools have these courses as part of the basic requirement for all students, regardless of their specialization, which schools require them especially in the area of specialization, and which schools do not require these courses at all. When the table is read from left to right, it shows which courses and the number of courses that are required in each school. When each column is read vertically, the table shows the number of schools requiring each of the courses.

Table VIII, on page 80, shows that fourteen of the twenty-six schools offering specialization in school librarianship include at least one of the basic literature courses in the basic requirements that all students must take. Only one of the twelve that do not require these courses among the basic courses on the graduate level allows the general

TABLE VIII

**SCHOOLS WHICH REQUIRE  
LITERATURE COURSES IN THE THREE BASIC KNOWLEDGE AREAS  
FOR THE GRADUATE DEGREE IN SCHOOL LIBRARIANSHIP**

NAME OF SCHOOL	BASIC REQUIREMENT			TOTAL COURSES	SPECIALIZATION			TOTAL COURSES	
	SOCIAL SCIENCES	HUMANITIES	SCIENCES		SOCIAL SCIENCES	HUMANITIES	SCIENCES		
Atlanta Univ.									
Univ. of Calif.									
Carnegie Inst.									
Catholic Univ.	(x)	x	(x)	2					
Univ. of Chicago	x	x	x	3					
Columbia Univ.					(x)	(x)	(x)	3	*
Texas Woman's Univ.	x	x	x	3					
Univ. of Denver	x	x	x	2					
Drexel Inst.	x	x	x	3					
Emory Univ.		x		1					
Florida State									
Univ. of Illinois	(---)	(---)	(x)	1					
Indiana Univ.	x	(x)	(x)	2					
Louisiana State									
Univ. of N. Car.	(x)	(x)	(x)	1					*
Univ. of Oklahoma			x	2					
George Peabody	x	x	x	3					
Pratt Inst.									
Rutgers Univ.									
Simmons College	x	x		2					
Univ. of S. Calif.	(x)	(x)	(x)	2					
Syracuse Univ.									
Univ. of Texas									
Univ. of Wash.				1					
West. Reserve Univ.									
Univ. of Wisconsin									

\* May be taken as alternative to required courses on reading for children and young people.

( ) Choice allowed.

literature courses as alternative to required courses on reading for children and young people. Four of the schools that do require literature courses, specify all three courses in the three different fields. Six specify two of the three courses, and three of these six schools allow free choice as to which two of the three courses to take. The other four schools specify only one of the literature courses, and in all cases this one course is some kind of combination of two or all three of the subject field literature courses.

Conversion programs. Several schools offer a conversion program for changing the bachelor's degree in library science to a master's degree, as is shown on Table IX, page 82. The table shows how many hours of library science and cognates are specified in these programs; the total hours required; and whether or not a master's project is included in, or is in addition to the total hours.

Table IX shows that twelve schools are attempting to help librarians who received a fifth-year bachelor's degree in library science to obtain degrees of graduate standing. The minimum number of library science and cognate hours required to convert the bachelor's to a master's degree is fifteen ( $22\frac{1}{2}$  quarter hours) semester hours. The highest number required is thirty semester hours. All but one of these programs recommend cognates to avoid repetition of



**TABLE IX**  
**CONVERSION PROGRAMS OFFERED**  
**FOR CHANGING BACHELOR'S TO MASTER'S DEGREE**  
**IN LIBRARY SCIENCE**

NAME OF SCHOOL	LIBRARY SCIENCE		COGNATE	TOTAL HOURS	MASTER'S PROJECT
	HOURS	COURSES			
Atlanta Univ.				not specf.	Not specf.
Univ. of Calif.	12		(12)	24	+ a study
Catholic Univ.	12		(some)	24	
Univ. of Chicago	<sup>c</sup>	9		not specf.	
Univ. of Denver	<sup>c</sup>		(some)	22½	optional
Emory Univ.	<sup>c</sup> 20		15	35	+ a paper
Univ. of Illinois		4	(4 courses)	8 courses	optional
Univ. of Michigan	12		(12)	24	
George Peabody	<sup>c</sup> 16		(8)	24	
Univ. of S. Calif.	16		(4)	20	includes thesis
Syracuse Univ.	12		(18)	30	
Univ. of Wisconsin	some		(some)	18	

<sup>c</sup>Schools on the quarter-hour system. To convert quarter to semester hours, multiply quarter hours by 2/3.

( ) Recommended, although not required.

library science courses taken previously. The most common number of library science hours in these programs is twelve semester hours. Three of these schools require a thesis to convert the lower degree to a master's. Two schools state that the thesis is optional, and seven schools do not specify on this point.

Special elective courses offered on the graduate level.

Table X, page 84, shows some of the special elective courses offered on the graduate level in the various schools. The numbers on the table indicate the credit hours given for each course in each school.

When read from left to right, the table shows the specific courses offered in each school. When the columns are read vertically, the table shows the number of schools offering a particular course.

According to Table X, page 84, the most common of these more specialized electives are the courses in College and University Libraries, Government Publications, and Special Libraries (in general). Others which are somewhat popular with regard to the number of schools offering them are the courses in National, Regional, and County Libraries; Modern Book Publishing; and Documentation.

Areas of specialization available. The areas of specialization offered on the graduate level in the various

TABLE X

SOME SPECIAL ELECTIVE COURSES  
OFFERED ON THE GRADUATE LEVEL

NAME OF SCHOOL	LIB. OF BIOMED. & PHYS. SCIENCES	BUSINESS INFORM.	CHEMICAL LAB.	COLLEGE LIB. LISTS	DOCUMENTATION	ENGINEERING LIB.	GOVERNMENT PUBLS.	HOSPITAL LIB. SERV	INDEXING AND ABSTRACTING	LAB. LIB. AT. SCHED.	LIBRARY BUILDINGS	LC CLASSIFICATION	MAPS LIB. AT. SCHED.	MASS MEDIA	COMMUNICATION	MEDICAL LIB. & LISTS	PER. BOOK PUBLIS.	MUSIC LIB. & LISTS	NATIONAL, REGIONAL, COUNTY LIBS. OR BLDG	RARE BOOKS	SERIALS	SPECIAL LIBRARIES
Atlanta Univ.				3		2								3								
Univ. of Calif.				2		1													2			
Carnegie Inst. <sup>q</sup>				3	2	3																
Catholic Univ.				2		2		2								2						2
Univ. of Chicago <sup>q</sup>				X		X				X						X		X	X	X		X
Columbia Univ.		3			3			3	3					3	3	3		3	X			
Texas Women's Univ.				3		3																3
Univ. of Denver <sup>q</sup>						2													2 1/2			2 1/2
Braxel Inst. <sup>q</sup>				3		2													3			9
Emory Univ. <sup>q</sup>				3		2										5						
Florida State						3								2		2						2
Univ. of Illinois			X	X		X			X	X				X	X			X				
Indiana Univ.				2																		
Univ. of Kentucky				2		2																
Louisiana State				3		3																3
Univ. of Michigan		2	X	2	2					2	2	2			2	2		2				2
Univ. of Minnesota <sup>q</sup>				3										3		3		3				3
Univ. of N. Car.						3				3						3		3				
Univ. of Oklahoma			1	3		2								3								
George Peabody <sup>q</sup>				8		4																4
Pratt Inst.					2	2																2
Rutgers Univ.		3		3										3								
Simmons College						4								4		4						
Univ. of S. Calif.	3					3			3					2								3
Syracuse Univ.				1	3	3											3		3			
Univ. of Texas				2	2	3								3								2
Univ. of Wash. <sup>q</sup>						2			X													
West. Reserve Univ.				2	2	2	1		3	2	2	2	2	2		2	2	2	2	2		2
Univ. of Wisconsin				3		3																3

NOTE: The numbers on this table are the hours of credit given for each course.

<sup>q</sup>Schools on the quarter-hour system. To convert quarter to semester hours, multiply quarter hours by 2/3.

schools are presented on Table XI, page 86. This table shows that the great majority of the twenty-nine accredited library schools state that they offer specialization in the areas of public librarianship, school librarianship, and college and university librarianship. It is assumed, upon consultation of the courses listed in the school catalogs, that those schools not specifying that they offer public librarianship, did not do so because the offerings in this field are taken for granted.

The other more unusual areas of specialization shown on the table do not lend themselves to much generalization, but are interesting to notice and of importance to people specializing in these areas.

TABLE XI  
 AREAS OF SPECIALIZATION  
 OFFERED ON THE GRADUATE LEVEL

NAME OF SCHOOL	SPECIALIZATION AREAS																					
	CH. & P. PUBLIC	GENERAL LIBRARY	SCHOOL LIBRARIES	COLL. UNIV. LIBS.	CHEMICAL LIBS.	LAW LIBRARIES	A-V LIBSHIP.	CHIN. & JAP.	COLLECTIONS	SCIENCE LIBS.	MUSIC LIBRARIES	MEDICAL LIBS.	REL. & THEOL. LIBRARIES	MED. REC. LIBSHIP.	HIST. SOCIETIES	GOV'T LIBRARIES	ART LIBRARIES	BUSINESS LIBS.	SPECIAL LIBS.	COURT/REGIONAL LIBRARIES	OTHER	
Atlanta Univ.																						
Univ. of Calif.																						
Carnegie Inst.																						
Catholic Univ.													X									
Univ. of Chicago																						
Columbia Univ.																						
Texas Woman's Univ.																						
Univ. of Denver																						
Drexel Inst.																						
Emory Univ.																						
Florida State																						
Univ. of Illinois																						
Indiana Univ.																						
Univ. of Kentucky																						
Louisiana State																						
Univ. of Michigan																						
Univ. of Minnesota																						
Univ. of N. Car.																						
Univ. of Oklahoma																						
George Peabody																						
Pratt Inst.																						
Rutgers Univ.																						
Simmons College																						
Univ. of S. Calif.																						
Syracuse Univ.																						
Univ. of Texas																						
Univ. of Wash.																						
West. Reserve Univ.																						
Univ. of Wisconsin																						

\*An undergraduate program, but given here because it is unique.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

#### I. RESTATEMENT OF THE PROBLEM

The purpose of this study has been to survey library education in the twenty-nine accredited library schools in the United States, as of January 1, 1959. The particular requirements and specifications in each of the schools were obtained from the published catalog of the school or department. The tables show programs, prerequisites, requirements, special courses, conversion plans, comparisons between graduate and undergraduate programs, and between the M.A. and M.S. degrees. No data has been gathered on doctoral programs.

From the presentation and analysis of the data on the preceding tables, certain similarities and differences may be seen. No uniform pattern of education for librarianship exists in the United States; however, a number of the requirements are generally accepted in all of the twenty-nine schools, which are summarized as follows.

#### II. PRINCIPAL FINDINGS AND CONCLUSIONS

Undergraduate Programs. Little uniformity as to the number of hours of library science on the undergraduate level exists; some schools give a major while others give a minor

or less. About eighty percent of the schools offering an undergraduate program specify this program as preparation for school librarians. The three most often mentioned courses given at the undergraduate level are Cataloging and Classification, Introduction to Bibliography, and Selection of Materials.

Although there has been disagreement about offering library science courses on the undergraduate level, fifteen of the accredited schools offer what can be considered, at the least, good strong minors. Some of the participants at the University of Chicago Core Workshop felt undergraduate library science courses lessen the hours of liberal arts education. But it is very likely that an early introduction to the field can stimulate an interest that may lead to specialization in the future. Also, the books studied in the introductory courses would seem to have liberal arts values. And because the states are requiring school librarians to have training, a definite need exists for introductory and basic courses at the undergraduate level.

Most schools limit the undergraduate library science courses to the junior and senior years. It has been pointed out that while this may be desirable from a teaching point of view, it is possible that the prospective recruit may be side-tracked during the freshman or sophomore year. At least three schools (Texas Woman's, Florida State, and

Indiana) have realized this fact and now offer at least one course which may be taken in the lower division undergraduate years. It seems contradictory that some schools (Catholic University, Michigan, Rutgers, and Simmons) do not offer undergraduate library science courses for credit, yet they do require them of students entering their graduate programs.

Non-Academic Prerequisites. About sixty percent of the schools state that students must be under thirty-five years of age or be currently employed in a library or other intellectual pursuit to be accepted for study toward a graduate degree. About one-fourth of the schools require typing ability on the part of entering students at the graduate level, while fourteen percent recommend typing ability.

The age requirement for the graduate program seems reasonable. The course of study in librarianship entails many hours of detailed study, which are difficult enough to maintain when the student is an alert and healthy young person; the program would certainly be more difficult for persons of middle years who have not been accustomed to such an intensive pace. The difficulty of placement of older graduates is undoubtedly a factor too.

The typewriter is such a common machine today and so essential to good written communication in any field of

few others give it as an alternative to transcription work. That only two schools require a reading knowledge of more



endeavor, that it seems appropriate that its use be required of library students.

Academic Prerequisites in Library Science. Again, there is little or no uniformity among the various schools as to the hours of academic prerequisites to the graduate programs. Nineteen of the schools give an examination to test the knowledge of people with experience but no transcript hours in the prerequisite course areas. In general, the courses offered in the undergraduate programs are the same courses which are required as prerequisite by the graduate schools. Cataloging and Classification, Introduction to Bibliography, and Selection of Materials are the three most often mentioned courses on both levels.

Foreign Language Requirements. All but two of the schools require students to have a reading knowledge of a foreign language to be eligible for the graduate degree in library science. Twenty of these schools state that the student is to have met this requirement before entrance to the library science graduate program. The great majority of the schools specify only that the language be a modern one, some mentioning Russian as a possibility. A very small number of schools require a competency examination, and a few others give it as an alternative to transcript hours. That only two schools require a reading knowledge of more

than one foreign language may be too reasonable. But that some of the schools suggest Russian is significant in view of the fact that many Russian journals being published cannot be used nor appreciated in American libraries today because of the language barrier.

Graduate Programs. As was pointed out earlier, all twenty-nine schools offer a fifth year graduate degree program, and some offer two or three other possibilities. The programs are so organized that the student is required to take a certain number of courses and may choose the remainder in an area of specialization.

Among the basic required course areas specified, the three most often mentioned are Bibliography and Reference, Cataloging and Classification, and Research Methods, in that order. The number of basic course hours required in the various schools is not uniform, ranging from a low of six semester hours to as many as thirty hours, with the common requirement being eighteen semester hours.

The number of elective hours allowed is not uniform either; the span is from eight semester hours to forty, with twelve being the mode. Fourteen schools require that part of the electives be cognates; most of these schools require a sizeable number of prerequisite library science hours also.

Differences Between the M.S. and M.A. Programs. Some interesting points of comparison can be made between the Master of Science degrees and the Master of Arts degrees. Three Master of Arts programs do not require a foreign language, whereas all the Master of Science programs do require a foreign language.

In the basic required programs, the Master of Arts degrees mention History of Libraries more often than Selection of Materials; this situation is reversed in the Master of Science degree programs. Field Work and Theory of Librarianship occur more often in the Master of Science degrees than in the Master of Arts degrees.

Seven out of eleven Master of Arts programs require a master's project, whereas only nine out of twenty-three Master of Science programs require such a project. Thirty total hours is the common requirement for both degrees, but proportionately more of the Master of Arts programs require this number.

The main generalizations that can be made here concerning the differences between the M.S. and M.A. programs are that proportionately fewer M.A. programs require a foreign language, and proportionately fewer M.S. programs require a master's project.

It may be deplored, however, that six of the accredited graduate library schools do not

School Library Programs. The school library programs at both the undergraduate and the graduate levels are just as strong as the other specializations offered, requiring just as many total hours for the degree.

Conversion Programs. Twelve schools enable librarians with the bachelor's degree in library science to convert this degree to the master's. These programs are so organized that the librarians are not required to repeat courses taken previously. A surfeit of library science is off-set by recommending cognate courses in a subject field related to library science, and in this way, the total hours may be achieved without overlapping.

Master's Project Requirements. Less than one-third of the schools specify a required thesis; about one-sixth of the schools specify a required paper. Not quite one-half of the schools, therefore, require a master's project. This last statement is interesting when the fact is considered that the field of librarianship has many problems which need study and research if library development and service is to progress from a firm foundation. It may be granted that there are many students who make good practicing librarians who are not interested in research. The fact may be deplored, however, that six of the accredited graduate library schools do not

mention a thesis or a paper as being optional even if a capable student should be interested.

Special Elective Courses and Course Areas for Specialization. It is significant that a number of schools are offering special elective courses such as government publications, documentation, machine literature searching, and indexing and abstracting; while some schools offer degrees in special areas such as chemistry, law, and medical librarianship. These programs are growing because of the demands made in the field.

Total Hours for Degrees. The common number of total hours for the master's degree in library science, thirty semester hours, is on a par with the accepted pattern in most other fields. The concern for the curriculum and raising of standards of library education rests not alone with the schools, for the American Library Association Committee on Accreditation, voluntary groups like the University of Chicago Core Workshop, the University of Minnesota Undergraduate Institute\*, as well as other regional and profes-

\*Library School of University of Minnesota, Undergraduate Library Education: Standards, Accreditation, Articulation; Proceedings of the Institute on Undergraduate Library Education October 31-November 1, 1958; edited by David K. Berninghausen. (Minneapolis: The School, 1959.)

sional accrediting agencies all have the problem of library education as their focus.

#### RECOMMENDATIONS FOR FURTHER STUDY

As previously suggested, a qualitative study of the actual course content of the various curriculums could only be made from thorough examination of course syllabi, upon the consent of schools involved. Perhaps it would not be possible to analyze all the courses in all the schools, but a spot check of either the schools or particular courses could be made.

Also, individual studies might be made, comparing the present curriculums of the accredited schools with their curriculums under the old standards, previous to 1951. Other studies could be comparisons of curriculums in non-accredited library schools with those of the present accredited schools.

A useful study could be made through questioning appropriate libraries as to how well the curriculum of the library school in their area is meeting their needs. Another way of approaching the subject might be through questioning graduates of the various schools as to how adequate their training was when they entered the actual practice field.

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THE BOARD OF LIBRARIES AND DOCUMENTALISTS

RECOMMENDATIONS OF THE BOARD OF LIBRARIES AND DOCUMENTALISTS  
FOR THE ACCREDITATION OF LIBRARIES AND DOCUMENTALISTS  
IN THE UNITED STATES OF AMERICA  
1953

The Board of Librarians and Documentalists is constituted by the Council of the American Library Association, acting as an advisory agency for the progress of library education. The standards herein are based on general principles, the purpose being to state general principles of education for librarianship covering the general field, beyond the secondary level. The term "library school" is used in these standards to mean a professional school or department or division organized and maintained by an institution of higher education.

**Curriculum**

The basic program shall include (a) general education which comprises a systematic survey of the various fields of knowledge, concentration in one or more subject fields, usually through courses of special value in library service and (b) study of professional methods common to the several kinds of libraries and of library service.

**APPENDIX**

of specialized service to general or special libraries shall be on a sound foundation of general academic and professional education and require a minimum of five academic years of study beyond the secondary school level.

Professional library service should constitute approximately one-fifth of the five-year program. Such courses may be concentrated in the final year or distributed over the later years of the program, and should be so placed that students have necessary preparatory experience. Successful completion of library education shall be accepted as proof of the five-year program leading to the objectives.

The 1953 standards for accreditation are not given here in entirety; excerpts were taken which have direct bearing on the subject of this study. These excerpts include parts of the Introduction to the Standards, all of the section on Curriculum, most of the section on Accredited Requirements, and the section on Degree.

## APPENDIX A

### STANDARDS FOR ACCREDITATION PRESENTED BY THE ALA BOARD OF EDUCATION FOR LIBRARIANSHIP AND ADOPTED BY THE ALA COUNCIL CHICAGO, JULY 13, 1951\*

The Board of Education for Librarianship is authorized by the Council of the American Library Association to serve as an accrediting agency for programs of library education. The standards herein set forth provide principles for evaluating the basic program of education for librarianship covering five years of study beyond the secondary school.... The term "library school" as used in these standards means a professional school or a department or division organized and maintained by an institution of higher education....

#### Curriculum

The basic program shall include (a) general education which comprises a systematic survey of the various fields of knowledge, concentration in one or more subject fields, background courses of special value in library service and (b) study of professional principles and methods common to the several kinds of libraries and of library service. A study of specialized service in general or special libraries built on a sound foundation of general academic and professional education may occupy a place in the basic program. This program shall require a minimum of five academic years of study beyond the secondary school level.

Professional library content should constitute approximately one-fifth of the five-year program. Such content may be concentrated in the final year or distributed over the later years of the program, and should be so placed that students have necessary prerequisite preparation. Undergraduate programs of library education shall be accepted as part of the five-year program insofar as they contribute to its objectives.

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\*The 1951 Standards for Accreditation are not given here in entirety; excerpts were taken which have direct bearing on the subject of this study. These excerpts include part of the introduction to the Standards, all of the section on Curriculum, most of the section on Admission Requirements, and the section on Degree.

The curriculum should be characterized by the following underlying aims: It should be animated by a sense of purpose through emphasis on the significance and functions of the subjects taught; it should develop professional librarians grounded in the fundamental principles and processes common to all types of libraries and all phases of library service; it should stress understanding and ability to apply basic principles and methods; it should keep abreast of current trends in library development and professional education; it should stimulate continuous professional growth. The curriculum should show sound construction. It should be complemented by conferences of faculty with students as a means of helping each student to realize his potentialities.

### Admission Requirements

Intellectual strength, personal balance and adjustment, aptitude for library service, and promise of professional purpose and development should be given primary consideration in admitting students.

Library schools which concentrate the professional library content of the five-year program in the final year shall base admission upon (a) graduation from an approved college or university, (b) adequacy of background in general and special subject education, and (c) scholarship to meet the standards for graduate study in the institution. Library schools which admit students at an earlier level shall establish (a) requirements that make possible the completion of the basic program as outlined under "Curriculum" in a minimum of five years of study, and (b) scholarship requirements to meet institutional standards for graduate study....

In conformity with the policies of the institution, a library school should reserve the right to interpret admission requirements in favor of the occasional applicant of exceptional ability who fails to meet formal requirements. The school should have the right to refuse admission to persons who present proper academic credentials but who fail to meet standards indicating personal balance and adjustment, aptitude for library service and promise of professional purpose and development.

### Degree

The appropriate credential for satisfactory completion of the five-year program is the master's degree.

APPENDIX B

NAMES AND ADDRESSES OF THE TWENTY-NINE A.L.A.  
ACCREDITED LIBRARY SCHOOLS

ATLANTA UNIVERSITY, SCHOOL OF LIBRARY SERVICE,  
Atlanta, Georgia.

UNIVERSITY OF CALIFORNIA, SCHOOL OF LIBRARIANSHIP,  
Berkeley, California.

CARNEGIE INSTITUTE OF TECHNOLOGY, CARNEGIE LIBRARY  
SCHOOL, Pittsburgh, Pennsylvania.

CATHOLIC UNIVERSITY OF AMERICA, DEPARTMENT OF LIBRARY  
SCIENCE, Washington, D. C.

UNIVERSITY OF CHICAGO, GRADUATE LIBRARY SCHOOL,  
Chicago, Illinois.

COLUMBIA UNIVERSITY, SCHOOL OF LIBRARY SERVICE,  
New York, New York.

TEXAS WOMAN'S UNIVERSITY, SCHOOL OF LIBRARY SCIENCE,  
Denton, Texas.

UNIVERSITY OF DENVER, SCHOOL OF LIBRARIANSHIP,  
Denver, Colorado.

DREXEL INSTITUTE OF TECHNOLOGY, GRADUATE SCHOOL OF  
LIBRARY SCIENCE, Philadelphia, Pennsylvania.

EMORY UNIVERSITY, DIVISION OF LIBRARIANSHIP,  
Emory University, Georgia.

FLORIDA STATE UNIVERSITY, LIBRARY SCHOOL, Tallahassee,  
Florida.

UNIVERSITY OF ILLINOIS, LIBRARY SCHOOL, Urbana,  
Illinois.

INDIANA UNIVERSITY, DIVISION OF LIBRARY SCIENCE,  
Bloomington, Indiana.

UNIVERSITY OF KENTUCKY, DEPARTMENT OF LIBRARY SCIENCE,  
Lexington, Kentucky.

LOUISIANA STATE UNIVERSITY, LIBRARY SCHOOL, University Station, Baton Rouge, Louisiana.

UNIVERSITY OF MICHIGAN, DEPARTMENT OF LIBRARY SCIENCE, Ann Arbor, Michigan.

UNIVERSITY OF MINNESOTA, LIBRARY SCHOOL, Minneapolis, Minnesota.

UNIVERSITY OF NORTH CAROLINA, SCHOOL OF LIBRARY SCIENCE, Chapel Hill, North Carolina.

UNIVERSITY OF OKLAHOMA, SCHOOL OF LIBRARY SCIENCE, Norman, Oklahoma.

GEORGE PEABODY COLLEGE FOR TEACHERS, LIBRARY SCHOOL, Nashville, Tennessee.

PRATT INSTITUTE, LIBRARY SCHOOL, Brooklyn, New York.

RUTGERS UNIVERSITY, GRADUATE SCHOOL OF LIBRARY SERVICE, New Brunswick, New Jersey.

SIMMONS COLLEGE, SCHOOL OF LIBRARY SCIENCE, Boston, Massachusetts.

UNIVERSITY OF SOUTHERN CALIFORNIA, SCHOOL OF LIBRARY SCIENCE, Los Angeles, California.

SYRACUSE UNIVERSITY, SCHOOL OF LIBRARY SCIENCE, Syracuse, New York.

UNIVERSITY OF TEXAS, GRADUATE SCHOOL OF LIBRARY SCIENCE, Austin, Texas.

UNIVERSITY OF WASHINGTON, SCHOOL OF LIBRARIANSHIP, Seattle, Washington.

WESTERN RESERVE UNIVERSITY, SCHOOL OF LIBRARY SCIENCE, Cleveland, Ohio.

UNIVERSITY OF WISCONSIN, LIBRARY SCHOOL, Madison, Wisconsin.

TABLE I

LIB. OF BIOL. & MED.

LIB. OF BIOL. & MED.

BUSINESS INFORM.

LIBRARY OF MEDICAL AND

PHYSICAL SCIENCES

BUSINESS INFORMATION

## APPENDIX C

### KEY TO ABBREVIATIONS USED IN THIS THESIS

Each term is defined under the table in which it is first used and not defined again if used in a following table.

#### TABLE I

INTRO. TO BIB. & REF.

INTRODUCTION TO BIBLIOGRAPHY AND REFERENCE

INTRO. TO LIBRARIANSHIP

INTRODUCTION TO LIBRARIANSHIP

HIST. OF LIBSHIP.

HISTORY OF LIBRARIANSHIP

HIST. OF BOOK

HISTORY OF THE BOOK

SCH. LIB. ADMIN.

SCHOOL LIBRARY ADMINISTRATION

GEN. LIB. ADMIN.

GENERAL LIBRARY ADMINISTRATION

LIB. MATERIALS IN CLASSROOM

LIBRARY MATERIALS IN THE CLASSROOM

CH. YF READING MATERIALS

CHILDREN'S YOUNG PEOPLE'S READING MATERIALS

A-V MATERIALS

AUDIO-VISUAL MATERIALS

#### TABLE VI

QUART.

QUARTER

SEMES.

SEMESTER

#### TABLE X

BIB. OF BIOMED. & PHYS. SCIENCES

BIBLIOGRAPHY OF BIOMEDICAL AND PHYSICAL SCIENCES

BUSINESS INFORM.

BUSINESS INFORMATION

TABLE X, continued.

CHEMICAL LIT.	CHEMICAL LITERATURE
COLLEGE & UNIV. LIBS.	COLLEGE AND UNIVERSITY LIBRARIES
ENGINEERING LIT.	ENGINEERING LITERATURE
GOVERNMENT PUBLS.	GOVERNMENT PUBLICATIONS
HOSPITAL LIB. SERV.	HOSPITAL LIBRARY SERVICE
LAW LIB. LIT. & ADMIN.	LAW LIBRARY LITERATURE AND ADMINISTRATION
LC CLASSIFICATION	LIBRARY OF CONGRESS CLASSIFICATION
MACHINE LIT. SEARCH.	MACHINE LITERATURE SEARCHING
MEDICAL LIT. & LIBS.	MEDICAL LITERATURE AND LIBRARIES
MOD. BOOK PUBLISH.	MODERN BOOK PUBLISHING
MUSIC LIT. & LIBS.	MUSIC LITERATURE AND LIBRARIES
NATIONAL, REGIONAL, COUNTY LIBS. OR BIB.	NATIONAL, REGIONAL, COUNTY LIBRARIES OR NATIONAL AND REGIONAL BIBLIOGRAPHY

TABLE XI

A-V LIBSHP.	AUDIO-VISUAL LIBRARIANSHIP
CHIN. & JAP. COLLECTIONS	CHINESE AND JAPANESE COLLECTIONS
SCIENCE LIBS.	SCIENCE LIBRARIES
MEDICAL LIBS.	MEDICAL LIBRARIES
REL. & THEOL. LIBRARIES	RELIGIOUS AND THEOLOGICAL LIBRARIES
MED. REC. LIBSHP.	MEDICAL RECORD LIBRARIANSHIP



TABLE XI, continued.

HIST. SOCIETIES

HISTORICAL SOCIETIES

GOV'T LIBRARIES

GOVERNMENT LIBRARIES

BUSINESS LIBS.

BUSINESS LIBRARIES

SPECIAL LIBS.

SPECIAL LIBRARIES