

# Doctoral Programs in Library and Information Science in the United States and Canada

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THE OBJECTIVES OF THIS PAPER are threefold. First, the development of doctoral study in library/information science is traced. Second, the current status of doctoral programs is examined. This includes an overview of enrollment, degrees awarded, costs, financial aid, admission and degree requirements, and coursework. It also includes reactions to the current status of doctoral programs from deans of doctoral as well as nondoctoral programs. Finally, an attempt is made to provide some insight into possible future developments as well as a personal assessment.

There have been only two similar studies done in the past. The first was in 1959 by J. Periam Danton<sup>1</sup> and the second by Guy Marco in 1965 though the latter was not published until 1967.<sup>2</sup> Since twenty years have gone by it seemed appropriate to make an updated survey.

The two most important sources of information about doctoral programs are found in the school catalogs and in the ALISE annual statistical reports.<sup>3</sup> However, the school catalogs are sometimes vague and incomplete in their descriptions of doctoral programs. In some cases special publications are available on doctoral programs which supplement the catalog. These tend to be more detailed and complete. Additional important information sources include: the two volumes listing dissertations from 1925 to 1981 by Gail A. Schlachter and Dennis Thomison,<sup>4</sup> the library science dissertation bibliography by Charles H. Davis,<sup>5</sup> and an article about library science dissertations by Lloyd J.

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Houser which includes a good bibliographical essay about doctoral programs.<sup>6</sup>

Table 1 shows twenty-four graduate library/information schools offering doctoral programs with an indication of the kind of degree and with the date of the establishment of doctoral study.

TABLE 1  
SCHOOLS WITH DOCTORAL PROGRAMS

	<i>Year Established</i>	<i>School</i>	<i>Type of Degree(s)</i>
1.	1926	University of Chicago	Ph.D.
2.	1948	University of Illinois	Ph.D.
3.	1948	University of Michigan	Ph.D.
4.	1952	Columbia University	D.L.S.
5.	1954	Case Western Reserve University	Ph.D.
6.	1955	University of California—Berkeley	Ph.D., D.L.I.S.
7.	1960	Rutgers University	Ph.D.
8.	1961	University of Southern California	Ph.D. 1961, D.L.S. 1975
9.	1964	Indiana University	Ph.D.
10.	1964	University of Pittsburgh	Ph.D.
11.	1968	Florida State University	Ph.D.
12.	1969	University of Maryland	Ph.D.
13.	1969	University of Minnesota	Ph.D.
14.	1969	Syracuse University	Ph.D.
15.	1969	University of Texas	Ph.D.
16.	1970	North Texas State University	Ph.D.
17.	1970	Texas Woman's University	Ph.D.
18.	1971	University of Wisconsin—Madison	Ph.D.
19.	1971	University of Toronto	Ph.D.
20.	1973	Simmons College	D.A.
21.	1973	University of Western Ontario	Ph.D.
22.	1974	Drexel University	Ph.D.
23.	1976	University of California—Los Angeles	Ph.D.
24.	1976	University of North Carolina—Chapel Hill	Ph.D.

Sources: Catalogs of individual schools. *The Encyclopedia of Library and Information Science*. New York: Marcel Dekker, 1968, was used for year of establishment when not supplied in catalog.

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It should be noted that the number of doctoral-granting institutions in library and information science will decrease from twenty-four to twenty-one, since three schools are closing: (1) Case Western Reserve University, (2) University of Minnesota, and (3) the University of Southern California. The University of Pittsburgh established a separate interdisciplinary doctoral program in Information Science in 1968. In this paper only the Ph.D. in Library Science at Pittsburgh is discussed. The doctoral program at Syracuse University is a Ph.D. in Information Transfer. The Columbia DLS is a research degree much like the Ph.D. programs at other institutions. By contrast, the Doctor of Arts degree at Simmons prepares students who have entered with substantial library experience for administrative positions in libraries. At Berkeley the Doctor of Library and Information Studies is considered a professional degree while the Ph.D. is an academic degree.

From an examination of table 1 it is evident that at first the growth of doctoral programs was quite slow with only six programs in operation by 1955. There were four established in the period of 1960-1964 and then fourteen established during 1968-1976. The number of doctoral programs in library and information science is relatively small in comparison to other disciplines. There are 220 doctoral programs in chemistry, 161 in English, 48 in social work, and 45 in accounting, in comparison to 21 in library and information science.<sup>7</sup> Enrollments in library and information science programs also are relatively small (see table 2).

An in-depth look at the fall 1984 data on the individual school listings shows that full-time enrollments ranged from one in one school to a high of twenty-two in another. The average full-time enrollment was 7.25. Individual schools' part-time enrollments ranged from one to forty-six with 13.6 as the average. The full-time equivalent (FTE) for part-time enrollment ranged from .33 to 14.95, with 4.8 FTE being average. Among the 502 doctoral students enrolled were 91 from foreign countries. Minority enrollment included twenty-six blacks, eleven Asian/Pacific, six Hispanic, and three American Indian. The number of doctoral degrees awarded grew steadily, particularly during the period 1969-79. Since then there has been a steady decline.<sup>8</sup>

The first doctorate in library science was awarded by the University of Chicago in 1930. For the next twenty years up through 1950 Chicago was the sole awarder of the doctorate—at least one and as many as six per year during this period for a total of sixty-five degrees.

The period 1951-1959 saw the following breakdown by school of degrees awarded:

TABLE 2  
ENROLLMENTS IN DOCTORAL PROGRAMS

Academic Year	Full-Time Students				Part-Time Students				Total FTEs
	No. of Programs	Men	Women	Total	Men	Women	Full-time Equivalent	Total No. of Students	
Fall 1979	25	93	109	202	136	180	110.17	518	312.17
Fall 1980	25	83	113	196	137	182	93.89	515	289.89
Fall 1981	24	84	113	197	121	174	107.14	492	304.14
Fall 1982	23	80	110	190	107	192	87.47	489	277.47
Fall 1983	23	71	112	183	112	203	107.49	498	290.49
Fall 1984	24	73	101	174	115	213	116.04	502	290.04

Source: *Library and Information Science Education Statistical Reports*, compiled and published by ALISE annually since 1980.

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Chicago	21
Illinois	12
Michigan	19
Columbia	6
Case Western Reserve	1
Total	59

In 1960 twenty doctoral degrees were awarded, the largest number in one year up to this period. Of this number, nine were from Michigan, seven from Illinois, two from Columbia, and one each from Chicago and Case Western Reserve University.

This was the beginning of a steady—and at times rapid—increase as seen in the number of doctoral degrees awarded per year.

Academic Year	Number of Degrees	Academic Year	Number of Degrees
1961 - 19		1972 - 86	
1962 - 11		1973 - 114	
1963 - 20		1974 - 102	
1964 - 19		1975 - 123	
1965 - 26		1976 - 98	
1966 - 22		1977 - 135	
1967 - 25		1978 - 120	
1968 - 34		1979 - 121	
1969 - 40		1980 - 97	
1970 - 64		1981 - 86	
1971 - 64			

It should be noted that the data include doctorates in fields outside of library science as long as the dissertation was on a library science topic.

Schlachter and Thomison report that during the period covered by their first study (to 1972), four institutions produced over 50 percent of the dissertations: Chicago (16 percent), Michigan (12 percent), Columbia (12 percent), and Illinois (10 percent).<sup>9</sup> During the 1973-81 period, the top-producing schools were: Pittsburgh (11 percent), Case Western Reserve (7 percent), Indiana (7 percent), and Florida State (6 percent).<sup>10</sup>

Table 4 shows data from annual ALISE statistics for the period 1979/80 through 1983/84. Out of the 349 doctorates awarded, 119 were awarded by three schools: Pittsburgh, Columbia, and Florida State. Unlike the dissertations recorded by Schlachter and Thomison as well as by Davis, the ALISE data are only for doctorates in library/information science and do not include library-related dissertations from other disciplines.

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TABLE 3  
LIBRARY SCIENCE DOCTORATES BY INSTITUTION  
1930 - 1979/80

<i>School</i>	<i>Number</i>
California—Berkeley	34
California—Los Angeles	0
Case Western Reserve	60
Chicago	127
Columbia	96
Drexel	5
Florida State	47
Illinois	85
Indiana	62
Maryland	10
Michigan	99
Minnesota	10
North Carolina	0
North Texas State	4
Pittsburgh	108
Rutgers	44
Simmons	22
Southern California	25
Syracuse	16
Texas	7
Texas Woman's	8
Toronto	1
Western Ontario	0
Wisconsin—Madison	24
TOTAL	894

Source: Davis, Charles H. *Library Science: A Dissertation Bibliography*. Ann Arbor, Mich.: University Microfilms International, 1980. (Note: The Introduction states that the years 1930-1980 are included. I have included listings only for the twenty-four doctoral programs being examined in this study.)

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TABLE 4  
DOCTORAL DEGREES AWARDED, 1979-1984

	1979/80	1980/81	1981/82	1982/83	1983/84	TOTAL
California—Berkeley	2	4	0	5	1	12
California—Los Angeles	0	0	1	—	1	2
Case Western Reserve	3	8	2	4	7	24
Chicago	3	0	3	2	2	10
Columbia	6	6	7	5	8	32
Drexel	1	1	3	—	7	12
Florida State	8	10	5	4	4	31
Illinois	3	3	2	2	5	15
Indiana	2	4	4	6	4	20
Maryland	0	1	3	1	1	6
Michigan	3	2	6	3	4	18
Minnesota	0	0	0	1	4	5
North Carolina	1	1	1	1	1	5
North Texas State	0	0	2	1	4	7
Pittsburgh	12	11	16	7	10	56
Rutgers	7	2	4	3	5	21
Simmons	3	0	2	2	2	9
Southern California	4	2	0	4	5	15
Syracuse	5	3	3	1	0	12
Texas	0	1	1	0	1	3
Texas Woman's	0	2	1	2	1	6
Toronto	2	1	1	2	2	8
Western Ontario	0	1	1	1	1	4
Wisconsin—Madison	1	4	2	4	1	12
TOTAL	66	67	70	61	81	345

Source: *Library and Information Science Education Statistical Reports* compiled and published by ALISE annually since 1980.

As in the case of the number of doctoral programs, the number of doctoral degrees awarded in library and information science also is small in comparison with other fields as shown in table 5.<sup>11</sup> Schlachter and Thomison provide some valuable analyses of library science dissertations in their two publications. Among their findings is an increase in doctorates earned by females from 29 percent in the period from 1926 through 1972 to 45 percent in the period from 1973 to 1981.<sup>12</sup> Schlachter and Thomison have surveyed the methodology used in library and information science with the results displayed in table 6.

TABLE 5  
NUMBER OF DOCTORATES AWARDED IN VARIOUS DISCIPLINES, 1982

<i>Field of Study</i>	<i>Number of Doctorates Awarded-1982</i>	<i>(Percentage)</i>
Architecture and Environ- mental Design	80	( 0.53)
Business/Management	857	( 5.62)
Computer and Information Science	251	( 1.65)
Education	7676	(50.34)
Engineering	2636	(17.29)
History	636	( 4.17)
Home Economics	247	( 1.62)
Library Science	84	( 0.55)
Psychology	2780	(18.23)
TOTAL	15,247	100%

In response to a letter from the author, deans and directors of library schools reported on a number of cooperative doctoral programs offered by their institutions. SUNY—Buffalo's School of Information and Library Studies (SILS) and the Faculty of Educational Studies offer a Ph.D. in Higher Education with a specialization in academic librarianship. At least fifteen credit hours are completed at SILS and the dissertation is in the area of academic librarianship with cochairs from Higher Education and SILS. Dalhousie University recently established a new Interdisciplinary Doctoral Program enabling two or more departments to participate, including Dalhousie's School of Library Service.

The Graduate School of Library Studies at the University of Hawaii at Manoa reported on a newly established interdisciplinary Ph.D. in Information and Communication Sciences sponsored by the



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departments of computer science, communication, decision science, and library studies. The focus of the degree is information and communication, but all graduates will be expected to be grounded in information and communication technologies. There are seven areas of specialization: communication/information theories; computer systems design; data communications information storage and retrieval; management information systems; organizational communications, policy and planning; quantitative modeling methods; and communication/information research. All students choose two primary and two secondary areas. All students admitted must have a master's degree in one of the four sponsoring units.

TABLE 6  
METHODOLOGY USED IN LIBRARY AND INFORMATION  
SCIENCE DISSERTATIONS

<i>Research Method</i>	<i>Years Surveyed: 1925-1972</i>	<i>Years Surveyed: 1973-1981</i>
Survey	44.2%	56.1%
Historical	30.0%	15.4%
Operations research	8.7%	10.5%
Citation/content analysis	9.1%	8.1%
Experimental	4.0%	5.3%
Theoretical	1.9%	1.4%
Other	2.1%	3.2%
TOTAL/ Years Surveyed	100.0%	100.0%

Source: Schlachter, Gail A., Thomison, Dennis. *Library Science Dissertations, 1925-1972: An Annotated Bibliography*. Littleton, Colo.: Libraries Unlimited, 1974; and \_\_\_\_\_ . *Library Science Dissertations, 1973-1981: An Annotated Bibliography*. Littleton, Colo.: Libraries Unlimited, 1982.

The Department of Library and Information Science at Peabody College of Vanderbilt University has a cooperative doctoral program with higher education/administration. The Graduate School of Library and Information Science at the University of Washington has a cooperative arrangement with a number of schools—including computer science, education, communications, business administration, public health, and public affairs—and MLS students may be admitted to their doctoral programs. Library and information science students in this cooperative program take advanced courses in the library school

and write their dissertations by doing research in an area of librarianship or information science. In addition library and information science faculty serve on the dissertation committee.

The School of Library and Information Science at the University of Wisconsin—Milwaukee is cooperating with two other doctoral programs on campus—the School of Education (which grants a Ph.D. degree in Urban Education) and the College of Arts and Letters (which grants an interdisciplinary degree in Urban Social Institutions). A minor in Library and Information Science is provided in both of these programs.

Tuition and fees vary greatly for doctoral study. ALISE data for fall 1984 reveal that in-state tuition per credit hour for twelve reporting programs ranged from a low of \$22.67 per credit hour to a high of \$309 per credit hour, and the average was \$139. Out-of-state tuition per credit hour for fourteen reporting programs ranged from \$40 per credit hour to \$401, and the average was \$177 per credit hour. For private institutions there were of course no differences between the two categories.

As reported by twenty institutions, the total estimated tuition and fee payments for the entire doctoral program ranged from \$990 to \$18,204 for in-state students and from \$2710 to \$18,204 for out-of-state students. The average total cost was \$5857 for in-state students and \$9914 for out-of-state students. Living costs, books, etc. would of course be additional.

ALISE statistics for 1983-84 revealed that there were 116 scholarships or fellowships awarded to doctoral students (33 to men and 83 to women) among eighteen reporting programs. Scholarship aid ranged from a low of \$200 to a high of \$15,557 with \$3364 being the average. In the lead in number of awards were Illinois (11), Indiana (11), and Michigan (13).

The same 1983/84 ALISE statistics showed that there were eighty-nine assistantships awarded to doctoral students by eighteen reporting schools. They averaged \$4023 for the thirty male recipients and \$5123 for the fifty-nine female assistantship holders. The assistants worked an average of 13.7 hours per week, ranging from 3.5 to 20 hours per week. In total, \$279,199 in scholarship funds and \$423,498 for assistantships was available in reporting schools. What was not reported was the availability of tuition waivers to accompany this financial aid.

One powerful impact on the number of doctoral programs as well as on the number of graduates has been the availability of federal fellowships under Title II-B of the Higher Education Act (HEA). These doctoral fellowships helped educate future faculty members for library

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schools, including faculty from minority groups. Table 8 shows doctoral fellowships awarded by year while table 7 shows awards by school/program.

**TABLE 7**  
**HEA II-B DOCTORAL FELLOWSHIP AWARDS**  
**BY PROGRAM, 1966-1985**

<i>School</i>	<i>Number</i>
1. Columbia	103
2. Michigan	99
3. Indiana	94
4. University of California—Berkeley	90
5. Illinois	76
6. Rutgers	76
7. Pittsburgh	74
8. Case Western Reserve	73
9. Wisconsin	56
10. Chicago	55
11. University of Southern California	51
12. Florida State University	35
13. Minnesota	20
14. Simmons	13
15. Maryland	12
16. University of Texas	12
17. Texas Woman's University	11
18. Syracuse	6
19. North Texas State	5
20. University of North Carolina—Chapel Hill	3
21. University of California—Los Angeles	1
22. Drexel	0
23. University of Toronto	Not eligible
24. Western Ontario	Not eligible
Committee on Institutional Cooperation	54
<b>SUBTOTAL</b>	<b>1019</b>
<i>Awards at Schools without Formal Doctoral Programs</i>	
1. University of Washington	15
2. University of Oklahoma	12
3. SUNY—Buffalo	6
4. Ohio State University	6
<b>TOTAL</b>	<b>39</b>
<b>GRAND TOTAL</b>	<b>1058</b>

Source: Fry, Ray M. "U.S. Department of Education Library Programs, 1984." In *The Bowker Annual of Library and Book Trade Information*, compiled and edited by Julia Moore, pp. 287-291. New York: Bowker, 1985.

TABLE 8  
HEA II-B DOCTORAL FELLOWSHIP AWARDS  
BY YEAR, 1966-1985

<i>Academic Year</i>	<i>Number Awarded</i>
1966/67	52
1967/68	116
1968/69	168
1969/70	193
1970/71	171
1971/72	116
1972/73	39
1973/74	21
1974/75	21
1975/76	27
1976/77	5
1977/78	18
1978/79	25
1979/80	19
1980/81	17
1981/82	13
1982/83	13
1983/84	8
1984/85	5
1985/86	11
<b>TOTAL</b>	<b>1058</b>

Source: Fry, Ray M. "U.S. Department of Education Library Programs, 1984." In *The Bowker Annual of Library & Book Trade Information*, compiled and edited by Julia Moore, p. 286. New York: Bowker, 1985.

Table 8 shows that 764 out of 1047 HEA fellowships were awarded during 1967/68 to 1971/72. The peak years in terms of doctoral degrees awarded were 1973 to 1979. The beginning of HEA II-B Doctoral Fellowships marked the beginning of the greatest growth of library/information science doctoral programs which occurred between 1968 and 1976 when fourteen new doctoral programs were established, eleven of them between 1968 and 1971.

A number of explanatory comments need to be made about table 7. A comparison with table 1 will show that the schools with the largest number of fellowship grants were those which had established their doctoral programs before the advent of the federal fellowships.

The Committee on Institutional Cooperation (CIC)—the consortium of the Big Ten universities and the University of Chicago—was

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awarded HEA fellowships for minority and/or disadvantaged librarians who were employed in low- or middle-level positions. Admissible candidates had a choice beginning in 1973 of attending one of six CIC universities with library science doctoral programs: Chicago, Illinois, Indiana, Michigan, Minnesota, and Wisconsin. This three-year program also provided a Traveling Scholar Program that permitted students to use the academic resources within all CIC universities.<sup>13</sup>

The catalogs of twenty-one ongoing doctoral programs were examined for descriptions of admission and program requirements as well as course listings. In some cases, supplementary printed information on doctoral programs was also available. Most of the publications were dated between 1983 and 1985. Not all schools provided information on every topic examined. Details on each topic were presented in almost as many different ways as there are doctoral programs. Some of the following data are also available in the annual ALISE statistical report under the "Curriculum" section. In some cases the data are more precise than reported in the catalogs. My purpose however was to use a more public document as the primary source of information.

Statements of admission requirements ranged from the very general to the very specific. The following were types of admission requirements mentioned:

<i>Admission Requirements</i>	<i>Number of Schools Requiring</i>
Accredited bachelor's degree	3
Accredited MLS or equivalent	14
Two-Year MLS	1
Second master's or equivalent	1
Satisfactory prior academic record (usually B average or better)	11
GRE Aptitude or MAT	
Specific minimum score cited by six, ranging between 1000-1200 for GRE Aptitude	13
Letters of recommendation	12
Personal statement	9
Prior work experience (required or recommended)	11
Interview	11
Specific skills (e.g., foreign language, statistics, computer knowledge)	3

Many of the twenty-one schools listed no specific course requirements, either in terms of areas or number of credit hours. The remaining schools listed such an extreme variety of requirements that it is difficult to make generalizations about them.

Even the number of credit hours required was not always stated in the catalog. Four schools indicated thirty to forty credit hours beyond the MLS. Another four indicated fifty to sixty credit hours beyond the MLS. One each stated that seventy-eight and ninety credit hours were required beyond the BA.

Many schools list no substantive courses specifically identified as doctoral courses. All schools did list one or more types of nonsubstantive courses such as independent study credits, examination credits, and of course dissertation credits.

Where there were substantive doctoral courses the following were the topics covered listed in order of frequency: (1) research methods/statistics, (2) information science/systems, (3) communications/social bases, (4) general (overview) seminars, (5) administration/management, (6) bibliography/bibliographic control, (7) bibliometrics, (8) indexing/classification, (9) library education, (10) academic libraries, (11) public libraries, (12) school libraries, (13) history of libraries/books, (14) technical services, (15) teaching assistant practicum/supervision, (16) special libraries, (17) children's and young adults, (18) resources and services to users, and (19) nonprint media.

Twelve programs required courses in research methods and/or statistics. Four programs required coursework outside the library school. Other specific courses required (by at least one school) included: linguistics, information science or systems, management, social foundations, communications, bibliography, and library functions.

Fifteen programs had specific residency requirements, usually a minimum of one year. Two programs specifically indicated the doctorate could be completed on a full- or part-time basis. Only a few schools commented on the normal length of the program. Six indicated that three years of full-time study were normal while one each indicated two years and three to five years of full-time study, respectively.

Eleven schools mentioned specific time limitations for doctoral study but there was no consensus. As an example, the years allowed from initial registration to completion of degree ranged from four to nine. Still others gave limitations of either four or five years from the time of advancement of candidacy to the completion of the degree.

All programs seemed to require some variation of the preliminary/comprehensive/qualifying exam, but very few mentioned specific grade point average requirements for remaining in good standing

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in the doctoral program. Four indicated a B average was needed while two asked for better than a B average. A dozen schools listed specializations or areas of concentration available in the doctoral program. The topics include the following:

Administration/management	8
Information systems, storage and retrieval, information technology, etc.	6
Communications	5
Behavioral or social environment	2
Education for library science	1
History of libraries	1
Comparative librarianship	1
Service to youth	1
Technical services	1
Library resources	1
Measurement and evaluation	1
Information transfer	1
Bibliographic control	1
Nonbook media	1
Foundations	1
Indexing and classification	1
Bibliometrics and modeling of information systems	1
User services	1
Research Methods and Design	1
Management of information resources	1

Language and other special requirements were determined by the dissertation proposal topic at nine programs. There was a foreign language requirement at nine schools. Four programs had a statistics requirement, two a requirement in computer science, and one each had requirements in linguistics and mathematics. All schools indicated that a dissertation is required and almost all indicated that some type of oral defense on the dissertation was also a requirement.

Thirteen responses were received from deans of doctoral-granting programs to a letter asking four specific questions. The first question dealt with the status of the doctoral program within each school and its impact on the MLS. "Healthy" was the most frequent response, followed by "well established," and "well regarded." Others indicated that the doctoral program enjoyed a preferred status within the school and that it had a positive impact. Still another termed the Ph.D. a necessity since without it the program would be a small, marginal professional school on campus.

Still others gave a variety of reasons for the importance of the doctorate: it was the stimulus and source of qualified personnel for many research projects; the vitality of the school was enhanced by the

doctoral program; it enhanced the prestige and visibility of the school on campus; it pushed faculty to do more research; and it attracted good faculty to the school.

The most frequent impact on the MLS program was the interaction of doctoral and MLS students as well as interaction of teaching assistants (TAs). This was especially true in the program that had relatively few separate doctoral courses and where TAs were used to teach MLS core courses. A number of the deans highlighted the "practitioner" experience of the TAs as being a positive factor.

The next question dealt with personal views of the quality of each doctoral program as well as the perceived campus view. The personal views ranged from "not high" and "still building," to "good," "rigorous and high regard," and "often rated as one of the best in the country." There were many more responses on the perceived campus view and almost all were very positive. The general feeling was that the library/information science doctoral program was well regarded on campus. The most frequently cited reasons were: recent internal and external reviews that were positive and the willingness of outside faculty to serve on dissertation committees. One dean wrote of his program not being understood on campus and not being perceived as having an intellectual and research component qualifying for doctoral study. But this was countered by bright students doing well in outside courses and by one library science student being selected as the top doctoral student at the university.

The question regarding the quality of students elicited generally favorable responses. Doctoral students were usually described as bright, capable, and highly motivated. Some described their student recruitment activities while others implied that there was no active recruitment. Retention seems to be a problem for some schools but not for others. All, however, agreed that placement was no problem and that the job market was very good for doctoral graduates.

The final question dealt with any recent or projected changes as well as any other comments. Some programs were being reviewed for possible changes but no new trends or developments could be detected.

Deans of nondoctoral schools were also contacted to verify their nondoctoral status, to ask if a doctorate had ever been or currently was being planned and to receive any general comments about the status of the doctorate in library and information science. There were twenty-eight responses.

Most of the schools had never seriously considered a doctorate because they were too small, were not in a doctoral-granting institution, or just lacked the resources—especially faculty. Some wanted to



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emphasize only the MLS while others felt there were already nearby schools offering the doctorate which satisfied the geographic demand. Three schools (Southern Connecticut, Pratt, and Rosary) reported that they had formally proposed doctoral programs in the past but without success.

Three schools had current proposals in process or pending for the establishment of doctorates. These were the University of Alabama, the University of Arizona, and SUNY—Buffalo.

Comments on doctoral programs were few from this group of deans. Those comments that were made were generally of the opinion that the quality of doctoral programs were wide ranging from inadequate and lukewarm to good and even high quality.

Doctoral study in library and information science seems to be in a state of transition. No new doctoral programs have been established for ten years. Three have been recently phased out with the closing of the parent school. Three new doctoral programs are in various stages of planning or approval. The number of doctoral students as well as degrees have fallen from the mid-1970s and have been on a plateau for five years. And yet the job market seems to be currently very good for graduates. There seems to be some activity in the establishment of cooperative doctoral programs.

There is some imbalance geographically in terms of program locations. There are three programs in the Northeast, three in the Middle Atlantic states, two in the Southeast, six in the Midwest, three in the Southwest (all in Texas), and two in the Far West (both in California). There are no programs in the Pacific Northwest or in the Rocky Mountain states. The two Canadian programs are within a relatively short distance of one another in southeastern Ontario.

Library schools need to do a better job in publicizing their doctoral programs. Catalog entries tend to be brief, vague, and uninspiring. Not only are programs not fully described, but there is usually little information about financial aid or opportunities after attaining the doctorate. At times there may be a follow-up publication that does provide more information. Some schools publish eye-catching brochures targeted at potential MLS students. With a few exceptions, the schools do not seem to publish brochures to attract doctoral students.

When beginning this study some two years ago I had a surrogate request information as a potential doctorate student. Not only was the information sent often incomplete but there were usually long delays in response and in some cases the information was never sent—even after

repeated reminders. In a personal follow-up last year I was not totally successful in receiving responses to a request for up-to-date information about each doctoral program.

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