

Library School Curriculum: Library Publishing

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THE RELATIONSHIP BETWEEN the curriculum in schools of library science and in the published literature of library science will be reviewed. Does library literature react to the library school curriculum, or does the library school curriculum react to library literature?

Some may assume that publications in the library field have been based on the schools' needs for supporting the curriculum, others that library materials are published primarily for the practicing librarians. David A. Tyckoson has observed:

That librarians and publishers are dependent on each other is a statement of the obvious. Librarians rely on the publishing community to produce and market the information sources that are necessary for the transfer of information, and publishers count on the library community to purchase enough copies of each title to make its publication a profitable venture.¹

Purportedly, the curriculum of library science has been based on the needs of the students to be prepared to serve the libraries for which they work. William C. Robinson stated: "The nature of library education depends on the larger professional environment. Professional practice creates demands for change which are reflected in library education."² Edward G. Holley stated that "library education will follow what happens in librarianship....[This] view is probably not shared by many library educators who see library education as leading the field..."³

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There does seem to be a close relationship between the areas of instruction in schools and the publications in those same areas. There may be some question on whether the curriculum developed and then was followed by publication in the subject area or if the publications appeared first and were followed by curriculum changes. A survey of the history of library education and of library publishing reveals the relationship of education and publishing in librarianship and how each has changed as the needs of practicing librarians have changed.

In 1876, in an editorial in the first issue of *The American Library Journal*, Melvil Dewey discussed the importance of moving from passive librarian to active supporter for reading.⁴ The Department of Library Science in the Armour Institute of Chicago provided lectures, instruction in techniques, and practical experience. It taught courses in library handwriting, accessioning, cataloging, classification, loan systems, binding, reference, bibliography, and keeping the shelves in good order. Students in schools of library economy read *The American Library Journal*, and their textbooks were the manuals and guides used in carrying out their work. Practice was as important as the books they used.

Early training in library economy was presented by libraries for their staffs. In keeping with the apprenticeship program of the time, long employment led to promotion without formal education. The work experience in the library was considered to be adequate for doing the work required. Large libraries established formal programs to facilitate the training of their staffs and sometimes accepted students from nearby smaller libraries. They taught library routines and practical work emphasizing practical applications for doing the work at hand. An examination given to the Los Angeles Public Library Training Class on 1 March 1895 asked practical questions regarding sources of funding for public libraries, collection lists, and addresses of supplies and book vendors.

On 5 January 1887, the first formal school in library economy at an educational institution met at Columbia University and later moved to the New York State Library. The Armour Institute, which became the Illinois State Library Training School in 1897, stated in its 1898 Circular of Information that "there are so few text-books on library economy that instruction is almost altogether by lecture and laboratory work."⁵ Work in the university library was a practical supplement to the lectures for students who were provided a liberal arts education, professional courses, and field experience.

By 1902, six schools of library economy had been established. Even though there was an emphasis on instruction in technical skills, early

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schools expected their graduates to be educated—as well as technically competent—and required study in the history of books and various aspects of literature. The students subscribed to *Library Journal* and *Publishers Weekly*.

According to the Circular of Information from the University of Illinois Library School of 1913-14, the school still had “few text books on library economy.”⁶ The Circular for 1916-17 announced: “In the rooms of the Library School is shelved a well-selected collection of books, pamphlets and periodicals on library economy and allied subjects....” The circular also stated that “the instruction in the first year covers the generally accepted methods and practices in library work....”⁷

In reports of studies commissioned by the Carnegie Corporation, Charles C. Williamson wrote *Training for Library Work* (1921) and *Training for Library Service* (1923). Williamson observed that:

two main types of training for library work are required. The first is the broad general education represented at its minimum by a full college course...plus at least one year's graduate study in a library school properly organized to give a thorough preparation for the kind of service we describe as “professional”. The second type calls for a general education...a high school course followed by a course of instruction designed to give a good understanding of the mechanics and routine operations of the library....Library administrators appear to be making little or no effort to keep these two types of work distinct....⁸

He observed that half of student time was devoted to four core courses—i.e., cataloging, book selection, reference, and classification. He also noted that more opportunity than in the past was given to courses which would meet social needs of library patrons such as children's work, current events, public documents, subject headings and subject bibliography, and the history of books. Williamson stated that “the library school curriculum...represents...the current demands of the librarians who employ the graduates....”⁹ He also noted that “the efficiency of library schools...would be greatly increased by satisfactory teaching aids, particularly text-books.”¹⁰ The books which the students purchased were manuals of practice; textbooks were nonexistent. Instructors used reading lists of journal articles and reports as well as mimeographed syllabi supplemented by student notes.

The *ALA Manual of Library Economy*, a compilation of reprints from thirty-two authors, was criticized as being too brief and sketchy to be of value as a textbook or manual. Williamson recommended that library schools be reserved for professional staff, that they adopt standardized curricula, that standards for librarians' education be set and

enforced, and that satisfactory textbooks be developed. In 1924, the ALA Board of Education for Librarianship, with support from the Carnegie Corporation, developed standards for library schools, sponsored summer institutes for faculty and practicing librarians, and conducted curriculum studies. The board also commissioned design of instructional materials and publication of seven new textbooks.

In *The American Public Library and the Diffusion of Knowledge* (1924), William S. Learned discussed the cultural and social potential of public libraries and reflected a new philosophy of librarianship advocating librarians who were professionally trained scholars. In 1925-26, the American Library Association published a four-volume survey of libraries in the United States. When ALA published *Simple Library Cataloging*, by Susan Grey Akers in 1927, it was called pedestrian. However, the simple instructions for the small library kept it popular enough to have six editions during forty-two years, and it became a classic. Along with the bibliographies and guides, which provided practical assistance in the operation of libraries, librarians were reading newly published surveys and studies of libraries.

Programs in library economy, which stressed the practical application of library procedures, were gradually discontinued in the large libraries, while schools for library education, which emphasized theory and research, were being established in colleges and universities. Concurrent with a concern for an academic approach was the added emphasis on theory in the curriculum.

The Graduate Library School of the University of Chicago was established in 1926 and during the 1930s the school awarded the first doctorate degree in library science, offered summer institutes for practicing librarians, and published the *Library Quarterly* as a significant contribution to the literature of librarianship. A series of studies in librarianship, more extensive than those in *Library Quarterly*, was published by the University of Chicago Graduate Library School. The first, *An Introduction to Library Science* (1933) by Pierce Butler, contained a foreword by Louis R. Wilson which stated: "The volume is not an elementary handbook which deals with library rules and procedures.... [It] shows how the problems of the modern library as an important social institution may be studied in accord with its spirit and methods."¹¹

J. Periam Danton, a professor at the Columbia School of Library Service, conducted a survey of library education in 1946. He identified the problems of the curriculum as: too much emphasis on techniques and not enough on professional and intellectual aspects of librarianship, too much content crowded into one year, too much of an attempt

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to serve all types of libraries, not enough depth in subject specialization, not enough education for leadership, and not enough training for administrators. He concluded that both technical processes and theoretical and philosophical aspects were needed in library education.¹² In *Education for Librarianship*, published by Unesco in 1949, Danton recommended that an ideal library school should have five core courses: (1) cataloging and classification, (2) bibliography and reference materials, (3) book buying and book selection, (4) library organization and library administration, and (5) reading needs and interests. The list sounds like the same basic courses. However, in enlarging on the proposed content of the courses, Danton included theory with the how-to-do in each course description. "The ideal is to be found in a co-ordinated blending of theory and practice."¹³

A theoretical approach became stronger in the literature with books and journals that discussed librarianship as a profession, while at the same time up-to-date how-to manuals were continued. *Practical Administration of Public Libraries* by Joseph L. Wheeler and Herbert Goldhor (1962, Harper and Row), was a basic guide which became a standard text.

Librarians established presses to fill the needs in the field. Library-related books and journals were distinguished by short runs and small discounts, by materials with marginal appeal, by the quality of content required by the profession in new monographic series, and by direct sales to libraries and students. H.W. Wilson and R.R. Bowker were joined by Scarecrow and Shoestring presses in the 1950s. The 1960s brought Libraries Unlimited, Greenwood, and Pierian presses. Gaylord Professional Publications and Neal-Schuman appeared in the 1970s.

Most library science monographs and serials were general in nature. Jean Key Gates edited the McGraw-Hill *Series in Library Education* whose first volume was *Introduction to Librarianship* (1968) written by Gates. The last title in the series was *Library Collections, Their Origin, Selection and Development*, written by Richard K. Gardner. Important new series appearing in the 1970s included the N.C.R. Microcard Series, *Readers in....* on general topics, which were a compilation of excerpts from the literature and the *Bowker Problems in Librarianship Series*, four titles on four aspects of librarianship presented in case studies.

From Libraries Unlimited, the *Library Science Text Series* included such general titles as *Introduction to Cataloging and Classification* by Bohdan S. Wynar (1964), with a seventh edition in 1985. The preface of the 1985 edition stated that it was used as a text for library

school students and as a handy reference for practicing catalog librarians. Jesse H. Shera's *Introduction to Library Science: Basic Elements of Library Service* (1976), was another general title. Also included in the same series were such specialized topics as *Science and Engineering Reference Sources: A Guide for Students and Librarians*, by H. Robert Malinowski (1967), and *Introduction to United States Public Documents*, by Joe Morehead (1975). The *Information Science Series*, published by Becker and Hayes, included such forward-looking titles as *Information Storage and Retrieval Systems for Individual Researchers* by Gerald Jahoda (1970) and *Information Analysis and Retrieval* by Allen Kent (1971).

As the schools of library science developed into full-scale professional schools, a broad range of courses was offered in general library operations. The first year tended to contain primarily generalized instruction including the required core courses. A few courses addressed various functions in the library such as reference services and technical services; and some dealt with various types of libraries such as school and public. In the few longer programs, the specialized courses were taught in the second year. The consensus among library educators was that the specialist needed the generalities as a foundation, and it was felt that a student could choose not to specialize.

An overview of the material of the period from 1960 to 1985 was provided by "My Favorite Reference and Adult Service Professional Sources," a selection of twenty-five books compiled by Sally A. Davis and published in commemoration of the silver anniversary of *RQ* in 1985. A few of the books were bibliographic; however, even those annotated lists were accompanied by essays which analyzed trends. Manuals and guides now included theory. *Citation Indexing: Its Theory and Application in Science, Technology and Humanities* by Eugene Garfield combined instruction in the uses of citation indexes with a history of the products. *Library Surveys: An Introduction to Their Use, Planning, Procedure and Presentation* by Maurice B. Line (England) gave practical directions in survey techniques but also discussed the importance of including patrons in decisions. Some titles selected for this list contain more theory than actual procedures. In "*The Compleat Librarian*" and *Other Essays*, Jesse H. Shera shared his philosophy of librarianship. *The Service Imperative for Libraries: Essays in Honor of Margaret E. Monroe* edited by Gail A. Schlachter, included literature surveys but primarily provided a public services overview that encouraged provocative thinking.¹⁴

When books of value for the library school students were finally published, they were not strictly textbooks. They were "of use both to

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students and to practicing librarians."¹⁵ and were addressed to the "general library audience which was assumed to be a single audience with a broad unity of [purpose and] interest."¹⁶

Recently schools have encouraged students to specialize. Along with more general courses, emphasis is placed on educating students to provide information for a specialized clientele or to operate a specific function in the library. The core of basic courses has remained essentially the same (with continuing updates), while function specialties and clientele specialties have been added. The broad and encompassing field of information has expanded the focus of library schools. Schools have added all or part of a second year to accommodate additional areas of interest.

The Advisory Committee to the Office of Library Education of ALA commissioned a study of library education for which Ralph Conant reported in 1980. Lester Asheim reflected in the foreword that "a strong and recurring recommendation in the Conant report is the need for educators and librarians to work together in designing the best professional education for librarianship."¹⁷ The study reported that the foundations course continued to be important in a shortened form, the traditional core courses continued to be significant, and information science courses had been added. The need for a balance of theoretical and applied instruction was reiterated, as was the importance of broad professional training on which to emphasize specialization. Schools offered at least a semblance of specialization often in two or three courses. It was proposed that professional and paraprofessional training be delineated and separated in the training, and that all students receive a broad basis in aspects of librarianship with the possibility of specialization. The recommended categories for courses were: foundations, administration, technical services, types of libraries, reference and bibliography, and client group services.¹⁸

The ALA Committee on Accreditation published *Accreditation: A Way Ahead* in 1986. That report divided the core knowledge requirements into three main categories—*knowledge areas*: philosophy, environment, management; *tool areas*: analytical, bibliographic; and *skill requirements*: communication, technological, interpersonal. The report addressed the problems of dealing with multiple specializations within a unified program of study and observed that schools were attempting a core of courses for a broad foundation in the information profession which continued to be cataloging and classification, reference and bibliography, selection of materials, and library administration. The integration of information science material gave the

traditional courses a new flavor. The report noted that the role of the information professional in society and the skills needed were still evolving.

Edwin M. Cortez observed:

One hopes that graduates of accredited library programs have gained sufficient prerequisite skills in the organization, classification, storage, retrieval, and dissemination of information. However, these skills are not practiced in a vacuum. They are practiced in real environments, with real people and live problems.... There is a theoretical basis for the study of the environment in which information services are performed.¹⁹

It appeared that a massive curriculum change was not needed, but more of an adaptation to the new environment of the educational programs of traditional skills. The basic skills were given a broader focus with the new technology. Hollace A. Rutkowski observed that, "learning is a life-long endeavor and formal education is but a part of that process....[A] line [which] we should attempt to draw less sharply is that between educators and practitioners. We must move toward more meaningful and frequent dialog."²⁰

"The information environment in which the library exists is changing—exploding...." according to Griffiths and King in *New Directions in Library and Information Science Education*. The core curriculum continues to include the same courses which have been taught for almost 100 years. They include the basics of administration, bibliography and reference, and selection and cataloging/classification. To this curriculum is now added a wide range of courses from the field of information science relating to technology in libraries, information retrieval, information management, and information system design.²¹ An examination of some of the popular current textbooks written for the traditional core curriculum provides insight into some of the current trends in library education.

Margaret Mann's *Introduction to Cataloging and Classification*, which was a curriculum staple for many generations of library school students, only appeared in two editions—the last in 1946. In contrast to Mann's classic, Wynar's previously mentioned book with the same title has appeared in seven editions. The first edition of Wynar's work appeared in 1964, and the most recent edition, written by Arlene Taylor, was published in 1985. What distinguishes the later editions, especially the sixth (1980) and seventh edition of the Wynar textbook, is an increasing emphasis on descriptive cataloging and access points. Mann recommended the *ALA Catalog Rules* (1908) as the appropriate code but assumed that the student could follow it without interpretation.

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Although the second edition of Mann's *Introduction to Cataloging and Classification* contained less than twenty pages on choice of entry and only three or four on description, the latest edition of Wynar's *Introduction to Cataloging and Classification* has over 300 pages devoted to description and access. In comparing the texts of Wynar and Mann, one is struck less by the impact of technology on libraries and the datedness of Mann than by the rule orientation of Wynar. Another cataloging textbook was also published in the 1980s. *Cataloging and Classification: An Introduction* by Lois Mai Chan appeared in 1981 as part of the *McGraw-Hill Series in Library Education*. It is shorter than Wynar's book and uses a greater portion of the text discussing subject headings and classification, but as in Wynar's book the emphasis is on rules.

William Katz in the McGraw-Hill *Introduction to Reference Work*, first published in 1969, foreshadowed the impact of computer technology on library service: "Computers offer a method of controlling information, of easing the burden on overworked librarians, of quite literally revolutionizing the future pattern of library service."²² The fifth edition, published in 1987, included a section on online reference service, including online searching, databases, microcomputers, and bibliographic networks.²³ It should, however, be noted that all of these new trends are discussed in volume 2 of the work, and volume 1 continues to be an annotated bibliography of reference tools.

Library Management by Robert D. Stueart and John Taylor Eastlick first appeared in 1977 in Libraries Unlimited's Library Science Text Series. In the ten years since its appearance, *Library Management* has undergone two revisions; the third edition, a 1987 imprint, was authored by Robert D. Stueart and Barbara B. Moran. In that time period the volume has more than doubled in length as a result of expansion of key topics and the inclusion of 130 pages of appendixes which provide practical examples of the policy statements and working documents described in the text. Perhaps the most noticeable addition to the text is the emphasis placed on change and its impact on library management. Not only is the concluding chapter titled "Change" but chapters on planning, organizing, and directing have all undergone substantial revisions to incorporate the strategies for dealing with change into the topics. Strategic planning and organizational structure receive careful attention, and the focus of "Directing" has shifted from supervision to motivation, leadership, and communication.

In the 1980s the selection of library materials appeared to be a popular topic among library writers. Even though some of these works are part of library science text series, all can be used by practicing

librarians as well as by library science students. Some books were new editions or adaptations of earlier works. In 1981, H.W. Wilson Company published a second edition of Robert Broadus's *Selecting Materials for Libraries*. He states in the preface: "I hope this book will be useful in connection with first courses in the topic as offered in schools and departments of librarianship, and that practicing librarians also will find here some stimulation."²⁴ In their 1984 book, *Acquisitions Management and Collection Development in Libraries*, Rose Mary Magrill and Doralyn Hickey acknowledged a debt to Stephen Ford's 1973 *Acquisitions of Library Materials*. Both books were published by ALA. Arthur Curley and Dorothy Broderick revised the fifth edition of *Building Library Collections* written by Wallace Bonk and Rose Mary Magrill and published in 1979 by Scarecrow Press, to produce a sixth edition published in 1984 by Scarecrow Press. The new edition has more information about preservation and resource sharing but in many ways is similar to the earlier editions. Edward Evans's *Developing Library Collections*, published in 1979 by Libraries Unlimited, was revised for a second edition published in 1987 with the new title *Developing Library and Information Centers*. In the second edition, "more emphasis is placed on the concepts of information and information transfer."²⁵ Other books on selection of materials included: *Collection Development: The Selection of Materials for Libraries* by William Katz, published in 1980 by Holt, Rinehart, and Winston; *Library Collections: Their Origin, Selection and Development* by Richard K. Gardner, published in 1981 by McGraw-Hill; and *Collection Development: A Treatise*, a two-volume collection edited by Robert Stueart and George Miller and published by JAI Press in 1981. It is hard to believe that so many books were written on a similar subject. One possible explanation is that the various authors and publishers had all moved to fill a perceived void at the same time.

A recent development in selection publications is illustrated by the ALA publication *Selection of Library Materials in the Humanities, Social Sciences, and Sciences* (1985). This book consists of chapters written by subject specialists who describe selection practices in specific fields such as history, sociology, and biology. While this type of work is useful as a student text, it is also helpful to the experienced practitioner selecting in a specific field for the first time. One can speculate that there will be more of this type of book in the future and fewer of the introductory textbooks.

In addition to the increase in the quantity of textbooks and revised editions, in core subjects there has been a proliferation of monographs, monographic series, journals, and newsletters on highly specialized

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topics. However, gaps continued to exist. For example, audiovisual materials were used in libraries long before books on their use appeared. Instructors in library schools used equipment catalogs, catalogs of producers of audiovisual materials, and indexes of materials which included nonprint. They also developed in-house manuals for cataloging audiovisual materials before the cataloging rules were standardized, and they produced syllabi for instruction.

More monographs in the field are published each year which was demonstrated in a study by Webreck and Weedman. The study showed that 222 new library science books were published in 1971 and 321 were published in 1983.²⁶ *Library Science Annual*, a review of the literature of librarianship, was published for two years under that title, then the third volume carried the new title *Library and Information Science Annual* for 1987. Ann E. Prentice noted that "the field of library and information science becomes broader and...less defined."²⁷ Librarianship has reached into other disciplines—e.g., management—for some of its materials.

The important basic journals continue to be the same. However, they have been joined by more specialized journals to meet needs in subject and function areas. In addition, numerous new journals reflect the information emphasis which is more predominant each year.²⁸

Audiovisual and microform formats were joined by online databases and then by CD-ROM. As the formats expand, so do the quantity and accessibility of data available. Norman D. Stevens observed in 1985 that: "A sophisticated variety of specialized material, designed to assist librarians in their own work, is now published on a regular basis and is generally of high quality."²⁹ Library publishing had become stable and profitable. An indication of the increase in library professional literature can be seen in the fact that *Library Literature* indexed thirteen major national professional journals and showed approximately twenty professional books from four publishers reviewed in journals in 1950. In 1983, *Library Literature* indexed forty major national journals and 200 professional books from fifteen publishers. Early journals, which served general library audiences, continued to serve that function. Numerous new specialized journals were published to serve the needs of a special type of library, a special area of operation, or some special function or service.

In 1985, Frederick G. Kilgour, in the Third British Library Annual Lecture *Beyond Bibliography*, discussed Electronic Information Delivery Online System (EIDOS), which he was developing with associates at Online Computer Library Center (OCLC). He predicted that in the active library of the future, expert systems—artificial intelligence

systems—would collect and select knowledge, organizing it for use in information processing systems for man-machine interface.³⁰

The demands of the marketplace require that library schools, with the word “information” in their names, expand their curricula to meet diverse opportunities for new graduates. Courses are added and more students take courses in other departments of the college or university to assist in diversification. **Changes in the curriculum are responses to criticism from the field, results of experimentation in schools, and made possible by funding from foundations and government agencies.**

The volume of literature in the field has exploded. Series are announced and begun but never completed or completion is delayed. Journals and newsletters are created or issued as supplements to existing serials; some may be discontinued or published erratically. The old standard publishing houses for monographs and serials, though continuing in a dependable manner, merge with other publishers, change formats, or change subject emphasis. At the same time that library publishing is expanding it is also evolving. Some periodicals will settle down and continue, some monographic series will find a niche and publish regularly, and some monographs will meet a real need in the field and have numerous editions. New approaches from new perspectives of the field continue to develop. Electronic mail systems and electronic publishing are becoming widespread.

Libraries are the chief market for most library-related publications. Few publications are exclusively oriented toward student learning. Each library school does purchase a copy of most titles in the field. All large libraries have extensive collections in the literature of librarianship and information science for practical assistance and to support the professional activity of their staffs. Even the smallest libraries purchase some of the basic tools and subscribe to a few journals in the field. There are fewer than 100 programs of library and information studies in the United States. More than 25,000 copies of *Library Journal* and *Wilson Library Bulletin* are published, and Scarecrow Press prints 750 to 5000 copies of each title.

Library school curriculum and publishing in library literature react to needs of librarians, and each contributes greatly to progress in library service by bringing new issues to the attention of practitioners as well as to students who will be future practitioners. Historically, in library education and in library publishing, the rule is change. The same is true of libraries today. The curriculum, supporting the practicing librarian by providing new staff or retraining old staff, and the publisher, producing new materials, are changing to meet today's

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needs. It is hoped that both library education and library publication will continue to change to meet the needs of tomorrow for libraries and for access to information.

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