

# The Teachers College Library

The following four papers discuss various aspects of the teachers college library and its present role. The paper by Dr. Burkhardt was presented at the meeting of the ACRL Section of Libraries of Teacher Training Institutions, in Philadelphia, July 8, 1955. The three remaining papers present further information on the development and special problems of the teachers college library.

By RICHARD W. BURKHARDT

## Increasing Responsibilities of Teachers College Libraries

**T**HE LIBRARY IN THE AMERICAN TEACHERS COLLEGE is important and of increasing importance, because the teachers college is important and of increasing importance in American society.

It is perhaps necessary to make this statement as an assertion, because the stereotype widely held of the teachers college is not one that assigns importance to teachers colleges. This stereotype, like all others, was founded on some facts, some of which may still obtain to some degree, but a stereotype by definition is a partial description if not an erroneous one. Stereotypes die hard. Who ever heard of a prodigal Scot, Andrew Carnegie to the contrary notwithstanding? The stereotype of the teachers college is a picture of a normal school—a normal school is a place, or was, where persons were trained to teach small children to recite things until they were committed to memory. Often the normal school student completed his high school course while training for teaching. Thus, the normal was little more than a high school, definitely not a college. To my knowledge there are no such institutions in the United States today, but the notion persists, in spite of the facts, like crabgrass in our hopefully tended lawns.

One might well ask why the stereotype persists. Two items appear to give some answers

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*Dr. Burkhardt is Dean of the College, Ball State Teachers College.*

to this question. There are others which could be mentioned. First, our teachers colleges did have very humble beginnings, and second, the growth and development of the teachers college has been so recent and rapid that some are not yet aware that they have occurred.

The current shortage of teachers is no novelty on the American scene. From our earliest days there were not enough teachers. Students of the American frontier often point out that the first generation of Westerners—whether they were west of Worcester, Massachusetts, Columbus, Ohio, Springfield, Illinois, or Topeka, Kansas—were well read and well educated. Their children, however, suffered from lack of teachers and schools, for the frontier by definition was a sparsely settled place. The task of daily living did not provide much time for learning. As quickly as there were enough people to make a community, the people did set up schools, but finding teachers was a perennial problem. Persons who were older taught the younger. Young women taught school briefly before marriage. Aspiring doctors and lawyers taught school to obtain enough money for their own further study. As teachers became more abundant, longer periods of training became possible. Today many states require five years of preparation for teaching, but the teacher shortage is causing some to mumble about one- and two-year training courses. The teacher education institutions that we know today were begun to

meet conditions such as these. They attempted to meet a national need within the conception of what education was at that time. They did their work well. One of the finest tributes to our schools and to teacher education indirectly was Henry Steele Commager's article in *Life* magazine entitled "Our Schools Have Kept Us Free."

This was only yesterday. The evolution of the teachers college has been recent and rapid. The first normal school was Samuel Hall's in Concord, Vermont, a private institution established in 1823. The first state-supported normal school was opened in 1839 in Lexington, Massachusetts. These firsts were really forerunners though, for twenty-five or so years later there were only fifteen such institutions in eleven of the states.<sup>1</sup> In 1910 there were 264, three-fifths of which were state supported. Now, forty-odd years later, only thirty remain. I submit the normal school has been a recent phenomena historically speaking.

What happened to the normal school? It grew up to become a teachers college. Bigelow writes that in 1951 there were 229 institutions in the American Association of Colleges for Teacher Education that once had the word "normal" in their title.<sup>2</sup> Only five of these were left in 1954. Half had become state teachers colleges and half had become state colleges.

I submit the transformation has been rapid. It was not, however, easy nor is it everywhere accepted as having occurred today. One classic illustration of resistance to this change occurred in New York City where the New York College for Training of Teachers was founded in 1888. In 1892 affiliation was attempted with Columbia University. The first attempt failed because the Columbia faculty said there was no such subject as education—how could there be a college for it? In 1898 Teachers College did become a part of Columbia, although the story about the widest street in the world persists.

One other evidence of recent and rapid growth can be submitted. In 1890 Albany Normal College was authorized to grant its first degrees of Pd.B., M.P., and D.P.—Bachelor of Pedagogy, Master of Pedagogy, and

Doctor of Pedagogy. In 1905 Michigan State Normal at Ypsilanti gave its first B.A. In 1907 the Illinois colleges of teacher education awarded the degree, Bachelor in Education. In 1925 the State Teachers College at Trenton, New Jersey, awarded the degree of B.S. in Education, and in 1935 the first four-year program for the preparation of elementary school teachers was begun.

The little normal training school of the late nineteenth century, with an average faculty of eleven, low salaries, limited equipment, training teachers for the elementary school in one- and two-year programs, has disappeared.

The teachers college of today is characterized by million-dollar buildings, hundred-acre campuses, enrollments in the thousands, well paid faculties with thorough academic preparation and well rounded educational offerings. It is difficult to differentiate between good liberal arts colleges and universities and today's teacher-education institutions, whether we choose as the basis for our comparison plant, faculty, students, or program. If I may mention libraries, COLLEGE AND RESEARCH LIBRARIES statistics for 1953-54 show that the median figure for book stock for 61 teachers colleges was 52,767, which compares favorably with the median figure of 59,966 for 70 institutions in Category III. This set of figures indicates a high of 168,032 for teachers colleges and 157,888 for institutions in Category III.

The real change in our teachers colleges is in the program offered. The preparation of teachers is no longer regarded as training, but as professional education. Rather little of the courses taught can be classified as "methods." More and more of the curriculum is of a general education nature and what has been called "subject matter."

The changes incident to the transformation of the normal schools into teachers colleges reveal the increasing importance attached to the educational endeavor and the growing realization that the educational practitioner has need of a prolonged, highly specialized technical preparation for his professional career.<sup>3</sup> In addition, most teacher-education institutions offer courses which are

<sup>1</sup> Karl W. Bigelow. *The American Teachers College*, an address, New Britain Teachers College of Connecticut, 1954, p.2.

<sup>2</sup> *Ibid.*, p.8.

<sup>3</sup> Jessie M. Pangburn. *The Evolution of the American Teachers College*. Contributions to Education Series. (New York: Teachers College, Columbia University, 1932), p.126.

not designed primarily for teacher education, but for the general public in the communities in which they are located.

The significance of the American teachers college is not restricted to these United States. It seems to me that there is real evidence that its influence is felt all over the world. For example, in 1950 Chris DeYoung reported to the American Association of Colleges for Teacher Education that 89 out of 158 institutions in that organization had 950 overseas students from 79 countries.<sup>4</sup> Earlier, 50 Germans had come to Montclair, New Jersey, to the teachers college there. Fifty Japanese were brought to this country by AACTE prior to 1950. In 1951 another group of 150 Germans was sent to the several AACTE institutions. The Institute for International Education reports that there were 34,232 overseas students in the United States in the academic year 1954-55. Four per cent of this group were studying education.

We have, of course, sent representatives from teachers colleges overseas, such as Haggerty of New Paltz who spent a year in India on the Point Four Program. Emens of Ball State was the first person to visit teacher-education institutions of India. There are a host of others that could be mentioned.

People from other lands have always come to our universities and medical schools. The point is that they are now coming to our teachers colleges to learn how to build and rebuild their educational systems. In nation after nation we hear of persons educated in America who are assuming leadership roles in their native lands.

I would assert then that the teachers college of today is important internationally, nationally, locally, and that the role of the teachers college will be an ever increasing one. The stereotype of the normal school will die slowly, but it will disappear sooner if we accept the responsible role with which we are presented.

What about the library? As you know better than I, the library is the heart of the college. I found respectable support for this notion in a recent library journal. Mr. Downs wrote: "It has been my observation that almost invariably a strong college or university

is characterized by a strong well supported library, while to reverse the coin, weak libraries typify mediocre educational institutions."<sup>5</sup>

Somewhat earlier Mr. Tinker had written: "The frequent assertion that the Library is the heart and center of the college is the simple truth. All scholarly work, and all undergraduate study as well, consists either of the reading and interpretation of the recorded thought of the past or of the setting down of new information for the guidance of posterity. This is true of science as well as of the 'humanities.' Experiments made in laboratories are recorded, first of all, in notebooks and later in the learned publications of the science concerned."<sup>6</sup>

One of these gentlemen has inferred that administrators of colleges like to quote phrases such as these, but sometimes neglect to act as though they really believed it at budget time. It will, of course, require administrative support to maintain a good library, but librarians need to present a good program which can be supported. Librarians and administrators will have to work together to obtain a good program. Having been given this rare opportunity to share my thoughts with you, I would venture to volunteer two criteria of a good program, a program which might be the special contribution of a library in a teacher-education institution.

I find that I like the notion that a library ought to be a center for learning and that therefore all pertinent materials should be brought together for the student by the library. I am aware that this is not new and that it is also debatable.

Carlson quotes Samuel P. Capen, then Chancellor of Buffalo University, writing on the library of 1927:

Since the beginning of the twentieth century American colleges and universities have undergone an essential transformation. . . . The body of knowledge with which higher institutions are called upon to deal has been vastly augmented. The natural sciences have had an especially rapid development. New methods both for creating and imparting knowledge in these fields have been devised. . . . To meet these new demands

<sup>4</sup> "Report of Committee on International Aspects of Teacher Education," *Third Yearbook*, (Oneonta, N. Y.: American Association of Colleges for Teacher Education, 1950), p.210.

<sup>5</sup> Robert Downs. "Are College and University Libraries Academic?" *COLLEGE AND RESEARCH LIBRARIES*, XV (1954), 9.

<sup>6</sup> Chauncey Brewster Tinker. "The Library," *On Going to College*, (New York: Oxford University Press, 1938), p.294.



in pure and applied sciences, universities have spent immense sums for laboratories and apparatus. . . . Undergraduate instruction in the humanities has likewise been radically modified. The single textbook has given way to a wide range of reference material and the increasing output of scholars tends to make existing materials quickly obsolete. Most important of all, graduate instruction and research are no longer mere by-products. They have become a major activity of universities, involving nearly all the members of the teaching staffs and a rapidly growing body of mature students. It is obvious that these changes have completely altered the position of the university or college library. Demands are now made upon it that twenty-five years ago were unknown.<sup>7</sup>

I was interested in Fleming Bennett's study of audio-visual services in colleges and universities in the U.S.A., which appeared in *COLLEGE AND RESEARCH LIBRARIES* for January, 1955, in which 58 per cent of the respondents to his questionnaire indicated that centralization was desirable,<sup>8</sup> although as he pointed out only one-third of his respondents have as yet achieved it.<sup>9</sup>

It seems to me that those of us in teacher education have a special opportunity here. As students of education, we have read that learning is the result of several stimuli, the printed page being only one. We know that if the library is to serve as a center for learning, it will have to make available records, films, pictures, artifacts, as well as all of the other tools of learning.

Thus, if a teacher comes to a library for help in preparing a lesson on the westward movement, we can provide original sources, textbooks, novels, maps, charts, films, filmstrips, costumes, covered wagons, etc. Not only are the facts and the ideas in this library, but all of the different representations of these data so that the teacher is able to select the appropriate stimuli for his students.

We need not restrict our services to teachers. Why is it not equally proper to assume that any student should find in one center the data relative to his problem, and this data in more than one form?

<sup>7</sup> William H. Carlson. "The Trend Towards Academic Recognition of College Librarians," *COLLEGE AND RESEARCH LIBRARIES*, XVI (1955), 25.

<sup>8</sup> Fleming Bennett. "Audio-Visual Services in Colleges and Universities in the United States," *COLLEGE AND RESEARCH LIBRARIES*, XVI (1955), 13.

<sup>9</sup> *Ibid.*, p.19.

One hallmark of an outstanding library would be its ability to serve as a center of learning materials to an even greater degree than is now true. The other hallmark would be its ability to get the materials to the clientele. In the interest of brevity, let us consider one segment of a library's clientele, college students, and particularly the students attending the public teachers college.

You know that colleges generally are facing increasing enrollments. Colleges are facing not only more students but students whose abilities and preparation for college differ even more widely than before. The current American demand for education for all of the children of all of the people has quite naturally extended into higher education.

Not all of the children of all of the people are equally interested in reading, or are able or prepared to read. Even if they were all well prepared and interested in reading, the present-day competition for their attention is phenomenal. In addition to boy-girl opportunities, fraternity and sorority diversions, and intercollegiate athletics, which have been with us for some time, we now have M.G.'s, Thunderbirds, Corvettes, George Gobel, and Ed Sullivan.

I think it is well to recognize our competition. The older concept of a library as a place where books were kept will, of course, not be able to compete with modern advertising techniques like the man in the Hatha-way shirt.

A library is as good as its librarians. Therefore, I am confident that the challenge will be met, and that some students will encounter ideas in addition to those in the picture magazines. This is because of the emergence of the new librarian—the librarian as a faculty member, the librarian as a teacher.

Carlson indicates that as early as 1876 Professor Otis Robinson of the University of Rochester, writing in the first volume of the *Library Journal*, said:

A librarian should be much more than a keeper of books; he should be an educator . . . relation . . . ought especially to be established between a college librarian and the student readers. No such librarian is fit for his place unless he holds himself in some degree responsible for library education of the students . . . it is his province to direct very much of their general reading; and especially in their investigation of

subjects he should be their guide and their friend.<sup>10</sup>

Although this idea is old, I understand that only relatively recently has much been done about it. Faculty status has been won by librarians in the last one hundred years. In 1927 only head librarians were classed as faculty. Lyle's study of southern institutions in 1948, as cited by Carlson, showed that all librarians had faculty status in 65 per cent of the universities, in 56 per cent of the colleges, and in 90 per cent of the teachers colleges studied.<sup>11</sup>

Here again the librarian in a teachers college has a unique opportunity to be a real teacher, to merit this faculty status. Being associated with persons interested in the psychology of learning, the librarian has learned that teaching is not telling someone something. It is not necessary to lecture to be a faculty member. Teaching is making a person so uncomfortably curious that he will not rest until he has found an answer to his problem. There are at least two significant steps in the process of teaching-learning; upon these hang all the other laws. The first I have referred to as arousing curiosity. The second

<sup>10</sup> Carlson, *op. cit.*, p.25.

<sup>11</sup> *Ibid.*, p.26.

is providing the resources for the satisfaction of that curiosity, for without provision of these resources there can be only frustration. A librarian in a teachers college can be a teaching faculty member to the degree that he can get people into the library, provoke them to open the books, listen to the records, view the films, and study the other materials there.

I suppose, to conjure up a stereotype myself, that the old librarian was a clerk of the books to whom the college faculty sent students with reading assignments. The new librarian, conversely, is a college teacher. Here I would like to use President Maxey's phrase from his commencement address to his Whitman college students, where he said a teacher should be more than a reservoir, he must be a fountain.

Only as library faculty members accept responsibility with their colleagues can we compete with 1955 mass media for our students' time and minds. A library with such librarians would indeed be the heart of its institution, enabling it to exercise increasing responsibility today and tomorrow. The need for such librarians, such libraries, such teacher education institutions is apparent and increasing. I am glad we are going to be meeting this need together.

By JOHN F. HARVEY

## The American Teachers College Library Today

THE AMERICAN TEACHERS COLLEGE and its library have changed greatly in the past fifty years. As Dr. Burkhardt points out elsewhere in this issue, within the space of two generations this college has changed from a small, poorly supported normal school to a large and prosperous teachers college. How and why has this change occurred? How has the library been affected by changes in the college and in society?

### THE COLLEGE

*The Curriculum.*—The old normal school had a very narrow and limited curriculum,

*Dr. Harvey is librarian, State Teachers College, Pittsburg, Kansas.*

as Dr. Burkhardt indicates. In the nation's schools of fifty years ago, 96 per cent of the students were in elementary school, compared with 75 per cent today, so elementary school teachers dominated the market even more than they do now, and the curriculum was designed accordingly.

No liberal arts or general education program existed. Students were not trained to live as citizens, as voters, or as thinking adults, only as teachers. Nor was it possible to obtain education for any other occupation. No other curriculum existed than that for training teachers.

The present-day teachers college has many curricula. It trains teachers, and this is still its primary business, but it no longer concen-

trates on elementary teachers, nor is it strictly teacher-training. The enrollment of high schools and junior colleges is increasing greatly, and so is demand for their teachers. Now this college trains teachers for specialized subjects, such as art, choral music, and history, as well as specialized positions, such as teaching exceptional children and coordinating audio-visual and guidance programs. General education has received more attention in recent years with many colleges requiring students to take at least a third of their courses in this area, compared with almost none in 1900.

The enlargement of the curriculum has elevated the status of the subject department so that it now offers a subject field major, and in many instances offers a choice of several different majors and minors. Neither major nor minor was offered in the normal school. The majority of the faculty members now teach in subject departments. Students preparing for secondary school teaching now spend almost half their time in their subject departmental major and minor fields, in addition to the third spent in general education.

Furthermore, this enlargement of the curriculum has naturally led the colleges to offer degrees not connected with teaching. In addition to two degrees in education, my own institution now offers a choice of eight other baccalaureate degrees, ranging from a liberal arts degree to degrees requiring specialization in science, music, fine arts, industrial arts, mechanic arts, and business administration. Undergraduate majors may be obtained in thirty-five areas and preprofessional training for twenty professions. The normal school offered a certificate for teaching only.

The additional curricula add variety to the offerings of the college and appeal to a much larger clientele than did the single curriculum of the normal school, and they allow the college to attract and train students with many different vocational goals. The college has become a community college in the sense of appealing to almost all college-bound persons in its own trade area. Within a radius of 75 miles or more it attracts most of the students who attend college, no matter what their fields. And one-third of them eventually enter occupations other than teaching.

The change in name of many teachers colleges reflects this change in status and en-

largement of purposes. First they were called normal schools, then state teachers colleges, and now many have become state colleges and have dropped the word "teachers" from their names entirely, e.g., Milwaukee State College and East Carolina College. A few have even become state universities, such as Southern Illinois University, Bowling Green State University, and New Mexico Highlands University.

The demand for more school administrators, the enlargement of the teachers college, and the raising of teacher certification requirements have led many colleges to offer graduate work, thus entering an area previously reserved for the university. Masters' degrees are offered in several departments with full approval of regional accrediting associations, and summer school enrollment in several teachers colleges is at least one-third graduate.

*Students.*—The normal school usually enrolled less than 300 students, but the modern teachers college averages 1,200 students with 15 per cent enrolling more than 2,000. This places it at the level of the large college which it most nearly resembles, with the largest teachers colleges having enrollments comparable to the small universities. Teachers College, Columbia University, and San Jose State with 9,000 students, San Francisco State with 7,000, and Western Michigan with 6,000 are among the leaders.

The poorly prepared students of the normal school are no longer with us, though median scholastic aptitude is still somewhat below that found in the good liberal arts college or university. Today, in many states the state university and the large liberal arts colleges still carry higher prestige and attract a larger proportion of the superior students, while the teachers colleges attract more of the less sophisticated students from the smaller towns and farms, the type of student now being represented in college in rapidly increasing numbers. Naturally its course of study and its standards are adapted to its median student and its function as a public tax-supported institution.

*Income.*—With increased enrollment has come increased income. The general prosperity of state-supported colleges has been shared by the teachers colleges, most of which are state supported. Twenty per cent spend

more than \$1,000,000 per year and 5 per cent spend more than \$2,000,000, according to COLLEGE AND RESEARCH LIBRARY statistics.<sup>1</sup> Few normal schools spent more than \$50,000 per year.

*Faculty.*—Faculty members also reflect the change from normal school to teachers college. Teachers in the normal school often lacked even bachelors degrees; successful public school teaching seemed to be the chief recommendation. Instructors now are comparable to their fellows in liberal arts colleges. Many have public school teaching backgrounds, and so understand the public school teacher's problems, but have done their graduate work in subject fields. All education courses are taught by education specialists. Lower division courses are not relegated to graduate assistants as in the universities but are taught by full professors as well as instructors. The teaching loads of these faculty members have been sharply reduced in the past fifty years, thereby allowing more free time for course preparation, counseling, travel, and research.

*Causes.*—Why have all these changes occurred? How have changes in society affected the teachers college?

Reasons for these changes are easy to see. Population growth and the greatly increased proportion of students continuing their education beyond elementary school have provided more public school students, demand for more teachers, and more college students. The public schools have become a big business—a \$6.5 billion business each year (compared with \$0.2 billion in 1900)—which occupies a sixth of the U. S. population, so it is not surprising that the teachers colleges have prospered. State governments have been prosperous in recent years, and so have been able to support their teachers colleges relatively well. The newly enlarged and enriched curriculum has attracted a much larger proportion of the students attending college from the immediate trade area. As size and income have increased the college has been able to attract well trained faculty members.

#### THE LIBRARY

The library has shared the prosperity and

<sup>1</sup> "Teachers College Library Statistics, 1954-55," COLLEGE AND RESEARCH LIBRARIES, XVII (1956), 76-82.

changes in emphasis of the modern teachers college.

*The Book Collection.*—The normal school library was much like any small college library of its period. It had a small book collection, little used, full of pedagogical texts, was short on liberal arts books and on income. Textbook teaching dominated, so there was little need for a library. The librarian probably taught a full-time load and was unable to promote library use except for occasional assigned reading. He was probably an ex-school teacher with no special library education.

Today the modern teachers college library is quite different. With a varied clientele to serve—students and faculty working in many different departments—the library's book buying must be as well balanced and comprehensive as that of any other large college. The book collection in liberal arts must equal that of neighboring large liberal arts colleges. Many of these libraries have browsing rooms to promote recreational reading, e.g., Northwest Missouri State College Library, and sizable collections of periodicals for reference and research, e.g., the 1,500 titles received by North Texas State College. In short, they must keep pace with the improvement of other types of college libraries.

These libraries have often developed specialized services to handle their special materials and problems. Some include curriculum materials centers for textbooks and course outlines (the center at Ball State Teachers College is well known), and most have laboratory school libraries giving service to elementary and high school students. The audio-visual center is also an important part of many libraries. Often the teachers college is the only agency in the area training school librarians and so supplies library personnel for most of the nearby public school systems, as does the State Teachers College at Kutztown, Pennsylvania, for instance.

Book collections must often be large and rich enough to support graduate research in several departments. Ten per cent of these libraries now have over 100,000 volumes and add more than 5,000 volumes annually. Teachers College, Columbia University, leads with 270,000 volumes.

*Income.*—Teachers college library incomes



have risen with general college prosperity. Ten per cent have annual incomes of \$75,000 or more, and a third spend more than \$30,000 per year—good for libraries serving primarily undergraduate institutions. San Jose State College Library spent \$220,000 last year to lead the field.

These colleges also treat their libraries well in terms of the percentage of all college expenditures going to the library. In ACRL statistics, the median per cent for the teachers college group, 4.57 per cent for the 1954-55 year, exceeded the corresponding figure for large universities, liberal arts colleges, and junior colleges.<sup>2</sup> West Texas State College spent 10.8 per cent last year.

*Staff.*—Staff members have improved in both quantity and quality since the days of the normal school library, as should be expected. They share the interests of liberal arts college and university librarians in giving library service of high quality, and they are numerous enough—a seventh have ten or more full-time staff members and a fourth have five or more—to offer many services not found in smaller colleges, and never dreamed of by the normal school librarian. San Jose State College again shows up well with 38 full-time staff members.

Salaries, according to the COLLEGE AND RESEARCH LIBRARIES' figures, compare favorably with those in the other three groups of li-

<sup>2</sup> "College and University Library Statistics, 1954-55," COLLEGE AND RESEARCH LIBRARIES, XVII (1956), 56-84.

braries. In fact, median salary per full-time staff member showed teachers college librarians to exceed all four of the other groups. Ten per cent of the chief librarians were paid \$7,500 or more per year.

#### CONCLUSION

If this article has seemed unduly favorable to the modern teachers college, the reason is that comparison usually has been made with the old normal school, rather than with the goals of the modern college. Great improvement has occurred in the past fifty years, but obviously teachers colleges still have as many problems awaiting solution as have other colleges. For instance, the relation between courses in education and those in subject specialization has not yet been worked out, nor is the typical student body quite as promising as we would wish, nor are enrollments large enough to satisfy all the requests to fill vacancies.

We can conclude that the modern teachers college library has emerged from the "dark ages" of the normal school period. The college curriculum has been greatly enriched, and the development and prosperity of the subject departments bodes well for the general education program. College and library will be prosperous so long as state-supported institutions are prospering. Further improvement seems in prospect for this new type of college, part teacher education and part community college.

By HAROLD F. SMITH and CHARLES A. GARDNER

## Curriculum Materials in the Teachers College Library

FOR A NUMBER OF YEARS educators and teachers have given increasing attention to curriculum planning and development. Colleges and universities have offered courses in curriculum development and planning as a matter of course. Boards of education have offered aid to their teachers and administra-

tors by providing "curriculum materials centers."

Teachers colleges have given increasing attention in the last fifteen years to curriculum materials and the special handling and servicing they require, but development of curriculum materials centers has not been uniform and there is scant literature on the subject from the standpoint of library administration. This may be partly because curriculum materials have often been maintained by

*Mr. Smith is acquisitions librarian and Mr. Gardner circulation librarian, Colorado State College of Education.*



the education department in teachers colleges. Now the library is becoming the agency that houses and handles them. Recent indications of interest by librarians have revealed some vagueness about what curriculum materials are and how they may be handled. This discussion, therefore, will deal with some of the aspects of curriculum materials in the teachers college library.

Curriculum materials are aids and/or devices to help the teacher in the development of a curriculum, or to help him improve an existing curriculum, or materials that will aid the teacher in instruction. This includes a large range of materials such as textbooks, courses of study, units of work, standardized tests, and audio-visual materials of all kinds. Audio-visual materials, by their nature and the special problems they present in handling and servicing, are usually maintained by a separate department of the library or the college. For the purposes of this discussion textbooks, courses of study, units of work, and standardized tests will be treated as curriculum materials.

The curriculum materials center is an idea that accommodates itself to the need felt in teachers college libraries to provide a special section for the needs of educators concerned with curriculum study. Since comparison and examination of different materials is an important element in the development of curricula, the library should furnish such a collection if at all possible.

A curriculum materials center should have a conveniently located and well arranged area for shelving and storage. The materials should be adjacent to a study area or conference room, where people using them can hold discussions and examine them. A trained person well acquainted with the materials should make the center a valuable resource. The handling of these materials involves some of the preparation and service functions common to library service, so it is desirable to have a librarian with a background in the field of education.

As these materials vary somewhat in their use from other library materials, so does their acquisition and handling. Textbooks are an example. Textbooks deal with a definite subject of study arranged systematically, intended for use at a specific level of instruction, and used as a main source of study ma-

terial for a given course. Although there are textbooks for elementary, secondary, and college levels, those for the first two usually make up the main part of a textbook collection, along with the accompanying manuals, workbooks, and teachers editions.

Use of texts varies. Undergraduates will compare textbooks designed to be used in a specific subject area or for a particular grade level in connection with work in a curriculum class. Classes studying reading will be asked to compare readers at various levels and to check word counts. Many teachers who attend summer school will spend time looking over the new textbooks in their subject so that they will be better acquainted with those available for the coming year's teaching. Teachers from the college community or nearby will stop in when they wish to check on new publications, and if the college has a laboratory school its staff will avail itself of the opportunity to see new additions. The librarian may find a limited reference use when he is looking for something unusual, such as a special history map, or an illustration that cannot be found elsewhere. Anthologies of literature found in high school textbooks are often excellent and occasionally furnish readings not readily located elsewhere. Sometimes students will use them as helpful review materials.

There are many sources of information listing the publication of new textbooks. On request, publishers furnish catalogs that list the latest edition of a text or series. *Publishers' Weekly* and the *Cumulative Book Index* list new textbooks and workbooks. Advertisements on specific books or series are sent out regularly by publishers. The *American Educational Catalog* is a good checklist. Publishers' representatives, of course, can keep the librarian informed on their companies' publications.

Often publishers will furnish books to the curriculum materials center on a complimentary basis, but frequently with the stipulation that they must be maintained on an exhibit basis and not be circulated outside the library. Requests for textbooks can be directed either to the publisher or to the representative in the library's territory. It is best to work with the representative, as the publisher generally directs such requests back to him anyway. Since a curriculum materials li-

brary is a good place to display his latest textbooks, the representative will usually supply them as they become available.

Teachers on the staff of the college or laboratory school occasionally receive complimentary copies of textbooks, and these they can be encouraged to donate to the curriculum materials center. A letter should be sent to the publisher acknowledging these items and explaining how they came to the center, with an expression of thanks just as though they had been received direct.

Publishers' representatives have their books on display at educational meetings or book fairs several times during the year. The state education association convention, local education meetings, library conferences and college "book weeks" have publishers' exhibits. These afford an opportunity to see the newest items in print, check items that have become obsolete, and obtain the latest publishers' lists, and they offer an excellent opportunity for the publisher's representative and the curriculum materials librarian to become acquainted.

Although a textbook collection may be maintained by the library on an exhibit basis, nevertheless it must be administered along general lines of librarianship. A catalog listing the books is necessary so that patrons may know what is available and how it is arranged. The listing should include the main author (or the editor of a series if his name is a key one), the series title as well as titles of individual books in the series (if the titles are distinctive ones), plus simple but definitive subject headings.

The classification system should group the books on the shelves in the way best calculated to serve the patron. Classification by subject content usually is most satisfactory. Grouping by publisher, with a separate section for the books of each, is less desirable, as is grouping by grade level. Books, workbooks, and manuals can be classified together so that they will be adjacent on the shelves. As the manuals and workbooks that often accompany a textbook frequently are paper-backed, they can be placed flat or in pamphlet boxes at the end of the shelf on which the textbook is shelved.

A common problem is identification of the grade level of the book. This may be indicated on the book, or in the title, by a num-

ber, by symbols on the cover (stars, etc.), or by some indication on the title page, in the preface, or in the introduction. Since authors and publishers often attempt to obscure grade level from the children who will use the book, it frequently is difficult to find a clue on the book itself. A file of publishers advertisements is helpful in answering such questions. The *American Educational Catalog* also is helpful.

In these matters pertaining to textbooks, it is well to work with the publishers' representatives on acquiring the latest editions, and it is especially important to consult them on discard of books. Unless the college's instructional program makes a comparative study of older textbooks with new, the collection will be made up of latest editions only. The publisher will generally indicate his desire to have superseded books physically destroyed when a new edition is sent. This is because the books are gifts which the publisher does not want in competition with his trade stock.

Courses of study, a second type of curriculum material, are the official guides prepared by a school system as an aid to teaching in a given subject or area of study for a given grade, combination of grades, or other designated class or instruction group. Actually, they often have a broader range than this and may include aims of a course, scope and nature of materials to be studied, suggestions as to suitable instructional aids, and a variety of contingent material.

Courses of study get heavy use in a curriculum materials center. College classes in curriculum making make use of not one but many courses of study for a given subject or grade. Students doing student teaching utilize them heavily as they encounter their first teaching experience. Teachers in the community or those attending summer session are devoted customers as they seek new ideas and as they evaluate their own teaching program.

Listings of courses of study are difficult to find. They are scattered and usually far from complete. Courses of study vary widely in quality, and available listings seldom give an evaluation. The *Monthly Checklist of State Publications* lists some, but it is not comprehensive. Some are listed in *School Life* and occasionally in other U. S. Office of Education publications. The *Education Index*

lists a number under various subject headings. State education association journals sometimes have listings. A board or department of education will occasionally make up a list of its own and distribute it as a price list, but this is not a general practice. Students or teachers may mention ones they have used or seen elsewhere.

Requests must be directed to school systems. Letters of inquiry must be sent out by the librarian who is trying to add courses of study to the curriculum materials center. Sometimes the school system does not distribute its courses. In other cases limited distribution is specified "to libraries and boards of education only," or "to select libraries," or "to superintendents." In other cases, materials may be readily available and lists furnished on request. Usually payment in advance is required.

Although the handling of courses of study poses some of the same problems as textbooks, it offers some that are different. A catalog listing the issuing agency (city, state, or other), the title of the course of study, and the grade level is needed. There should be entries under the issuing agency and the subject, but usually not by title, as the titles are not ordinarily distinctive.

In housing courses of study, grouping by publisher probably is not too important to the user of the collection. A classification by subject generally meets the need better. Since courses of study are usually paperbacked they may have to be placed flat-shelf style. Alternatives are to place them in large pamphlet boxes or storage bins, or in vertical files. Here they can be filed by subject or by source if the collection is not a large one. It is advisable not to circulate them, due to the heavy use they receive.

Unlike textbooks, courses of study are not difficult to grade. Usually level is clearly indicated on the cover or in the title.

Weeding courses of study is not a clear-cut matter. They will become obsolete with age. If the curriculum materials center is a depository for some publishers, the librarian will be notified which items are superseded or no longer valid. Otherwise, the librarian must evaluate each one on its merits.

Units of work are similar to courses of study in form and the way they are handled, but they differ somewhat in scope and

emphasis. A unit of work is a subdivision of a course of study, a textbook, or a subject field, with activities and other learning experiences developed around a central purpose or problem. A unit can be part of a course of study in a subject such as the social studies, or it may cross subject lines (integrated unit) and tie together elements of several subjects. Such a unit might integrate the geography, history, music, language, and art of a foreign country.

Students in methods courses spend time studying units of work and devising new ones. Student teachers also use them, along with courses of study, in their teaching. Teachers, of course, are always looking for new ideas.

For the most part, units of work will come from the same sources as courses of study. A list from a city or state school system will include titles of both so that they may sometimes be difficult to distinguish without examining them. Units of work may be more difficult to obtain because they are less often listed. Although much literature is indicated in the *Education Index* under the heading "Units of Work," many of the articles are descriptive. Many more units of work are devised than courses of study but most of them do not find their way into print because the teacher has developed them for a specific classroom.

Units of work generally can be handled like courses of study. A unit-of-work catalog should list the center's holdings. The catalog listing should be more specific than for courses of study as the unit deals with a narrower area. Classification should be made so that they are grouped by subject, publisher, or grade level. Often the same classification system used for courses of study can be used for units of work. Grouping by subject is most desirable, although knowing grade level is more important with units of work than with courses of study. Level is usually indicated on the cover or title page. It is advisable not to circulate them because of the intensive use they receive. They must be weeded on an individual basis, taking into account age and possible instructions from the issuing agency.

Standardized tests are the fourth type that figures prominently among curriculum materials. They are tests for which content has



been selected and checked empirically, for which norms have been established, for which uniform methods of administering and scoring have been developed, and which may be scored with a relatively high degree of objectivity. They include all grade levels through college, as well as adult and general.

A file of tests gets wide and steady use. Courses in testing offered on the campus have students combing the file, examining and evaluating tests. Teachers go through the file to see what tests are new or to examine contents of tests on their subject. Professors make use of them for specialized needs.

Listings of tests are readily available. Test publishers regularly issue catalogs. They furnish advertisements of selected tests to professors, administrators, teachers, school personnel officials, and librarians. In selecting tests, recommendations by professors and personnel officers should be relied upon.

In developing a test file, the curriculum materials librarian should request specimen sets of the tests he wishes. Tests are made up in packets of 25 with a manual and a set of instructions. Test publishers make up specimen sets that include the set of instructions to accompany one copy of the first form of the test. These they distribute to interested persons. These are available at a cost usually well under one dollar.

If the test file is at all large there should be some system of classification. The catalog listing should be fairly detailed, giving the authors (usually multiple), title, and at least one subject heading. The contents of the specimen set should be noted on the card, including form, range, and time for administering. The copyright date of the test is important.

A vertical file is a good place to house tests. If the file is small, they can be kept in the manila envelopes in which they were received. If the file is large, each test can easily be stapled into a manila folder. A convenient device on the front of the envelope or folder is a paste-on copy of the catalog card information. The classification number can appear on the tab of the folder.

As a checklist for tests, the *Mental Measurements Yearbook* is excellent. There are also several useful periodicals on testing. A great deal of care should be used in weeding tests, as older ones have value for comparative study. They should not be discarded without the advice of the professor or personnel officer.

Also of value to a curriculum materials center are materials concerned with curriculum building. Books on curriculum making, testing, courses of study, and units of work are all helpful. Magazines, too, are excellent sources of information. Where possible, it is well to have these close at hand for students to use in conjunction with the materials. Whether they are placed in or adjacent to the center must be determined by library use, organization and policy. Books on curriculum generally are shelved in the book stacks, and the curriculum materials librarian should be acquainted with them and their location.

The librarian in charge of curriculum materials must be abreast of developments in the field, and he must have an acquaintance with the literature about it. Since curriculum materials have come to play such an important part in teacher preparation, the center that can offer good service from a unified collection will serve the teachers college community in a vital way.

By JOE W. KRAUS

## Teachers Colleges and the Education of School Librarians

MANY TEACHERS COLLEGE LIBRARIANS find themselves astride two horses, one named library administration, the other library education. The way to successful col-

lege library administration is reasonably well charted, but advice on the administration of undergraduate departments of school librarianship is scanty and often contradictory. The role of the teachers college in the preparation of public school teachers is now gen-

*Mr. Kraus is librarian, Madison College.*

erally acknowledged, despite challenges from some quarters, and is supported by regional accrediting agencies, by an active professional organization, the American Association of Colleges for Teacher Education, and by a creditable record of graduates teaching in public schools. However, the parallel task of preparing librarians for the public schools has received little encouragement from national library and educational associations. The teacher-education colleges which offer undergraduate instruction in school librarianship have been, for the most part, denied accreditation by the American Library Association, and generally treated with the embarrassed concern one gives to a poor relative who insists on appearing at the family reunion. This article attempts to state the case for the undergraduate department of library science in the teachers college by reviewing the development of undergraduate library science instruction in teacher-education institutions, by summarizing the status of library science departments in a selected group of teachers colleges, and by offering some recommendations for discussion and possible action. The point of view is that of an advocate, not a disinterested bystander.

#### BACKGROUND

Instruction in library science in teacher-education institutions is no innovation. As early as 1905 a committee of the National Education Association on instruction in library administration in normal schools proposed a series of ten lectures and twenty hours of practice work and reported that there was "every reason for offering this instruction in normal schools, and possibly even in high schools which are preparing their graduates to teach, and no reason for ignoring this [instruction]."<sup>1</sup> No statistics on the number of normal schools that followed this suggested outline are available, but the proceedings of the Library Department of the N. E. A. during the next few years contain many accounts of library instruction at various normal schools. In 1912, a committee on normal school libraries prepared a syllabus of courses for the normal school student, for the prospective teacher,

<sup>1</sup> Elizabeth G. Baldwin. *Report of the Committee on Instruction in Library Administration in Normal Schools*, (Winona, Minn.: National Education Association, 1906), p. 9.

and for the potential school librarian, respectively, to provide some uniformity of instruction.<sup>2</sup>

A survey by the U. S. Bureau of Education in 1914 brought replies from 166 normal schools, 93 of which offered instruction in library science, ranging from a few lectures to a course covering a period of two years. Twenty-nine states were represented.<sup>3</sup> From a questionnaire sent to 125 teachers colleges and normal schools in 1919, Mary E. Robbins found that 85 offered some instruction in school librarianship, but few had definite courses for teacher-librarians. Miss Robbins found encouragement, however, in the programs offered by five colleges and four normal schools in Wisconsin, where the instruction was backed by a few other normal schools. The advantages of school library training in a normal school were highlighted, she believed, by an understanding of the educational system of a state and the opportunity for observation and practice in the laboratory schools usually operated by normal schools.<sup>4</sup>

Although the Williamson report<sup>5</sup> ignored the teacher-education institutions and concentrated on the fifteen library schools which later became the first accredited schools, instruction in teachers colleges continued to grow. In the second report of the Board of Education for Librarianship a sixteen-semester-hour program for teacher-librarians to be offered by normal schools, colleges, and universities was proposed as the minimum requirement. Courses in book selection, cataloging, children's literature, field work, library work with children, and teaching the use of the library in the school were specified.<sup>6</sup> No provision was made for the inspection of schools offering this curriculum or for accreditation by the Board of Education for Librarianship. For full-time school librarians, a thirty-semester-hour program in an accredited library school preceded by at least three years of college work was prescribed.

<sup>2</sup> National Education Association, *Journal of Proceedings and Addresses*, 1912, pp. 1258-62.

<sup>3</sup> Henry R. Evans. *Library Instruction in Universities, Colleges and Normal Schools*, (Washington: U.S. Govt. Printing Office, 1914; U.S. Bureau of Education *Bulletin*, 1914, no. 34).

<sup>4</sup> Mary E. Robbins. "Training Teacher-Librarians in Normal Schools," *Bulletin of the American Library Association*, XIII (1919), 279-81.

<sup>5</sup> Charles C. Williamson. *Training for Library Service* (New York, 1923).

<sup>6</sup> American Library Association, Board of Education for Librarianship, *Second Annual Report* (Chicago: ALA, 1926), pp. 73-74.

The Board expressed the hope that the "general adoption of requirements for special preparation will no doubt hasten a satisfactory recognition [of the status of school libraries]."7

This proved to be a forlorn hope. The pressure of demands from public schools for librarians and the lack of any supervision of library science departments offering less than full-fledged library school curricula led to a situation little better than before the issuance of the standards. Four years later the Board noted that "inadequate staff and a tendency to underrate the amount of instruction necessary are still problems" but believed that in numerous instances the minimum standards had aided teachers colleges to secure curricula and facilities more nearly equal to those of the library school.<sup>8</sup>

The rising unemployment of librarians during the economic depression of the 1930's forced the ALA to take a stronger position by discouraging any increase in non-accredited library science curricula and urging the accredited library schools to limit enrollment by scrutinizing the qualifications of applicants more carefully. In 1935 the Board of Education for Librarianship reported that the most serious immediate problem was the training agencies other than library schools. More than one hundred institutions in thirty-three states were offering courses in school library service of less than library school caliber.<sup>9</sup>

A tripartite solution to the problem of education of school librarians was attempted in 1935-36 with the adoption of a new set of minimum standards for teacher-librarian training agencies<sup>10</sup> by the American Library Association in December, 1934, supplemented by Lucille F. Fargo's book, *Preparation for School Library Work*,<sup>11</sup> and by the report of a joint committee of the American Association of Teachers Colleges and the American Library Association on *How Shall We Educate Teachers and Librarians for Library Service in the School?*<sup>12</sup> Compared with pre-

vious attempts at helping the teachers colleges to achieve a distinctive niche in the library education scheme, this was a Herculean labor. In the new standards, the Board of Education for Librarianship outlined a set of guiding principles which a college could adapt to the requirements of the institution's academic policies. Fargo's book suggested a curriculum for teachers and teacher-librarians in which teacher-training institutions might integrate what had been considered disparate functions into a program for the preparation of library-oriented teachers and teacher-librarians. The Joint Committee proposed a syllabus of sixteen semester hours for teacher-librarians, including the following courses: how to use the library, reading guidance, organization and administration of the small school library, the school library as an information center, and observation and field work. Full-time school librarians were expected to receive their professional education in accredited library schools.

A report on field studies of thirty-three teacher-training institutions by the Board of Education for Librarianship in 1935-36 recommended that the number of training agencies be limited, that enrollment in undergraduate library science courses be limited to the maximum number of teacher-librarians justified by actual demand, that courses for teacher-librarians be developed to meet the needs of practicing school librarians rather than copied from traditional library school courses, and that teacher-training institutions provide library instruction for college students and school administrators as well as for teacher-librarians for the smaller schools.<sup>13</sup>

Although prospects for some standardization of undergraduate departments of library science seemed to be highly favorable, the decision of the Board of Education for Librarianship to use the minimum standards for advisory rather than accrediting purposes diluted the strength of their recommendations. The American Association of Teachers Colleges, too, received the report of the joint committee but took no steps to implement its recommendations. Teachers colleges now found themselves urged to extend library science courses to provide librarians as well

<sup>13</sup> American Library Association, *The Preparation of Teacher-Librarians* (Chicago: ALA, 1937).

<sup>7</sup> ALA Board of Education for Librarianship, *op. cit.*, p. 38.

<sup>8</sup> *ALA Bulletin*, XXIV (1930), 176.

<sup>9</sup> *ALA Bulletin*, XXX (1936), 318.

<sup>10</sup> ALA Board of Education for Librarianship, "Minimum Requirements for Teacher-Librarian Training Agencies," *ALA Bulletin*, XXIX (1935), 87-90.

<sup>11</sup> Lucille F. Fargo. *Preparation for School Library Work* (New York: Columbia University Press, 1936).

<sup>12</sup> New York: Columbia University Press, 1936.



as teachers for the public schools, yet no national accrediting agency was willing to endorse their efforts.

Debate on the place of the teachers college continued to hold considerable interest. Mable Harris<sup>14</sup> and Charles V. Park<sup>15</sup> urged that the colleges extend their work in library science while Esther Stallman<sup>16</sup> and Earl U. Rugg<sup>17</sup> held that teachers colleges should limit their efforts to preparing teachers to use the library more effectively in their teaching. Others believed that teacher-librarians for the small schools might well receive their training in teachers colleges but that such work should not be confused with the professional training of the accredited library school.<sup>18</sup>

The standards established by the regional accrediting agencies and state departments of education attempted to fill the void left by the failure of national bodies to take positive action. State departments of education in general require a minimum number of credits in library science (the range is from six to thirty semester hours) and they do not distinguish between colleges that are accredited by the American Library Association and those that are not.<sup>19</sup>

Postwar developments in library education have been unsettled, to put it mildly, and marked by renewed studies of education for school librarianship, a general revamping of the curricula of the accredited library schools, and a mild revolution among accrediting agencies; but an optimist can see prospects for closer cooperation between undergraduate and graduate instruction in library science, if a more carefully defined picture of the place of the undergraduate programs can be drawn.

In 1946 the Third Southern Library Planning Conference on training for school librarianship prepared a detailed outline for undergraduate curricula of twelve, eighteen, and thirty semester hours respectively to pre-

pare librarians for service in schools of varying sizes. This syllabus has been adopted widely in teachers colleges of the southern states, but here again the regional accrediting agency failed to implement the recommendations.

The time-honored assumption that teacher-librarians require less library education than full-time school librarians was challenged by Ruth Ersted with the forthright statement that "the dichotomy of training for teacher-librarians and professional librarians should be discontinued."<sup>20</sup> Most of the certification requirements of the state departments of education, however, still differentiate between the education required for two types of service.

The desirability of introducing library science as an undergraduate subject was accepted by the accredited library schools, although not without much soul-searching, and in 1951 the American Library Association adopted a new set of standards for a five-year program which would culminate in a master's degree, with the recommendation "that undergraduate programs offered at other institutions shall be accepted by a library school in so far as they contribute to the objectives of the five-year program."<sup>21</sup>

The initiation of an intervisitation program by the American Association of Colleges for Teacher Education in 1951 led to the realization that no standards for undergraduate departments of library science existed, except for the now obsolete statement of 1934. A set of tentative standards was prepared by the Board of Education for Librarianship and approved for use by the AACTE to supplement the association's general standards. These standards were based upon the following assumptions: (1) that the undergraduate curriculum in library science should be not less than fifteen nor more than eighteen semester hours in length; (2) that there should be articulation between the undergraduate programs and the graduate library school programs in the same area; (3) that in-service training for school librarians should be available; (4) that the basic curriculum should be the same for part-time and

<sup>14</sup> "The Responsibility of the Teachers College in the Training of School Librarians," *Library Journal*, LXIII (1938), 259-61.

<sup>15</sup> American Association of Teachers Colleges, *Nineteenth Yearbook*, 1940, pp. 99-104.

<sup>16</sup> "How Shall We Meet the Challenge Presented by the Increasing Need for the Training of School Librarians?" *Library Journal*, LXIII (1938), 261-65.

<sup>17</sup> American Association of Teachers Colleges, *Nineteenth Yearbook*, 1940, pp. 104-10.

<sup>18</sup> *ALA Bulletin*, XXXIII (1939), 82.

<sup>19</sup> Mildred L. Nickel, "Standards and Certification," *Library Trends*, I (1953), 345-56; Frances L. Spain, "The Application of School-Library Standards," *National Society for the Study of Education, Forty-Second Yearbook*, Part II (1943), pp. 269-92.

<sup>20</sup> "Education for Library Service to Children and Youth," in *Education for Librarianship; Papers Presented at the Library Conference, University of Chicago, August 16-21, 1948*. (Chicago: ALA, 1949), p. 159.

<sup>21</sup> *ALA Bulletin*, XLV (1951), 217.

full-time librarians; and (5) that no instruction be given by correspondence. Evaluative criteria based on these assumptions were used by AACTE institutions in their intervisitation program.

The question of what agency should serve as an accrediting agency for undergraduate library science offerings is still unanswered, and has been confused by postwar skirmishes in the accrediting field. A National Commission on Accrediting, established in 1950 by seven major educational associations in an effort to stop overlapping services and requirements of the numerous professional accrediting organizations, requested a moratorium on accrediting by these organizations for 1951-52. The American Library Association and the American Association of Colleges for Teacher Education complied with this request and the former began to work on plans for cooperative accrediting procedures to be carried on eventually with the regional accrediting agencies. A "cease and desist order" was issued by the National Commission in November, 1952, to eliminate all accrediting activities of the ALA and the AACTE and to transfer this responsibility to the regional accrediting agencies by January, 1954. Sober thought prevailed, however, and the order was modified to permit the ALA to continue its accrediting under the general supervision of the National Commission to allow more time for the development of cooperative procedures with the regional groups. The AACTE relinquished its accrediting function to a new organization, the National Council for Accreditation of Teacher Education, on July 1, 1954.

At present, the teachers colleges that offer undergraduate courses in library science have a set of minimum standards prepared by a Board of Education for Librarianship which does not offer accreditation to them; they are inspected by a visiting committee of the American Association of Colleges for Teacher Education which is no longer an accrediting agency; and they are urged to provide school librarians for their region by public school superintendents who need many more librarians than the accredited library schools can hope to supply.

#### THE PRESENT SCENE

To learn more about the library science courses offered by teachers colleges, the fol-

lowing data have been gleaned from the catalogs of the 284 member institutions of the American Association of Colleges for Teacher Education. The membership of the AACTE, a national organization of teachers colleges of education in multi-college institutions was chosen as a workable sample of teacher-education colleges. The twenty-two AACTE institutions which have schools or departments of library science accredited by the Board of Education for Librarianship were not included in this summary, nor were colleges which offer only courses in the use of the library. This is obviously not a study of all undergraduate library science instruction<sup>22</sup> nor of undergraduate library science instruction offered by all teachers colleges.

Fifty-one per cent (145) of the colleges in the AACTE offer some undergraduate instruction in library science. The programs range from a single two- or three-semester-hour course in library organization to a 36-semester-hour curriculum. Nearly one-fourth (36) offer at least 24 semester hours; half (85) of these schools offer 18 semester hours or more; four-fifths (116) offer 12 semester hours or more. We cannot be certain of the number of students enrolled in these courses, but we can surmise that the courses are active ones because a comparison of 132 catalogs of four years ago with the current ones of the same institutions shows that only three of these colleges have dropped library science from their course offerings while many schools have added library science courses during that time. Nine of the AACTE institutions indicate that library science courses are offered "on demand" or in summer sessions only. The colleges offering undergraduate library science instruction are located in thirty-nine states in all sections of the country. Proximity to an accredited library school appears to be no deterrent to the development of library science curricula by teachers colleges. Six colleges offer such curricula in Illinois, ten in Wisconsin, seven in Minnesota, eight in Texas, five in Michigan, and six in Tennessee.

Within the colleges, library science rates a listing as a department in most (117) of the

<sup>22</sup> At present 579 institutions offer instruction in library science according to a preliminary study by the U. S. Office of Education of the catalogs of the colleges listed in its *Educational Directory, 1954-55*. (Letter dated December 13, 1955, from Willard O. Mishoff, specialist for college and research libraries, U. S. Office of Education.)

colleges, although in twenty catalogs library science is listed in the education department, in six schools the English department (or department of languages) is the host, and one college has an interesting combination department of special services (geography and library science). In multi-college institutions library science is a department of the college of education except in two colleges where the college of arts and sciences assumes the administrative responsibility and in one in which library science is offered in the evening college.

One-fifth (33) of the colleges offer a major in library science and nearly 50 per cent (71) offer a minor but there is considerable variation in the number of courses required for a major or minor. A major may consist of as few as twenty-four semester hours or as many as thirty-eight, although the former requirement prevails in eleven of the twenty-eight colleges offering a major. An eighteen-semester-hour sequence is the typical requirement for a minor although the range is from eleven and one-fourth to twenty-seven semester hours. Half (74) of the AACTE schools offer enough library science elective courses to meet the requirements of regional or state accrediting agencies but have no provision for majors or minors.

The usual pattern of courses required or recommended to the prospective school librarian in these college catalogs includes a course in book selection, or books and related materials for children and young people, or children's literature (in the order of the frequency of occurrence in the catalogs); a course in school library administration and the organization of materials, or functions of the school library; a course in reference, or the library as an information center; and a course in cataloging and classification, or technical processes. Courses in supervised library practice and in audio-visual materials, or non-book materials, are a little less likely to be required or recommended. Separate courses in reading guidance, history of printing or history of libraries, teaching the use of libraries, and book binding and repair are required much less frequently. The course in children's literature may be taught by the English or education departments and the audio-visual course is in most instances offered either by the education department or by a department of audio-visual instruction.

One should not assume, however, that all courses listed in these catalogs can be placed in these neat categories. There are a number of courses, bearing various names, which attempt to relate the library to the school and the community, some which aim to give the student an orientation to various types of libraries and a few which deal with special types of materials. In general, there is more emphasis on books than on techniques, more on the use of the library than on the preservation of collections, and more on the relation of the library to the classroom than on the library as a self-contained unit.

The courses required in subjects other than library science are too varied to be summarized here, but in general some specialization is required in a second subject in addition to the courses in professional education required by the state certifying agency for teachers and librarians and the courses required for the students' general education. Most library science courses are offered in the last two years of college, some in the sophomore year and a very few in the freshman year.

#### CONCLUSIONS

Debate over whether or not teachers colleges *should* offer courses for school librarians, once a question for spirited discussion, now seems pointless. Professional library science courses *are* being offered in teachers colleges in increasing numbers and one would be foolhardy indeed to suggest that these courses be abolished. School officials will continue to turn to the teachers colleges for school librarians as well as for teachers of all subjects and the tax-supported colleges cannot ignore these requests.<sup>23</sup> Our energies might better be addressed to the question of how these courses can be strengthened and made a vital part of library education.

Teachers colleges can serve a useful purpose in the preparation of school librarians by offering library science curricula providing the basic information about books for children and adolescents, the principles of

<sup>23</sup> No nation-wide statistics are available on the number of school librarians who received their education in non-accredited library science programs, but in Virginia 276 of 479 (57 per cent) school librarians received their library education in programs not accredited by the American Library Association. One-half of the school librarians in Virginia received their library education in teachers colleges. (Data supplied by Office of School Libraries and Textbooks, State Department of Education.)



organization and administration of school libraries, the reference sources appropriate for elementary and secondary schools, simplified cataloging and classification, audio-visual materials, and supervised school library service. At the same time, the library science offerings should encroach as little as possible on the general education of the student. On the basis of the limited data available the curriculum should be between eighteen and twenty-four semester hours in length, but the availability of graduate library schools and other local conditions should govern the course offerings.

The standards prepared for the AACTE will be helpful to teachers colleges in assessing their library education programs but one must remember that these standards *are* tentative and that they need further study and revision in the light of the experience of the AACTE in using them during its four-year intervisitation program. The standards are more likely to be revised effectively if the American Library Association will make certain that the data collected by the AACTE are not filed away and forgotten.

As soon as satisfactory standards can be developed, some form of accreditation must be given to the departments of library science that meet these standards. Inspection of these schools is obviously beyond the capacity of the present Board of Education for Librarianship, but the regional accrediting agencies could evaluate departments of library science as part of their evaluation of the institution with the assistance of representatives of an enlarged advisory body of the BEL. The professional advice would then come from the national professional organization but responsibility for enforcement would rest with the region, where it logically belongs.

## Consultants on Reprinting

The ALA Committee on Reprinting, in an effort to obtain valid and reliable information concerning the advisability of reprinting titles in various fields of interest, has voted to establish three panels as follows: (1) representative librarians for testing books of general interest, (2) librarians representing special subject fields, (3) librarians and other persons representing major library associa-

Teachers colleges can perform a unique service to school librarianship by adapting their courses to meet the specific needs of their regions, by relating their instruction to the curricular trends of their state, and by encouraging their strongest graduates to continue their studies in a graduate library school. Effective cooperation between the classroom teacher and the school librarian must be based on an understanding of the problems of the teacher, a knowledge of the best practices of successful teachers, and an awareness of the high potential in public education. Sharing a common undergraduate career should help school librarians to become colleagues of the classroom teacher in fact as well as on school organizational charts.

Despite the recommendation of the Board of Education for Librarianship that "there should be articulation between the undergraduate programs and the graduate library school programs in the same area" the fact remains that little has been done to encourage such cooperation. The cooperative programs of the state colleges and the University of Oklahoma and of Rutgers University and the New Jersey State Teachers College at Trenton are interesting exceptions. There is no good reason why undergraduate study at a teachers college could not satisfy the prerequisites for admission to a graduate library school. It may well be that one of the most effective devices for recruiting lies in this untapped field. Certainly both the graduate schools and the undergraduate departments could gain much from an exchange of ideas, of students, and of mutual esteem. Perhaps the first necessary step toward building an effective plan of education for librarianship for all should be a recognition of the value of both types of library education.

tions and organizations. All of these representatives will act as consultants for the general Committee on Reprinting. Robert E. Thomason, supervising bibliographer, University of North Carolina Library, is consultant to the committee and official representative for the Association of College and Reference Libraries. Any suggestions of titles for reprinting should be sent to him.