

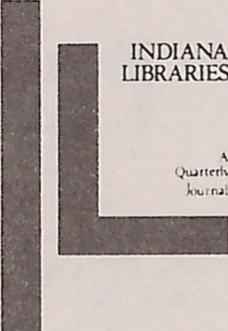
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INDIANA
LIBRARIES

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Journal

Manuscripts should be sent to the editor, Ray Tevis, INDIANA LIBRARIES, Department of Library Science/NQ322, Ball State University, Muncie, IN 47306.

Content: INDIANA LIBRARIES publishes original articles written with the Indiana library community in mind. Many issues are theme oriented. The Publications Board welcomes all timely contributions.

Beginning with Vol. 5, 1985, INDIANA LIBRARIES will be published as warranted by the number of articles submitted.

Preparation: All manuscripts must be double-spaced throughout with good margins. Writers are encouraged to use the format described in Kate L. Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations*, 4th ed., with footnotes at the end of the manuscript. They may, however, use another style manual with which they are familiar. Writers should be identified by a cover sheet with author's name, position and address. Identifying information should not appear on the manuscript.

Photographs or graphics are welcome and should accompany manuscript if applicable. Contributions of major importance should be 10-15 pages double spaced. Rebuttals, whimsical pieces, and short essays should be 2-7 pages double spaced.

Processing: Manuscripts will be acknowledged upon receipt, and a decision concerning use will be made twenty days after the issue manuscript deadline. The editor reserves the right to revise all accepted manuscripts for clarity and style. Upon publication, the author will receive two complimentary copies.

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Pot Pourri

This issue contains five articles, all of which cover an interesting aspect of librarianship. The topics of these articles are extremely diversified; consequently every reader will discover several stimulating discussions to examine.

Herbert S. White, School of Library and Information Science, Indiana University, discusses one of the most perplexing problems facing librarians today in "Continuing Education—Myth and Reality." Dean White read this paper at the annual conference; its reading provoked a lively discussion, indicating the great interest about continuing education and, as White points out, the inability of the profession to transfer interest to action.

In their bibliographical presentation, Martha J. Bailey and Patricia P. Carmony, Life Sciences Library, Purdue University, identify several sources in the university's collection that focus upon and emphasize "Pioneer Women in the Midwest: The Role of the Women in 19th Century Agriculture." The authors state that frontier women were hard workers, assisting not only with the "farm tasks" but also with the operation of the farm. The long, arduous hours of farm labor by these women explain in part why many of them failed to pen their experiences.

In "Basic Considerations in the Development of Academic Curriculum Materials Centers," Robert E. Kaehr, Huntington College Library, suggests that all librarians who are considering the establishment of a curriculum materials center must carefully deliberate the advantages of the center. Kaehr poses several questions that must be answered before an affirmative decision to establish the center is made.

The fourth article, "How Our Library Employs a Collection Agency," by Eugene R. Sanders, Michigan City Public Library, is a narrative about the experiences of one library staff and its resolve to recover long overdue materials. Every public library is confronted by this problem, and when the option of doing nothing is selected, the consternation continues. Sanders does not believe that the image of Michigan City Public Library has been adversely affected by the collection agency. The employment of a collection agency may be an option for recovering materials that all librarians need to reconsider, this time with the intent of making an objective decision, perhaps even a decision in favor of an outside agency.

"Education for Librarianship and Information Science in the Republic of China" is the subject of George W. Whitbeck's study in this issue. Whitbeck, School of Library and Information Science, Indiana University, presents the results of a 1983 study that he conducted during "a visit to the Republic of China utilizing both a questionnaire and interviews with faculty members."

This is the last issue of *Indiana Libraries* as a quarterly publication. Beginning with Volume V, *Indiana Libraries* will be published as warranted by the number of articles submitted. The Publications Board anticipates that the number of issues per volume will be no less than two and hopes that the membership, friends, and scholars contribute articles/writings in order that the number of issues per volume remains at four.

—RT

Continuing Education- Myth and Reality

Herbert S. White
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I will assume that nobody in this room needs to be convinced of the desirability of continuing education programs. Continuing education has assumed the mantle of being self-evidently good and wholesome.

The risk in our readiness to embrace the virtue of continuing education is that we will convince ourselves that we really have such a program in the library profession. In a talk at the 1983 ALA conference in Los Angeles, one speaker indicated that our pretense to having a continuing education activity was really a fraud. I won't go quite that far, because fraud implies an attempt to deceive, and self-deception is rarely malicious. I prefer to label continuing education in the library profession as a mirage.

I will have more to say a little later about why C.E., as we practice it, doesn't work very well. I will state at this point only that C.E. does not work because it is left totally to individual options and individual initiative. You do it, if you do it, because you are self-motivated to that decision to learn and improve, and not because you are self-motivated to that decision to learn and improve, and not because of anything you will either receive in return or because of any real or implied threat. There are some, including some of my faculty colleagues, who would argue that this self-motivation is the best and most valid of all motivations, and I would not disagree.

However, the number of individuals willing to give up a Thursday night when IU is playing (or even if Purdue is playing), drive twenty miles, stay up until midnight, do homework on the weekend, and pay for the privilege will be small in this profession, as in any other, if the only reward is self-gratification.

We have built some incentives into the obtaining of the MLS, and particularly the accredited MLS. Most specifically, many jobs are simply foreclosed to those who don't have it. We have had students, particularly older students, who took their MLS degree quite resentfully, convinced at least initially that there was nothing we could possibly teach them that they didn't already know. I would hope that we were able to convince them to the contrary, but the point is that they came even though they didn't want to come.

The MLS, like many professional degrees, is frequently labeled as a terminal degree. Not because you die from it, but because it is the only education you will ever be required to have, for the next 40 or 50 years if you work that long. The degree is called a union card, because that is exactly what it has become.

I doubt that I need to spend a great deal of time telling this audience why continuing education is essential to any professional, and certainly to a library professional. Education, no matter how well provided, is fixed in time. Teachers in the 1960s could hardly lecture about AACR-II and shared bibliographic utilities, microcomputers or file downloading, because there were no such things. Education is fixed in time, but technology changes, systems approaches change, and needs change. Students sometimes insist that they don't really need to learn about budgeting. Sometimes, after two years they still insist that this information is irrelevant. After five years, when they have achieved their first management post, they complain that we didn't tell them enough. The obvious answer would have been for them to come back for that piece of education as it began to loom important. Why they didn't is the crux of what we need to discuss.

The problem is not with the provision of educational opportunities. There are plenty, and if there were demand for more there would be more. The problem is that there is hardly any demand for what is offered. Is that because librarians are more close-minded than others? I don't think so.

We offer a post-masters specialist degree program which allows a remarkable versatility to structure an interdisciplinary curriculum specifically suited to the student's interests. I am pleased to note that one of the graduates of this program is on this panel, but it is still nevertheless true that we have never had more than four or five graduates of the specialist degree program in any one year. It can

hardly be argued that the Specialist Degree meets a major professional need. Our experience is not unique, other library schools report the same experience. All but two of the continuing education courses scheduled for last fall's MFLA meeting had to be cancelled. That's two classes, with perhaps a total of 40 attendees is that many, for the librarians of a multi-state area. ACRL, which has a major program of course offerings with regard to both ALA and bi-annual ACRL meetings, reaches perhaps 5 percent, probably fewer, of the academic librarians whom it might seek to reach, and that only with one program each. The perhaps most aggressive and successful of the professional associations in this area, the Special Libraries Association, held 24 courses for its 1983 annual conference. At an average attendance of 20, they enrolled 480 students assuming each took one course. Related to the membership of the Special Libraries Association, it means that less than 4 percent of the members took one course, 96 percent got nothing at all at least through this mechanism.

In the spring of 1983 Professor Daniel Callison of our faculty, who is a recognized expert in the field of media programming, developed a workshop on this topic, because we had been told that this was an area of great need and importance. We planned two sessions, because he felt that 20 enrollees were as many as he could handle in any one group. The charge was \$80, including the cost of materials, equipment, film, processing and recording tape, for 20 contact hours. That's \$4/hour. Try getting a plumber for that. We ended up with one class, with 7 students. We really should have cancelled the program, but I felt a commitment both to the students and to Professor Callison, who had developed the material. That's enough examples. Continuing education? What continuing education?

There are a variety of ways in which continuing education can be provided. In a survey which doctoral student Marion Paris and I have just completed, we examined not only library administrator reactions to the present curriculum, but also to the various options for education and training outside the MLS degree program. There are at least five techniques for continuing education which we identified: 1) Education or training on the job, as provided possibly by more senior members of the library staff or at least in the library and on library time. 2) Education and training provided by vendors and other commercial services. Vendor training is frequently free or unnaturally cheap, but it is obviously also specifically directed at what they want to teach you. They are not likely to disclose competitor options. 3) Opportunities provided by professional societies and associations, at the national, state, and local level. 4) Education and training provided by and through government agencies. 5) Services provided by educational institutions, either with or without academic credit.

Our survey response, from close to 400 library administrators, was not aimed at continuing education except as part of the overall strategy spectrum. However, it disclosed some interesting answers. There was a professed willingness, particularly among larger libraries, to assume a greater responsibility for in-house training, but no clear understanding of what they were prepared and capable to teach. There was very little enthusiasm for education as provided by vendors or by government agency programs. The preference was for approaches as provided through professional societies and associations (and I think that would include such structures as the ALSAs) and as offered by educational institutions.

Two problems in the implementation immediately emerged, and it is these problems with which we must deal if we are to have meaningful continuing education programs. The first is the question of willingness to pay for such programs. Answers to what one professional 8-hour long program might be worth ranged from \$10 to \$500, but half of the respondents positioned themselves at the \$50 level or below it. That means that anyone offering a full day program and charging \$50 will automatically miss half of the potential audience, and that is a grave risk in a small profession. The Special Libraries Association charges \$75 for a 6-hour course, and of course they miss people. However, their courses are designed to recover costs, including payment for the instructor and administrative costs of the program, and they meet that objective. A reluctance to pay more than \$30, or even \$10, is understandable, but it is totally unrealistic in the framework of a continuing education program. Continuing education has a cost, and we will not be able to decide what to do about that cost until we accept the fact that an 8 hour program including lunch for \$10 has to be subsidized by somebody, even if ultimately the presenter.

It is not difficult to understand why someone earning \$13,000 per year might be reluctant to invest \$50 of her own money, on her own time, on a continuing education experience for which she got no credit from her management or her Board. And this brings me to the second problem.

Programs for continuing education lack a motivational basis, except for the self-motivation to learn simply for the sake of learning. That will spur some, but relatively few. As part of our survey of library administrators, Marion Paris and I sought reactions, in addition to the financial judgment already mentioned, with regard to continuing education. We found a great deal of what I have to call passive support. Managers are pleased to see their subordinates engage in continuing education, many of them encourage it through release time, some even pay partial or complete travel expenses and conference fees. Not all, by a long shot. But even this, I would argue, is not enough. Continuing education takes work and effort, from

individuals who already put in a full day on the job, who have home responsibilities, and who also have outside interests. What is missing is what I would call the carrot and stick approach. The carrot means that if you participate in continuing education, something good will happen as a result of it. The stick means that unless you participate in continuing education, something bad will happen.

Allow me to share with you responses to our questionnaire designed specifically to elicit reactions in this area. In response to the question: "Would completion of additional academic programs or courses lead to a promotion or raise?" the positive responses ranged from a high of 22 percent for middle sized academic libraries down to 8 percent for larger and middle sized public libraries. The response to the question of whether or not a commitment to continuing education was required to qualify for further promotion, the positive responses ranged from a high of 13 percent to a low of 3 percent, the high again for medium sized academic libraries. Finally, for what I consider the most interesting stick-type question "Would your library insist that professionals engage in continuing education to keep their present jobs," responses ranged from an academic library high of 7 percent (probably tied to the tenure process) all the way down to a flat zero.

This is not true in all fields. In primary and secondary education, for example, the completion of continuing education is tied directly to salary increases, and those of us at Indiana University are used to seeing the horde of school teachers back in the summer for more courses. I am certain that at least some of them would come anyway, even without incentives, but how many? Even in our present plans for continuing education activities at SLIS, we find a sharp differentiation in attitudes. Some potential students are simply interested in learning the material, some will not attend unless they can receive IU academic credit, even though this process invariably increases the price. In librarianship we dutifully grant CE units, but I am not sure what the going value of a CE unit is. For continuing education to work, first of all somebody has to pay for it. We have exhibited a strange unwillingness to even want to find out, because we might not like the answers we get. However, it is not that difficult to approximate.

Professional societies such as SLA, MLA, ACRL, and ASIS, have pretty well determined that a one day 6- to 8-hour course or seminar must bring in about \$2000. That's \$50 each if you have 40 registrants, more if you have fewer. Probably \$75 or \$80 is a safer figure, because then you can break even with 25 registrants, and might not have to cancel if you have only 20. If you think that's expensive, check out the course fees for the American Medical Association or the American Management Association. And yet we know that the great majority of our responding library managers

thought that \$75 was too much (although some thought \$500 was OK). The range is tremendous, and finding a common denominator is difficult if not impossible. And remember, we weren't even asking them what they considered a reasonable cost from their own check-books.

It seems clear to me that continuing education isn't going to work very well unless we provide either incentives or threat (and certainly incentives are better) and some sort of realistic financial base. Expecting continuing education to work by simply preying on the good nature of desired instructors is too narrow a ground, and provides no real philosophical planning base. It provides only targets of opportunity. So and so is going to be in town. Let's grab him. In addition to being too narrow, such an approach is unfair and unprofessional. It also seems clear to me that expecting librarians to pay for continuing education, when their salaries are low and when, unlike teachers, they get nothing in return, is also impractical. That leaves two sources - employers and government agencies. Both, I think, are appropriate.

Continuing education for professional staff members should be a normal part of any library's budget. That it is not, and there really has never been a concerted effort to try in so many libraries, surprises me. Certainly the doctors, lawyers, and other professionals who comprise many of the public library boards know this is a reasonable cost of having professionals in their own fields. The fact that it doesn't happen in libraries may in fact help them to wonder whether librarianship is professional after all. There are basically two approaches, and only two. The employer can pay for continuing education either as a fringe or as an investment, and corporations do this on a routine basis. If not this, then the employee can pay, and be rewarded with a clearly and contractually defined promotion or pay increase when he or she is through. That is the educational model.

Alternatively, government can underwrite part or all of the cost. It is a logical extension, particularly at the state level. Government pays for all of primary and secondary education, and about 60 percent of the cost of a public university education. Is that the place to stop? Not if we know anything about the continuing nature of the educational process. Some states, such as Wisconsin, have a long history of support for alternative and continuing education. Some, such as Indiana, have virtually none.

In addition to payment for the continuing experience, we must look for ways to implement the carrot and the stick, because they are realistically part of the same motivation. Academic has the tenure process, which tends to work pretty well as a motivator for at least the first seven years. The academic educational literature is full of articles which discuss the dilemma of how to continue to motivate people who already have tenure, and who therefore don't

really have to do anything.

In librarianship we have almost nothing beyond the demand for the MLS, particularly the accredited MLS, and as you know, even that is under constant attack. The Medical Library Association, in what I consider a courageous and forward looking step, has imposed its own review of certification for medical librarians on the heretofore automatic union card, but it remains to be seen whether or not the employers of medical librarians will be prepared, legally or morally, to fire people who haven't kept up with their professional society's injunctions.

In the public library sector which many Indiana librarians represent, we know that only stringent enforcement of ground rules describing educational qualifications for those holding posts in certain classes of libraries has protected us at all. This is a battle we have not always won, as in the needed qualifications for school librarians, and I think it is unfortunate for the state that school librarian qualifications are largely determined by educators who have never understood very much about libraries, and who suffer from the additional handicap of being deluded into thinking that they do. Without state-wide rules, many library boards would hire or promote individuals without library degrees—in part because it is simpler, in part because it is cheaper, and in part because they can't really see what difference it makes to the operation to the library. And, of course, that difference is not automatic. Some librarians function as clerks, and some clerks operate on professional levels. We know that, and it is a continuing problem we need to address. But it is certainly not a reason for us to abdicate our insistence on professional education for professional posts.

What I am suggesting, then, is that to strengthen the continuing educational process we must insist on it, and place it on a realistic platform of professional expectation, cost recognition, and financial reward for its participants. There is no doubt that the provision of continuing educational opportunities will follow the development of such models, and we must then devise mechanisms for a qualitative assessment of what is being offered. However, first things first. It appears to me the wrong priority to concentrate on structure of monitoring when we have so little to monitor, and so little cohesiveness.

My suggestions place a heavy responsibility on all Indiana professional librarians to safeguard and enhance their profession, but probably most directly on the State Library. After all, I am suggesting both that the State Library take the initiative in demanding state funds for continuing education, and that it also seek to implement standards of professional certification for continuing education.

Is this a good time for such initiatives? An understanding of management communications tells us that resources are never offer-

ed, and that the excuse of poverty is always made, whether or not it is reasonable. In other words, during times of largesse normal funding, or of disastrous financial constraints, we will always be told that there is no money. It is the job of the subordinate to sift the truth from the rhetoric, to demand what he or she really needs, and to point out what will happen if this doesn't occur. Former Governor Otis Bowen, speaking to the State Library Conference which preceded the White House conference, gave us some very good advice, but I am not sure we were listening. He told us that we had been ineffective in rallying political support, because politicians reacted to promises of reward and threats of retribution, in terms of their own political hopes and expectations. We have not really been successful in doing either, and for this reason have not been able to share in the largesse which has suddenly befallen this state.

Is this a good time to get money in the state of Indiana? It is a superb time, and its like may not come again for many years. There are two reasons. First of all, this state has a surplus and projected further surplus so large as to be embarrassing. One alternative is of course to return it as a tax cut, and that possibility exists. However, that is not the preferred approach, because tax cuts followed by tax increases followed by further cuts and increases tend to anger the electorate. They have already accepted the tax increase, it is better to find innovative ways for spending the money.

The second reason is the groundwork which our colleagues in the field of education have already laid for us. They have succeeded in convincing a basically conservative administrative leadership that spending more state money to upgrade the quality of education—to upgrade the preparation of teachers—is both good sense and good politics. Politicians have not made the connection between upgrading the quality of teachers and upgrading the quality of librarians, and the educators have not made the connection for us. Why should they? However, we should be able to make that connection ourselves, and get some money while there still is some.

I began with the assumption that continuing education is crucial to our profession, and I assume that you agree with that. There is always some question as to what constitutes education and what constitutes training, and how much should be acquired in school, how much on the job, and how much later. These are serious and complex questions, which defy easy and simplistic answers, but they don't have to stop our progress. What I am suggesting is that if we believe in continuing education we had better approach it pragmatically and realistically, and develop a game plan which meets the needs of all of the participants. I think that up to now we have not only failed to do this, but also refused to acknowledge the need for this step. That acknowledgement is only the first basic small step, but that is how we must begin.

Pioneer Women in the Midwest:

The Role of the Women in 19th Century Agriculture

Martha J. Bailey
and
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The story of the settlement of the Midwest has been presented from the perspective of the pioneer men. Narratives such as Buley's *The Old Northwest* have included a chapter or two describing domestic life and the pioneer family. Published diaries or correspondence written by "ordinary" people describing experiences during the westward movement and frontier settlement were those written predominantly by men.

The reasons that so little documentation exists, according to Jensen, is that 1) the illiteracy rate for women in rural areas was higher than that for women in urban areas in the 19th Century, 2) the long and exhausting work hours in rural areas 3) left little time for uninterrupted leisure for writing, and 4) until the westward migration, there was not a practical need for written communication.

One exception is Fowler's *Women On The American Frontier*, published in 1876, in which the author related the stories and adventures of numerous women. Recently the situation has changed with the publication of a number of diaries and letters written by women during the westward movement. These journals and fragments describe the everyday life of women who moved with their families from rural areas to settle as far west as Nebraska.

The narratives reveal that the women who lived on the frontier not only assisted with the farm tasks but could operate the farm while the men worked in town, hunted game, or prospected to supplement their income. Women endured isolation, limited food supply, family illnesses, and the dangers of Indians, bandits, and wild animals. As the nearby towns became settled, the daughters worked in the boardinghouses or shops to aid the family finances while their brothers worked on the farm.

A brief review of some of the literature concerning the role of women in pioneer agriculture is given in the following list.

Buley, Roscoe Carlyle. *The Old Northwest; Pioneer Period, 1815-1840*. Indianapolis, Indiana Historical Society, 1950; Bloomington, Indiana University Press, 1983. 2 volumes.

This book, which won the Pulitzer Prize in history for its author in 1950, was reprinted in 1983. It is almost encyclopedic in scope documenting the move from the Atlantic Seaboard into Ohio, Indiana, Illinois, Michigan, Wisconsin and Minnesota. Some information on the role of women is presented in Chapter IV "Pioneer Life—The Material Side."

Fowler, William W. *Women On The American Frontier*. Hartford CT, S.S. Scranton & Co., 1876. 527 p. Reprint Ann Arbor MI, University Microfilms Inc., 1965; reprint Detroit, Gale Research Co., 1974.

The subtitle is "A valuable and authentic history of the heroism, adventures, privation, captivities, trials, and noble lives and deaths of the 'Pioneer mothers of the Republic.'" Commencing with the Colonial period, the author narrates the stories and adventures of innumerable women. The narratives for the settling of the Midwest begin in Chapter VII. Unfortunately this edition does not include a list of the sources for the stories.

Hampsten, Elizabeth. *Read This Only To Yourself: The Private Writings of Midwestern Women, 1880-1910*. Bloomington, Indiana University Press, 1982. 242 p.

The author uses letters, journals, and some memoirs to describe the women who settled in North Dakota at the end of the century.

She is especially interested in class differences, working women's language, and the information women shared only with each other.

Jeffrey, Julie Roy. *Frontier Women: The Trans-Mississippi West, 1840-1880*. 1st ed. New York, Hill and Wang, 1979. 240 p.

The book focuses on the thousands of white American women going to the trans-Mississippi west in the decade of heavy migration between 1840 and 1880. The emphasis is on the agricultural frontier and then later the mining frontier. The study is drawn from journals, reminiscences, collections of letters, and interviews.

Jensen, Joan M. *With These Hands: Women Working On The Land*. Old Westbury NY, Feminist Press; New York, McGraw-Hill, 1981. 295 p.

“. . .the documents in this anthology reveal women as active participants in every stage of agricultural production and in every period of agricultural history . . .” The author includes the stories of women from all areas of the country and from various cultural backgrounds—American Indian, Black, Caucasian and Hispanic—up to and including the 1940's. The literary forms that are quoted are letters, journals, novels, and poetry.

Luchetti, Cathy, in collaboration with Carol Olwell. *Women Of The West*. St. George UT, Antelope Island Press, 1982. 240 p.

The photographs provide a stunning picture of the life of pioneer women. The narrative is drawn from the diaries, journals, and letters of eleven women of different races, creeds, and occupations. Despite the limited sources, the authors include a special section on minority women, highlighting the contributions of Indian, Jewish, Black, Chinese, and Japanese women to American development.

Myres, Sandra L. *Westering Women And The Frontier Experience 1800-1915*. 1st ed. Albuquerque, University of New Mexico Press, 1982. 365 p.

The study is based on more than 400 diaries, letters, and reminiscences of those who participated in the westward migration. The author includes information on family life on the trail and in the new home, the women's suffrage movement, and the Western woman as entrepreneur. The book contains accounts by Caucasian, Hispanic, Indian, and Black women.

Plain Talk. Edited by Carol Burke. West Lafayette, IN, Purdue University Press, 1983. 140 p.

The book is a collection of reminiscences and stories gathered in tape-recorded interviews with residents of north-central Indiana, most of whom are from families who have farmed in White, Jasper, and Benton counties. The interviews were collected by 300 sophomores and juniors in the Tri-County School Corporation in Wolcott. The original tapes and transcriptions of *Plain Talk* are divided between the White County Historical Society and the Wolcott Public Library.

Riley, Glenda. *Frontierswomen, The Iowa Experience*. 1st ed. Ames, Iowa State University Press, 1981. 211 p.

The author presents a study of the Iowa family farm frontier between 1830 and 1870. The material is gathered from diaries, letters, and memoirs.

Sachs, Carolyn E. *The Invisible Farmers: Women in Agricultural Production*. Totawa NJ, Rowman & Allanheld, 1983. 153 p.

The family farm was the basis of the American dream of democracy; and, in the United States, agriculture has often been organized as a family enterprise. However, prior to the 19th Century, widows had no control over their families' land. The author traces the history of women's involvement in agricultural production up to the present. There is a ten-page bibliography.

Sanford, Mollie Dorsey. *Mollie: The Journal of Mollie Dorsey Sanford in Nebraska And Colorado Territories 1857-1866*. Lincoln, University of Nebraska Press, 1959. 201 p.

In 1857 at the age of 18 Mollie left Indianapolis with her parents to settle on the Nebraska frontier and in 1860 moved with her husband to the Colorado frontier.

Sprague, William Forrest, *Women And The West: A Short Social History*. New York, Arno Press, 1940, 1972. 294 p.

The Preface states that “. . .The chief purpose of the works are to portray the hardships and accomplishments of female pioneers in the trans-Alleghany region and to mention somewhat more sketchily the important effects of the westward movement upon the lives of women in the older sections of the nation . . .”

Stratton, Joanna L. *Pioneer Women: Voices From The Kansas Frontier*. 1st Touchstone ed. New York, Simon & Schuster, 1981, 319 p.

A series of first-person accounts by 800 women who helped settle the state of Kansas 1865-1905. The narratives originally were collected by the author's great-grandmother and grandmother but were not published.

Women's Diaries Of The Westward Journey. Collected by Lillian Schlissel. New York, Schocken Books, 1982. 262 p.

The author quotes from the diaries and letters of 103 rural women, both Black and white, who made the trip across the continent to Oregon or California between 1840 and 1870. Many came from Iowa, Missouri, Illinois, and Indiana. She examines “. . . whether the overland experience, studied so many times before, would be revealed in a new aspect through the writings of women, and whether such perspective as the women bring might prove to be historically valuable . . .”

Wyman, Walker D. *Frontier Woman: The Life Of A Woman Homesteader On The Dakota Frontier.* River Falls, University of Wisconsin-River Falls Press, 1972. 115 p.

The author retells the story, from the original notes and letters, of Grace Wayne Fairchild, a Wisconsin schoolteacher who went to South Dakota in 1898.

Basic Considerations in the Development of Academic Curriculum Materials Centers

Robert E. Kaehr
Huntington College Library

Fundamental to planning a curriculum materials center is the development of a philosophy of service. If such a program is viewed as anything other than the cultural and academic center of the education department, it is bound to be thought by those faculty, students, and administrators who come in contact with the resource as something less than it ought to be. In the beginning stages of planning a curriculum resources center, several questions must be answered:

- (1) What is a curriculum materials center?
- (2) Is there a need for such a center?
- (3) What services should be provided through the center?
- (4) Who will act as the control authority for the center?

As important as it is to consider these questions, a bevy of additional queries may be born through the process. Nonetheless, a curriculum materials center must be defined before a meaningful dialogue is possible.

The A.L.A. Glossary of Library Terms (1971) comes near to a definition when it defines a curriculum materials center as "A group of books in a teacher-preparing institution, a library school, or other

similar institution, organized for purposes of demonstration, practice, and project work." For purposes of this paper, however, this definition is much too limited. A curriculum materials center includes the acquisition, organization, preservation, and dissemination of all information (regardless of format) that contributes to the training of teachers. In some laboratory settings, production of teaching aids is often included, but this aspect will not be considered as the construction of materials is not within the scope of this definition of a curriculum materials center.

Since books are not the only items to include in the center, a decision must be made as to what is included. It is important to decide this in the early stages of the program, or face the dilemma of having a white elephant with no "feed" to keep it happy! Faculty members and administrators are more than happy to give advice on what should be housed in the center. Books, textbooks, kits, ditto masters, junior fiction and non-fiction, reference materials, filmstrips, cassettes, records, computer software, and more, will be suggested but the wise librarian will limit the collection. This is not to imply that faculty and administrators do not have a valid place in the development of the collection. In fact, joint efforts on the parts of faculty and bibliographer are essential to the growth of a quality curriculum materials center. Librarians know the whole of the collection and are quite capable of maintaining balance in the collection while faculty members have the specialized knowledge to select materials which support their programs.

Many centers do not include methods books, media software, and/or other materials which cannot be used specifically in the elementary or secondary classroom. Some centers allow an exception to this by providing a "professional" collection in the center. This allows for a small number of select titles, chosen by the instructors, to be placed in the center, creating a small reserve section. A few institutions place the materials center adjacent to the main education collection or integrate the collections. All of these arrangements are valid, but choices should be made early in the development process. All of these decisions help define the program and will curtail unnecessary future disagreements and deliberations.

Next, the question of need must be addressed. Now that the curriculum materials center has been defined, is the center beneficial for a particular college or university? At first, this seems to be an easy question to answer. If an institution has an education department, the need for a curriculum materials center seems obvious. Perhaps the answer is yes, but there are considerations that must be given before plunging headlong into such a program. For the administration, a primary concern will be the financing of the center. A special center budget, separate from the book allocations, may be

desirable. Extra shelving may be needed to house the collection, as all collections have a way of rapidly expanding. It must be a law: When space is made available for even less than worthwhile projects, said space will be consumed posthaste. There will be the minimal costs of processing materials, boxes, labels, cards and pockets. A decision will be needed concerning staffing. Is the present staff able to efficiently handle the overseeing of the center, or will additional staffing be needed? Will it be necessary to hire professionals, para-professionals, or might student workers be able to handle much of the load? Probably, in the beginning, with a small collection, these questions are easily answered. But as the program grows and more demands are made for additional services, these questions must be given serious consideration. Also, if there is a large collection of materials on hand or a substantial materials budget initiated at the start of such a project, housing arrangements, processing, and personnel costs must be considered immediately.

Besides administrative factors in determining the need for a center, other items of importance must be considered. Education department faculty members must be in favor of the project. If they are not supportive of such a center and if they do not see the need, there is little reason to begin the project. Much has been written in library literature to support the view that the key to the circulation of materials is the faculty. In the curriculum materials center, this is no exception. Faculty members who drag their feet in promoting the center will do much to undermine the possibilities of such a program. It is necessary, therefore, to survey the education faculty before the project is undertaken. This could be done informally over coffee and rolls, but it *should* be done. Discussions should be held, not only with department heads, but also with each member of the education staff, including part-time faculty if possible. Each person is a key element in the success of the center and must be convinced of the need for such a center. Besides, the teaching staff will have many valuable contributions to make, especially in the organization of the materials. They will feel more a part of a team effort and, therefore, be more willing to support the center's usage when the center is developed. There is a noteworthy spinoff benefit to these interchanges. Such dialogue goes a long way toward promoting academic rapport with colleagues outside the confines of the library.

Now that the need has been established, what services will the center provide? If money is no problem, a number of worthwhile services might be suggested. Everything from audiovisual production to manning a television studio and model classroom could be accomplished. Of course, this question is directly tied to the earlier question of need. It seems unreasonable to provide services that cannot be afforded or will not be used. Related to the services provided are the materials to be included. Basic to any curriculum center

are the textbooks to be used by public school teachers. Teacher's editions, workbooks, and student texts are all important to the education major. Junior fiction materials are essential to the children's literature courses. These areas, including a few well-selected reference sources, nonfiction works, and learning kits, should be enough to give a foundation to the center. But beyond this, consideration must be given to media software and hardware, teaching machines, calculators, production supplies, and graphic arts materials. With the latest technology comes the invincible computer, with all its paraphernalia.

Services represented by this huge variety of educational trappings range from dissemination of materials to the operation of audiovisual hardware. Will the library staff provide on-demand operators for all audiovisual equipment? Is hardware delivered or is it picked up by individual professors? May students use audiovisual equipment? Will the materials center have permanently located equipment and, if so, which pieces? Will on-campus repair be possible? Will the library assume responsibility for repair of equipment from departments outside the curriculum materials center?

Related to the hardware questions are those concerned with the circulation of the materials. Will filmstrips and other software items be checked out of the center? If there is heavy demand on a professional collection, will there be time limitations set for its circulation (e.g., 2-hour, 1-day reserves)? Circulation procedures need to be established for more ephemeral materials such as transparencies or ditto masters. Since these items are easily lost, questions of circulation periods should be established (e.g., overnight).

Besides audiovisual delivery/repair and circulation, organization of the collection is a major service. It will be found that the curriculum materials center is a very complex educational unit. Teachers' guides, workbooks, ditto masters, tests, kits, records, and other media can be very frustrating to catalog. Some centers simply group items together by browsing areas; some use Dewey or LC; some use modified approaches to Dewey or LC; and some prefer to create original classification schemes. Those who choose the last option, tailor the classification to fit specific needs. For example, the education department may wish to have all materials by the same publisher together, or to have all grade levels from one publisher, together. To meet the needs of individual campuses, other questions concerning classification and cataloging will need to be answered as they surface.

Another important area of service would be that of bibliographic instruction. Depending on the size of the education classes involved, orientation may be made through media presentations or lecture/discussions. In both situations, however, nothing will substitute for the student's hands-on experience when working with the center.

Equally important is how much individualized instruction will be given. The reference interview provides an excellent opportunity to teach students how to use the center, but if staffing is not available, another route may be chosen.

The last consideration is one of control and authority. If the materials center is, or becomes, as central as it should be, possessive attitudes may develop. A sense of ownership of the program is good if it does not cause undue strife and if it promotes a cooperative venture in quality education. There will be much input from administrators and education faculty members and this is needed. When it comes to authority, however, the librarian is in the best position to govern the center. First, the librarian has the expertise in organizing, preparing the materials for the shelves, and circulation procedures. Secondly, the librarian has general bibliographic knowledge of educational materials and has access to selective bibliographies and reviews to keep the collection well balanced and up-to-date. As in any organization, to be effectively run, there is a line of authority which facilitates decision-making. Each faculty member will have opinions as to how the center should be managed. All of these ideas should constantly be reevaluated as to their merit, but obviously, too many cooks will spoil the souffle.

It may be desirable to consider the question of control near the beginning of the discussions before it has a chance to become an issue. More than likely, however, the librarian will be perceived as the authority. If this occurs, the concern would be to get a free-flowing discussion of issues on the move. Avoiding the temptation to dominate meetings should always be in the forethought of the librarian's mind. That way, good ideas about the development of the educational materials center would have a better chance of surfacing, and the faculty members would be more willing to cooperate with the library staff in the center's ongoing program.

During the initial stages of developing an education curriculum materials center, philosophical questions, definitions, needs, services, and elements of control should be clarified. By starting the process of building the center with these concerns, and working with concerned educators, many roadblocks to developing a quality program will be removed.

How Our Library Employs A Collection Agency

Eugene R. Sanders
Michigan City Public Library

If it strikes you a little odd that someone would be grateful for collection agencies, consider that a collection agency saved our library, Michigan City Public Library, over \$10,000 in one year by handling our long overdue accounts. Therefore, the gratitude is not unfounded.

The Library moved in 1977 from a Carnegie type library building to a very modern structure with almost three times the area space and in 1978 came online with a CLSI automated system. The result of these changes was a tremendous growth in circulation, traffic flow, and registration of borrowers. The automated circulation system was able to handle the climb in circulation from the 1977 level of 98,000 to the 1983 level of 305,000, but during the hustle and bustle of all that growth, no one bothered to come up with an effective system to control the increasing number of long overdue accounts until 1982, when a collection agency program was established.

The problem of what to do about people who keep materials out for very long periods of time is probably as old as the first library card. When the increase in delinquent borrowers surfaced a year after the automated system was in operation, several remedies were suggested. The library staff had the options of going through small

claims court, through a collection agency, or enlisting the aid of city government to impose fees or restrict services unless fines and materials were returned.

At that time the staff considered the collection agency route too strict and the possibility of enlisting city government to help too unrealistic, so we tried using small claims court. Sending overdue accounts to small claims court was a project our director gave me. From a time management standpoint, I certainly understand why he delegated such a task. Taking overdue accounts to small claims court takes up a lot of time. Submitting the forms to bring the cases to trial plus waiting in court for the cases to come up can make a librarian feel more like an attorney. More often than not, the patrons called to court did not show, so more forms, fees, and court time had to be logged before a settlement could be obtained. The garnishment of wages from the accused patron was a legal entitlement the library did not use. Instead, we expected the patron to pay, usually on an installment plan handled by the library. The results obtained from this method did not justify the form filing fees and staff time.

When I took charge of the circulation department in 1980, one of my first assignments was to try and find a solution to this old problem of long-overdue accounts. Through reading the CLSI documentation on our system, I found a notice program that could generate all of our long overdue accounts. By setting up a small manual file and establishing a data processing routine for such accounts, I was able (with the assistance of employees of the Suburban Library System of Illinois, and staff members of our circulation department) to present our director with a workable method for processing overdue accounts and sending them to a collection agency. The library tried the system on a limited basis, using a test case of accounts that were at least two years overdue. With the success of these cases (roughly a 5 percent return, which was good when you consider the time frame) we kept moving the date parameter up until we processed accounts due after three months.

According to a recent study by Assistant Circulation Supervisor Steven Laesch, the project had a settlement rate of 39 percent from September 1982 through February 1984. A total of \$38,914 in accounts was turned over to the agency with settled accounts totaling \$15,187. Of the settled accounts figure, \$4,965 was received as cash, not allowing for the collection agency's fee of 40 to 50 percent of a cash settlement. We predict that the settlement rate will greatly improve now that the library is turning over accounts not more than three months old, rather than much older accounts that made up the bulk of the study.

In considering these figures, it is important to point out that the library's arrangement with the collection agency on items returned

created an unusual situation for the agency. The agency was not used to dealing with an institution that turned over accounts and settled for either the actual material or the case value of the materials. It was agreed, therefore, that the agency would bill patrons for the dollar value of the item, a processing charge, and back fines. If the item was returned, the patron owed only the fines. If the item was not returned, the patron had to pay the full amount. If patrons failed to pay or to return the item or items, they would receive a black mark against their credit rating.

The clerical procedures used to process these accounts are easy to implement with the CLSI system. The first step is to run the collection notice program at monthly or bi-weekly intervals. One clerk is assigned to take the notices and to put aside the accounts that total over \$15 with processing fees and fines added. These accounts are accessed in the computer under a different program to list all charges against the patron and to include detailed information on other charges against the patron. The clerk then adds in the fine charge on items not returned and the processing fee; the total bill then goes to the collection agency. The next step is to set the patron's record with a special status in the computer so that staff members will know the patron's account has been sent to the collection agency. According to the library's agreement with the agency, staff members will settle only for the amount specified on the bill to the collection agency. A separate manual file gives information on the name, address, and computer number of the patron, as well as the amount of the bill. Such a manual file provides a complete listing of all accounts sent to the collection agency, how many settlements, how many partial settlements, and on what date patrons paid what amount—something that the library's mini-computer system cannot yet do the degree of specificity that is needed.

Perhaps it is unfortunate that a library needs to use a collection agency to persuade some patrons to return materials. The advantage the agency has over the library's in-house notice system is that the agency is more intensive in its notification system; the agency's telephone calls and letter are more numerous than our library notice system. A second advantage of the agency is that it can place a black mark against the credit rating of a patron who does not settle his account. It is possible that a person can be turned down for a loan if library material has not been returned or account paid.

When you consider the services offered by the collection agency, the fee on cash received from a settlement is not excessive. For a library with a 300,000 circulation to be as intensive in its notification of overdue materials would not be financially practical from the standpoint of staff time and postage expended. The library staff did a survey on the effect of cutting down on the number of overdue notices issued and the savings involved. The library realized a \$2,000

savings per year on paper and postage. When the number of books checked in for a three-month time period with three notices was compared to the number of books checked in for a three-month time period with one notice, the staff found the rate of books checked in remained the same.

The big difference between the library's notification method and the collection agency's method is that the agency has the power to place a black mark against one's credit rating; the library cannot levy such a threat. All the library can do is discontinue borrowing privileges, which is not a strong enough deterrent, as demonstrated by the large number of overdue accounts. Agreeable relatives or friends can loan their library card to the accused to permit borrowing.

In the area of public relations, the library's image has not suffered because of the collection agency. Staff members find patrons who have dealt with the collection agency slightly more agreeable than patrons who do not deal with the agency to pay fines and lost book charges. Perhaps the fact that the library is serious enough to employ a collection agency lets the community know that the library cares as much about its materials as a business cares about its services, for businesses have always employed such agencies.

Education for Librarianship and Information Science in the Republic of China

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This study was carried out in June of 1983 during a visit to the Republic of China utilizing both a questionnaire and interviews with faculty members. The original report, in addition to presenting the survey data, purveyed a comparative approach to library education in the west and recommendations for directions that developments in Taiwan should take. This comparative viewpoint was presented from the perspective of the Standards for Accreditation of the American Library Association because these standards represent a distillation of accepted educational policy established over a period of several decades.

The development of higher education in the Republic of China during the past three decades has been one of explosive growth. From a total number of institutions of higher education (universities, colleges and junior colleges) of seven in 1950, this figure had grown to one hundred and one in 1980. The number of students in institutions of higher education has grown proportionately during the same period, from a total enrollment in junior colleges and college and university programs of 6,665 in 1950 to a total of 329,603 in 1980.

The development of education for librarianship in the Republic of China has, over the same period, also been one of great growth. The history of education for librarianship in China in modern times goes back to 1921 and 1928 with the founding of schools at Wen Hua (Boone) College and Ginlin University, on the China mainland. The first program of library education in Taiwan, Republic of China, dates to 1955 with the establishment of a school within the Department of Social Education of the National Taiwan Normal University. This department is grouped with those of journalism and social work under this University's structure. The program of library education at National Taiwan University was founded in 1961. The next program to be set up was that of Fujen Catholic University which was set up with a large evening division in 1969. The program at Tamkang University was started in 1971, also with a large evening division. The latter institution has always emphasized educational media as witnessed by its title of Department of Educational Media Science. The library technician program of the World College of Journalism was started in 1964.

CURRICULUM OF THE SCHOOLS

The curriculum of these programs of education for librarianship has been largely a traditional one with the possible exception of that at Tamkang University, which has always had an emphasis upon the role of educational media in its courses. Some idea of the overall curricular emphasis may be seen from the sequence of required courses in library and information science that all undergraduate students had to take prior to the most recent revision in the spring of this year (1983). These courses were given at the undergraduate level and had to be passed by all students majoring in library science in addition to those general courses required of all students. For example, the National Taiwan Normal University Department of Library Science (within the Department of Social Education) had its students take the following courses:

COURSE	CREDIT HOURS
Introduction to Library Science	4
Classification & Cataloging of Chinese Books	6
Chinese Reference Materials	6
Chinese Bibliography	4
Acquisition & Book Selection	3
Classification & Cataloging of Western Books	6
Western Reference Materials	6
Management of Materials	3

Library Practice Work (Internship)	6
School Libraries	2
Library Automation	2
Total Required Credits in Library Science	48

The Department of Library Science at the National Taiwan University required of its undergraduate students somewhat more in the way of credit hours, as indicated below:

COURSE	CREDIT HOURS
Introduction to Library Science	4
Library Trends	2
Classification & Cataloging of Chinese Books	9
Chinese Reference Materials	6
Classification & Cataloging of Western Books	8
Western Reference Materials	6
Chinese Bibliography	6
Acquisitions and Book Selection	3
School Libraries	2
Public Libraries	2
University Libraries	2
Special Libraries	2
Library Practice Work	2
Management of Materials	4
Library Management	4
Practice Work in Cataloging	3
Total Required Credits in Library Science	65

Although the Department of Library Science at National Taiwan University required seventeen more hours, the basic program was the same. That is, library science majors were required to take work in the areas of introduction to library science, classification and cataloging of both Chinese and western books, study of both Chinese and western reference materials, Chinese bibliography, acquisitions and book selection, management of materials, school libraries, and library practice work. The differences in total hours required are attributable largely to different hours assigned for particular courses (i.e., NTU giving six hours of credit for Chinese bibliography while NTNU gave four) and the fact that National Taiwan University required courses in public, academic, and special libraries of its students. The important point is that a common core of traditional courses was required of all library science majors. The program of study for majors at Fujen Catholic University's Department of

Library Science was quite similar in its requirements with a common core and a very few individual differences such as a requirement for study of a second foreign language. The program at Tamkang, the most recently founded, also taught in these required areas of cataloging and classification of both Chinese and western materials, Chinese and western reference sources, administration of libraries and media centers, etc. It should be noted that a substantial number of elective courses in library science was available to students in these programs.

This required curriculum was revised in 1982 and new requirements published in the spring of 1983. The changes made reflect developments in the field and the need to adapt to greater use being made of media materials by libraries and the growth of importance of information science. The following courses are required under the new curriculum:

COURSE	CREDIT HOURS
Introduction to Library Science	2
Introduction to Information Science	2
Chinese Reference Sources	4
Western Reference Sources	4
Chinese Cataloging & Classification	6
Western Cataloging & Classification	6
Building Library Collections	4
Bibliography	4
Audio-Visual Materials	4
Non-Book Materials	2
Library Management	4
Library Field Work	0
Introduction to Computer Science	4
Library Automation	4
Total Required Hours	50

The trend toward accommodation of new developments may be seen in the requirement of three courses related to the general area of information science: Introduction to Information Science, Introduction to Computer Science, and Library Automation. The requirement of courses in audio-visual and non-book materials illustrates the same trend. As with the previous arrangement, a substantial array of elective courses is still available to the students, and, of course, they must meet the requirements of general course work for all students. The special handicap (or from another perspective, strength) of Chinese library education may be seen in the requirement of double time for the study of reference materials, both Chinese and western,

and, cataloging and classification of both Chinese and western materials. Students in the Republic of China must spend twice the amount of time that their counterparts do in the west to master these subjects.

SURVEY OF LIBRARY EDUCATORS

In order to most easily capture the views of the library education community of the Republic of China, questionnaires were distributed to department chairs and faculty members at each of the schools. In addition, an interview schedule was filled out for each conversation held with faculty at the time of the site visit.

What were some of the results obtained from this investigation? Two main concerns quickly made themselves manifest. The first of these, although not necessarily the most critical, was related to whether or not education for librarianship should be raised largely to the graduate level in the Republic of China. The other related to the place of the broad, general area of information science in the changing curriculum of the schools.

In regard to the issue of graduate versus undergraduate education for librarianship, faculty members and chairmen saw a trend in this direction but recognized that the trend was only developing slowly. The attainment of graduate status for the programs was generally seen as desirable, but as difficult of attainment. There was also a general, but not unanimous, feeling that the undergraduate programs should be retained whether or not graduate programs were set up. This seemed to be based on a feeling that undergraduate education for librarianship was the best system for the Republic of China at the present time, best in terms of the social and economic realities. It was felt that adequate training for the profession could be given in these programs. Also, the comment was made on more than one occasion that undergraduate education fitted better with the realities of the status of librarians in Taiwan and their relatively low salaries, implying that the profession could not attract people with graduate training to its ranks. The library market for graduates was thus seen as a critical factor.

It was also felt by some respondents that the advantage of having more time to work with the students in the undergraduate programs was a factor in their favor. More opportunity was present for practice work situations as well. Another comment was that the students in these programs had a better attitude toward their studies and were more willing to work at mastery of the details of the profession than were graduate students.

On the other hand, certain advantages were seen in graduate programs which made almost all of the participants in the survey see

this level of instruction as being desirable even if undergraduate programs were retained. The opportunity for students to attain a stronger subject background in their undergraduate years was prominent among these. Also, the chance for more training in library management for potential administrators was cited, as well as the advantage of greater opportunity for specialized education for senior staff positions, information specialists and librarians in general.

Some (a small minority) saw the attainment of a graduate credential as being advantageous in obtaining better positions and higher status for the profession. In general, however, respondents saw the opening up of graduate programs as desirable in advancing the profession by providing a better opportunity to prepare librarians and information specialists for service to society.

A major question would appear to be what elements of library and information science education would be best studied at the undergraduate level and could be articulated with a graduate program. Such a program might constitute a minor field to be coupled with a major in a liberal arts subject area.

The issue of graduate education for librarianship and information science is related strongly to the need for well-trained faculty as well as to the need for assuring professionals who have good liberal arts backgrounds. This factor is seen in two ways. First, one can state that a program of graduate education for librarianship is needed in order to train faculty to teach in the field. At the present time, the only way for persons to prepare themselves for teaching through obtaining the requisite credentials is to embark on a period of study abroad.

On the other hand, there is apparently at present a dearth of people available to teach at the graduate level, a factor which militates against a precipitous change to an all graduate program of education for librarianship.

In addition to requiring more highly trained faculty, specifically those holding a doctoral degree, graduate education requires a greater financial investment than does undergraduate education. Graduate study should allow for smaller class size in general, and for seminars in particular although large lecture classes may still be used. Again, from an outside perspective, the evidence would appear to point toward a gradual move toward the desirable goal of graduate education in the field of library and information science in the Republic of China.

The other major issue pointed up by respondents in both the questionnaire and at the time of the interviews was that of the integration of information science, or computer applications in libraries, into the curriculum of the schools. This problem, if anything, preoccupied the library education community even more than the

matter of graduate programs. There is no doubt that library educators are concerned about dropping something from the curriculum to include more required coverage of information science.

Comment was made in both the questionnaires and the interviews that training in the use of computers is a national goal and that the schools must train their students in this field. Also, it was mentioned that employers want graduates who are trained in the use of computers whether or not they are ready to utilize them and their expertise.

When respondents were asked what they would add to the curriculum if they had the opportunity, information science topics such as library automation, microcomputers, programming, as well as information science itself formed by far the largest grouping of answers. The same people would be willing, they said, to combine the courses devoted to the cataloging and classification of Chinese and western library materials, and of Chinese and western reference tools in order to make room in the curriculum. Concern was expressed also as to the amount of programming that should be made available to students, whether a number of programming languages should be taught to them.

The facilities available to students taking information science courses were naturally a concern of this study. These facilities, in the words of the respondents, ranged from adequate to less than adequate. Problems existing were largely related to insufficient numbers of terminals available for student use with the resulting necessity of signing up for a short period of use each week, and/or sharing use of a terminal with others at a designated time. Computer terminals were also usually not located in the quarters of the library and information science department. However, terminals were available to all students in the programs and these provided access to both microcomputers and mainframe computers for assigned work. More computer equipment was one of the more frequently cited needs for additional resources for the schools.

In summary, one can say that the teaching of information science and its place in the curriculum is a major, if not the most important issue in education for librarianship in Taiwan today.

What were some of the other issues in this field which occupied the attention of respondents? One of these was what one person described as the "desperate need" for additional teaching materials, particularly reference materials to back up course work. Although not alluded to in quite the same way, a number of others described this as a critical problem.

Another was the apparent rather large number of graduates who seek and find employment in areas other than librarianship. Almost all participants in the study described the percentage of graduates

going into nonlibrary work as being in the neighborhood of half with some stating that they believed it to be higher. Strangely enough, this large figure did not seem to be the cause of much consternation on the part of respondents. It was seldom cited as a major problem. When queried as to whether or not too many librarians were being trained, the most frequent response was that in relation to the needs of the profession, the answer was no. If provision could be made in the field for needed positions, all the graduates could be absorbed. On the other hand, a minority felt that too many librarians were being produced and that the "market" was being saturated with too many graduates. Thus, while many positions in libraries were described as being filled by unqualified people, many people trained as librarians were turning to other work. One comment made in regard to this situation was that the weaker schools were producing the largest number of graduates.

When asked further if there were too many schools for the needs of the profession in the Republic of China, only one respondent answered that there were, while others did not answer or said that there were not too many schools. One qualified the response by saying that the number of schools was not too great but that there should be some specialization among them in the preparation of librarians and information specialists.

While one can only speculate as to the reason for the incongruity of such a large percentage of graduates going into nonlibrary work and the apparent lack of concern about this on the part of the library education community, this phenomenon is perhaps related to some other responses that surfaced in the study. Among these was the need for attaining higher status for the profession. This need was mentioned several times in the course of the study, and it may be presumed that such higher status would aid in retention of more trained people for library positions. Also, several respondents mentioned the desirability of having the government relax, or do away with, the civil service examinations for public library positions, thus making access to these positions easier for qualified graduates of the library and information science programs. Apparently, at this time, many positions in this category of library are filled with unqualified personnel.

Another change that was mentioned which could bear on this incongruity was the desirability of obtaining some differentiation of training levels in the schools. The programs should specialize in training at particular levels, it was felt. Another, related to the matter of higher status for the profession, was the need for higher salaries and greater opportunities for promotion. Surprisingly, however, this need was mentioned infrequently by participants in the study.

A few other issues were mentioned which are worthy of note. One was the need for obtaining a more satisfactory ratio between faculty and students in the schools. The number of students per faculty member is apparently very high in some of the schools, a fact which interferes with good faculty-student rapport in all areas. While the number of faculty at the schools does not appear to be small, the large number of part-time faculty are not available for the important task of counseling students.

A more general consideration of respondents was that of the need for greater subject background on the part of students, a point related to the desirability of establishing and expanding graduate programs. Another point relating specifically to curriculum was the need to emphasize new management concepts for libraries in the programs of instruction.

The subject of practice work for library school students was another area probed by this study. Respondents were asked if they felt that the students were satisfied with their experience in fulfilling any practice work requirement of the schools. They were also asked if they felt that the faculty was satisfied with this program. The majority of participants in the survey answered in the affirmative to both questions, indicating that they felt that the students were satisfied with their practice work experience and that the faculty were likewise satisfied with what they saw in this program. A minority disagreed, mentioning complaints about placement in practice positions and difficulties with assignments. The general impression left by interviews with respondents was that practice work was not a major problem. Regarding details of the practice work program, questioning of the department chairmen revealed that practice work was required of all students, other than freshmen. This means a substantial workload for whoever is given responsibility for the practice work placements. These individuals were described as being different for each school, in one case being a professor, another a tutor, in another "three assistants," and in a fourth, the chairman himself. The department chairmen responded differently to the question of whether or not students were placed in practicum situations according to their choice of libraries. Two responded that they were, one that this was sometimes the case, and a fourth that the choice of practicum site was made by the school. The discussions relating to practice work in the programs gave the impression that this was not seen as a major problem by members of the library education community.

From other sources it was determined that the practice work program does indeed constitute a heavy burden for the schools. While practice work is required of all students, no credit is now given

under the new curriculum. Problems associated with the program appear to be the same as those found in the west, which relate to the large number of students who have to be placed and the small number of librarians who are able and willing to take practice work students and give them a taste of paraprofessional work as distinguished from using them for extra clerical labor. Some of the suggestions for dealing with the situation were the possibility of utilizing the summer recess period and the winter vacation period for practice work assignments, and the possibility of coordinating practical experience with specific courses. Problems foreseen with regard to the former would be that supervising librarians themselves would not be available and that students might object to the practice. With regard to the latter, attaching a practice work component to specific courses would constitute an additional burden on already heavily laden faculty members.

One other area covered by the study bears mention. The first of these is the need for additional continuing education and staff in-service training. Although questions relating to this topic were asked only of department chairmen, the need for continuing education for practitioners was mentioned by several participants in the survey. As a generalization, it may be noted that three of the schools have extensive evening course offerings but that other than that, little is apparently done in continuing education. A recent survey by the National Central Library showed that 77.9 percent of public library staff had received no library training whatever and that another 9.9 percent had received only "short-term-on-job training." Comparable figures for academic libraries were 50.1 percent and 22.2 percent with senior high school and vocational school statistics being 71.2 percent and 24.0 percent respectively. Special library staff indicated that 64.0 percent had had no training in librarianship and that 10.2 percent had had only short-term-on-the-job training.¹ Such figures argue strongly for more continuing education endeavors on the part of the schools.

Continuing education for practitioners in the field of librarianship has long been coordinated in the Republic of China by the Library Association of China with the support and cooperation of the departments of library science and the National Central Library. This involvement in coordination dates back to 1956. It could well be desirable for the departments of library and information science to take a more active role in continuing education in Taiwan in view of their role as "gatekeepers" of the profession and as specialists in the process of education. Although this would be a development for the future, once a sound masters degree program is founded, a school, or schools should consider the development of a post-masters, or specialist degree program to provide for the needs of professional

librarians who have served in the field for several years and who desire to update their training.

The development of a role for employing libraries in continuing education should also be explored. The success of continuing education endeavors often is dependent upon strong support from employers.

These, then, are the major issues in education for librarianship and information science in Taiwan, the Republic of China. The library education community is making a strenuous effort to provide a quality educational experience for the profession in Taiwan. Beyond the findings of this study and any implied recommendations is the need for action by the government to upgrade the status of librarians through higher salaries, opening up the job market for qualified graduates of the schools and ensuring that only those who demonstrate professional competency are employed in professional positions. These actions would strengthen the schools and departments through enabling them to meet the obvious and pressing real needs of the profession.

NOTES

1. National Central Library. "Library Statistics in Taiwan and Fukien Area, 1982."

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