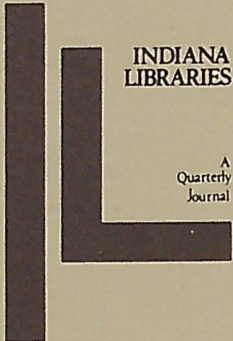# INDIANA LIBRARIES

A
Quarterly
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.
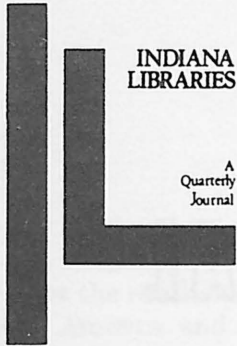
Themes and Deadlines

Theme	Issue	Manuscript Deadline
Technical Services	Summer 1983	March 1, 1983
Redo or Build Anew: Library Construction	Fall 1983	Sept. 1, 1983

Preparation: All manuscripts must be double spaced throughout with good margins. Writers should follow the format described in Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, 4th ed.; footnotes, however, may appear at the end of the manuscript. 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.

CONTENTS

EDITORIAL

The Editorial Board, in choosing to have a Winter *Indiana Libraries* which did not feature a theme, determined to let the leadership in the Indiana library profession speak on various non-theme related issues. It was a wise decision, one that will most assuredly be repeated in the future. From the manuscripts submitted, practical concerns of public library programming, of university serials automation and ILL services, and library education evolved. After reading the accepted manuscripts over a second time, I saw historical sense to these submissions.

Arthur S. Meyers writes like a historian. His article calling for public libraries to study their community's ethnic heritage could easily have fit in the Summer 1981 issue which dealt with community analysis. It is an excellent postscript to that issue. Wendell A. Yeatts Jr.'s article on serials automation hearkened me back to the Winter 1981 issue when Guest Editor Lawrence A. Woods selected manuscripts for the first *Indiana Libraries* issue on automation. Larry W. Griffin has written an interesting article comparing BLLD and ILL. It complements Karen Chittick Stabler's excellent study of Indiana ILL. And finally, library educator George W. Whitbeck

enumerates the similarities and differences between library education in North America and Britain, an issue new to *Indiana Libraries*.

This issue, which leads the reader briefly through some of the topics found in earlier *Indiana Libraries*, points toward a need for more chances to pick up on earlier topics and to continue the professional discussion. Don't be surprised if your Editorial Board not only proposes more Potpourri issues, but also chooses to use one of the earlier topics again.

Your new *Indiana Libraries* editor for the next two years is Professor Ray Tevis of Ball State University. Ray is an active member of ILA/ILTA, a professor of library science, and present editor of AIME's periodical. He will do an outstanding job, I'm sure. You'll see some changes in topics and in style, and you'll discover Ray is a hard working professional.

As I bid you adieu I also bid adieu to the library profession. Purdue will phase out its program of library education within the next two years, and I will look out of my ivory tower from another angle, that of a specialist in children's literature. The past is prologue. I ventured out of my tower to see what was happening in librarianship in Indiana and I liked what I saw. Now I return to academe secure that I have many professional friends in the library world of Indiana and that they will continue to build a strong network of library programming.

Jill P. May

The Public Library
and Ethnic Heritage

Arthur S. Meyers

Which American community does *not* have a diverse ethnic heritage? True, one may need to dig a little to find the various heritages, but they are there nevertheless. Later generations may be unaware (and even uncaring) about such roots, but if we begin with the premise that all of our families were immigrants at one time, and then find proof in a community's census, photographs or other local records, the idea of an homogenized American town soon vanishes.

This is as true of Muncie, Indiana (the "Middletown" of sociologists Robert and Helen Lynn) as any other American town. The myth that Muncie and similar communities are present-oriented and uninterested in discovering the diversity of the past may be heard, but the facts of history reveal a different story. The fabric of such ethnic cultural richness is spread across the country, and it is important for public librarians to bring it out. The purpose of this paper is to examine Hoosier ethnicity and suggest how public libraries might respond to this continuing theme.

Definitions

The definition of an ethnic group is no longer constricted by such terms as "race" or "nation." Rather, it has become more open-ended, such as in the *International Encyclopedia of the Social Sciences*:

> An ethnic group is a distinct category of the population in a larger society whose culture is usually different from its own.

Arthur S. Meyers is Director of the Muncie Public Library

The members of such a group are, or feel themselves, or are taught to be, bound together by common ties of race or nationality or culture.[1]

A. more recent examination of ethnic identity expands on the encyclopedia definition:

An ethnic group is a self-perceived group of people who hold in common a set of traditions not shared by the others with whom they are in contact. Such traditions typically include "folk" religious beliefs and practices, language, a sense of historical continuity, and common ancestry or place of origin.[2]

But the most recent, comprehensive study of the subject, *Harvard Encyclopedia of American Ethnic Groups*, posits ethnic groups as characterized by a mix of features and in combinations that vary considerably. For example, beside such traditional group features as common geographic origins and language or dialect, the definition includes migratory status, ties that transcend kinship, nieghborhood and community boundaries, and shared traditions, values and symbols. Further, an ethnic group may also be defined by settlement and employment patterns, an internal sense of distinctiveness and an external perception of distinctiveness—in any mix of combinations.[3]

Such definitions, then, encourage the historian and librarian to re-examine old questions, such as what happened after the migration of the group was completed, and how the members settled into their new surroundings.[4] And to the point of this essay, these new definitions allow the inclusion of the Appalachians, a group of Hoosiers who in no small way fulfill the American penchant for categorizing people.

Thus, when the scholars of the *Harvard Encyclopedia* view Appalachians, they see the lack of church groups, distinct language, and racial characteristics that often define an ethnic group. But they do see enough in the mountain people to include them in the work: "What consciousness [the Appalachian people] have comes from their distinctive kinship system, religion, dialect, and music."[5] Appalachian ethnicity in Muncie will be briefly examined below.

While a larger study would provide more of the theoretical background and concepts of ethnicity, it is sufficient in this paper to assert that ethnicity is a group's sense of peoplehood. No matter how much the group is assimilated or remains isolated, the sense of group both persists and transforms. Some things remain from the rich past and some things are lost, until perhaps a later generation explores its roots as a group or individual families.

The speculation underlying this essay is that the sense of peoplehood—the sense of self that is present in all nurturing—is passed on to the second and third and fourth generations, in one way

or another. The content and depth of the legacy passed will differ but the *sense* of peoplehood will be there. If we accept this assumption, then, a reading of Indiana's history and a close examination of nineteenth-century Muncie census data reveals a different shape to our past, one that is more diverse than we have previously believed.

Indiana Beginnings

Except for a few early settlers, the first of the American pioneers to come to Indiana were the squatters or landless people, the forgotten men of the frontier. Barnhart refers to their "essentially democratic character"; this was instrumental in shaping the state's government over the first century and a half. One can see in written documents, constitutional conventions, legislation, and judicial decisions an increasing democratization. It is a heritage that has been significant in the state's history, and places Indiana very much in the mainstream of American history. Practice has not always met promise, but the heritage is there.

Nineteenth-Century Population

By 1815, a rapid increase in population had occurred in the southeast and southwest sections of the state. The "Great Migration" of 1810-1820 brought 100,000 new settlers. By 1850, 525,000 residents had been born in the state, while 68,000 were from Kentucky, 41,000 from Virginia, and 33,000 from North Carolina.

With the northward thrust in the 1850's, an unusually high birth rate, and a greater number of immigrants from Ohio, Pennsylvania, and New York than the Upper South, the southern areas lost their dominance.

Another aspect of the changing population profile was the number of foreign-born residents. In 1850, the count was 55,000 and by 1860, it was 118,000, led by 66,000 German-born and 24,000 from Ireland. By 1890, the total had risen to 146,000. "The increasing diversity and volume from eastern and southern Europe gradually became important during the last quarter of the century," Barnhart writes. "It was not until the present century that Hoosiers felt the impact of their more varied cultural and political traditions."[6]

Still another characteristic of the state's population during the century was the change in the number of Blacks. A 1746 report of French settlements mentioned a post on the Wabash River (Vincennes) "where there dwelt a group of forty white men and five Negroes." By 1810, 237 slaves and 393 free Negroes (many under indenture) were counted, as compared to 23,000 whites. The small percentage of Blacks in comparison to the total state population continued throughout the century. By 1860, the count was 11,000 as contrasted with 1.3 million whites. By 1870, it was 24,000 and by 1900, 57,000.[7]

More than numbers, the story of an ethnic group's settlement in an area includes the progress it makes in individual achievements and contributions to the larger society. A case in point is Indiana's Black population. Concentrating first along the southern border, Blacks soon realized the new capital of Indianapolis held more opportunities for employment. By 1920, the 35,000 Black residents constituted 11 percent of the city's population—one of the highest ratios in major northern cities. But the Black population for the state as a whole was still below 3 percent.[8]

Although exclusion laws of 1831 and 1850, and Article XIII of the 1851 Constitution, served warning to Blacks that they were not welcome in the state, the laws were not generally enforced. Even the African colonization attempts failed as a means of ridding the state of its Black population. But mob violence did occur, and the pages of Hoosier history reflect its persistence into the twentieth century.

The other side of the heritage is Black achievement. Before the Civil War, Thornbrough writes, "a sizable number were able to establish themselves as independent farmers"—976 of 2,150 in the 1850 census, holding a property value of nearly $500,000. "In clearing the forest and transforming the state from a wilderness into a prosperous agricultural society these Negroes played a part."[9] A recent tribute to the full range of Black Hoosier achievement is seen in the 1982 photo exhibit and accompanying booklet and brochure, *This Far By Faith: Black Hoosier Heritage*. It was a collaborative project of the Indiana Historical Society, Indiana Committee for the Humanities, and Muncie Public Library.

European Immigration

Because Indiana had received fewer foreign immigrants in the mid-nineteenth century than other states in the Ohio Valley, Governor Morton, in a January 1865 message to the Legislature, "urgently recommended the establishment of a bureau of immigration that would distribute information about Indiana's natural resources and institutions throughout Europe." The proposals failed but, by executive authority, on January 18, 1866, the Acting Governor appointed a Commissioner for the encouragement of immigration.[10]

In 1866, the *Circular of the Indiana Commission of Emigration* described "the great resources, progress, and wealth of the State, the energy, intelligence and refinement of her people, and the superior inducements and advantages presented." It warned Germans against the South, "where they will find but few vestiges of German society, where schools have not been encouraged, where labor is without respect and without adequate reward." Unlike the West, the circular said Indiana has no hardships of a frontier life, and ready opportunity for work on or near farms that are already opened. The Preface by John A. Wilstach, the state's Commissioner of Emigration,

spoke of the Europeans needed "to plow. . .the golden cereal wealth of our prairies and give work to those latent incorporeal but Titantic forces, those Samsons, which play in our streamlets, bathe in our rivers, and slumber in our beds of coal." [11]

Despite such allure, the immigrants did not come in large numbers, preferring the industrialized, metropolitan areas. By 1900, the foreign-born population in the North Central states was 4,000,000, with Indiana having only 142,000 (down from 146,000 the decade before.) Into the twentieth century the foreign-born population constituted less than six percent, with the Germans continuing to predominate.

Changes did occur as Roman Catholic immigrants became the majority, but Indiana was still not the magnet as the surrounding states. Immigrants went where economic opportunity was the greatest and where the influx had begun earlier.[12] But Indiana did have its share of European immigrants in farm areas, towns and small cities. The first two 25-year indexes to the *Indiana Magazine of History* list nearly 40 articles either entirely on an ethnic settlement or mentioning the group in a broader context. Thus, for example, we can read of the Swiss forming a literary society and a library in 1814 in Vevay, Germans voting strongly for free schools in the Whitewater Valley in 1848 (when the state as a whole was not voting so decisively), and a Roman Catholic Church serving as a community center for Polish residents in Laporte County in 1872. A sketch of Tell City, formed by the Swiss Colonization Society in 1858, speaks of a carefully laidout town with garden lots, theatre, chorus, and other community activities.[13]

Muncie in 1880

While we can thus speak of some significant numbers and achievements in Indiana as a whole, the popular belief is that Muncie did not have the numbers or flavor of a South Bend, a Vevay, or an Indianapolis. And, quantitatively this is true.

The close study of Muncie's nineteenth-century federal manuscript census by Bracken shows 96 percent of the population in 1850 were native-born, and by 1880, 60 percent of all residents had been born in the state. Little affected by the nineteenth-century flood, Bracken writes, Muncie was "a national, and only a very marginal international, repository for settlement." The largest foreign segment was the Irish, who came during the 1850's, as a result of the completion of the railroad connection. "The nature of the available work did not attract a large immigrant influx, [and the] immigrant population corresponded fairly closely in proportion to the state as a whole."

Bracken continues:

> The censuses for 1870 and 1880 listed approximately 83 percent of the fathers as American-born and 85 percent of the mothers as native-born Americans. The percentages of foreign born fathers and mothers. . .certainly supports the hypothesis that Muncie was not much affected by European immigration.[14]

An examination of the 1880 census does confirm the findings of Bracken, but it also provides further insight into the diversity of Muncie's population. For example, the census lists the country of origin of not only the residents but also their mothers and fathers.

Among the countries noted as place of origin are England, Germany (many regions), Ireland, France, Switzerland, Finland, Canada, Wales, Scotland, Holland, and Poland. Further, in a sampling of the census, the names "Bick", "Kline" and "Yost" included no foreign nation as the place of birth for either the husband or wife or their parents. We can assume for those three families the probability of a fairly recent immigrant past.[15]

This limited examination of Muncie's residents in 1880, having an immediate or second-generation link to Europe, raises the question of what the results would be in an entry-by-entry study of the record. It also suggests three possibilities in the transmission of ethnic heritage:

1. The children of these immigrants would have absorbed some of the ethnic heritage of the parents and the assimilation process that took place would not have eliminated all interest in the past.

2. The parents would have had daily contact during the course of living in the general community with persons not from their native land.

3. Other residents would have had at least one grandparent born in Europe.

As the more recent definitions of ethnicity suggest, ethnic heritage is broadly-defined, and includes ties that transcend kinship, neighborhood and community boundaries, and shared traditions, values and symbols. We can conclude, therefore, that Muncie's beginnings had more ethnic diversity than has previously been considered.

Librarians can nourish this diversity. We did it in Muncie with our project, *Heritage Trail: Afro-American History Alive!*, and we are now moving into the Appalachian experience, looking at our community's Kentucky and Tennessee roots. We hope eventually to honor all of our heritages, and in the process enrich each of our lives.[16] Another project currently underway in the state is *Family Heritage: Past is Prologue*, an exploration of the traditional family concept and the heritage of children in four Indiana communities.[17]

Appalachia in Muncie

As mentioned earlier, library program activities on Indiana ethnicity can legitimately include people from Appalachia. While southern influence on the formation of the state has been well-documented, there is a sense that, in the northern movement of population in the state, and the subsequent change in political and economic power, the settlement and contributions of the more-recent Appalachian migrants have a lesser importance in the state's history. A complete examination of the group will not be presented; instead, some local information will be shared.

Carmel Jones' study of Muncie's Appalachian residents revealed that 14 percent or 18,000 residents in Delaware County, in the 1970 census, identified themselves as southern-born. (These were not all necessarily white Appalachians.) Jones notes that the Appalachian heritage locally includes strong family ties and traditions:

> Upon arrival in Muncie, these migrants depended on each other for aid until they could make it on their own. . . .The establishment of migrant churches was of profound significance to many migrant members because this allowed them to retain the kind of religious organization and worship to which they had become accustomed.[18]

As support for these findings, on a regional basis, a longitudinal study of Appalachian migrants in Ohio found much the same pattern: most had numerous "close kin" who were already living in the area, a third of the families had helped other families in some way during the year, and 22 percent had received help from other families.[19]

Conclusion

This overview of Indiana ethnicity and brief close-up look at Muncie's heritage was prompted by the general expression that this is an homogeneous state and local community. While large numbers of European immigrants are not present in Hoosier history, the fact is the heritage is quite diverse. And our celebration of Afro-American and Appalachian heritages is just as important in terms of group pride as in terms of general community well-being.

Indiana's ethnic past should be more closely examined and the results disseminated wider. Parallel library activities with Indiana history should include a strong multi-cultural component, emphasizing past heritage and future trans-national linkages, for it is not only a celebration the past that makes our heritages, but also a building of the "one world" of the future.

Cultural agencies, and in particular public libraries, should bring forward the richness of yesterday for a more meaningful today and a more hopeful tomorrow. The diversity of our ethnic background in Indiana is as much a state asset as our industrial and agricultural wealth for it is about our roots as people. It should be a source of pride to all. In the process, the public library has a vital role.

Notes

[1] *International Encyclopedia of the Social Sciences*, 1968 ed., Vol. 5, 167.

[2] DeVos, George. "Ethnic Pluralism: Conflict and Accommodation," in George DeVos and Lola Romanucci-Ross, ed., *Ethnic Identity: Cultural Contributions and Change*. Palo Alto, Cal.: Mayfield Publishing Co., 1975, 9.

[3] *Harvard Encyclopedia of American Ethnic Groups* Cambridge: Harvard University Press, 1980, vi.

[4] For example, see Carmel L. Jones, *Migration, Religion, and Occupational Mobility of Southern Appalachians in Muncie, Indiana* (Ph.D. Dissertation, Ball State University, 1978) and Dean R. Esslinger, *Immigrants and the City: Ethnicity and Mobility in a Nineteenth-Century Midwestern Community*. Port Washington, New York: Kennikat Press, 1975, the latter a close study of the Federal manuscript census of South Bend from 1850-1880.

[5] *Harvard Encyclopedia*, 125.

[6] Barnhart, John D. and Donald F. Carmony, *Indiana from Frontier to Industrial Commonwealth*, vol. I (New York: Lewis Historical Publishing Co., 1954), 99.

[7] *Ibid.*, I, p. 408; II, 299.

[8] Thornbrough, Emma Lou. *The Negro in Indiana: A Study of a Minority*, Indiana Historical Collections, vol. XXXVII Indianapolis: Indiana Historical Bureau, 1957, 1, 8, 31, 206.

[9] *Ibid.*, 53, 68, 75, 133.

[10] Baxter, Maurice G. "Encouragement of Immigration to the Middle West during the Era of the Civil War," *Indiana Magazine of History*, XLVI March 1950: 34, 35.

[11] LaFollette, Robert L. "Foreigners and their Influence on Indiana," *Indiana Magazine of History*, XXV March 1929: 16.

[12] *Ibid.*, 16, 18, 23, 26. See also Esslinger's study of South Bend.

[13] LaFollette, p. 16; Chelsea L. Lawlis, "Changes in the Whitewater Valley," *Indiana Magazine of History*, XLIV, March 1948, 80; Perret Dufour, "Early Vevay," XX March 1924, 33-34; Will Maurer, "A Historical Sketch of Tell City, Indiana, XIV, June 1918, *passim*.

[14] Bracken, Alexander Elliott, *Middletown as a Pioneer Community* (Ph. D. Dissertation, Ball State University, 1978), 24, 36, 41, 42, 56.

[15] *Tenth United States Census, 1880*, Delaware County, Indiana.

[16] Meyers, Arthur S. "Heritage Trail: Afro-American History Alive!," *Public Libraries*, Vol. 21, No. 2, Summer 1982, 49-51.

[17] Indiana Committee for the Humanities, Indianapolis, Grant No. 82-99.

[18] Jones, 168-69, 274. For another side to Muncie's history, see Hurley Goodall and J. Paul Mitchell, *A History of Negroes in Muncie*. Ball State University: 1976.

[19] Scharzweller, Harry K. and others, *Mountain Families in Transition: A Case Study of Appalachian Migration* Philadelphia: University of Pennsylvania Press, 1971, 122, 128, 129.

Serials Automation
at the Purdue University Libraries

Wendell A. Yeatts, Jr.

Introduction

Serials projects, whether automated, converted, or just manually updated to achieve accuracy, seem to have the same fascination for librarians that disasters and catastrophies do for other people. Purdue's Library has actively worked in automation for almost 20 years. During that time it automated its serials, produced microfiche catalogs, and published the Indiana Union List of Serials (IULS). Currently it has completed more than half of a serials conversion project begun in 1979. The experience gained from these projects should greatly benefit other libraries planning and implementing similar programs.

The Serials Automation System

The Library began automation of its serials system in 1962. This system and its general characteristics were first reported by Donald P. Hammer, then Serials Librarian, and later Head of the Library Systems Staff, in an article published in *Library Resources & Technical Services* in 1965.[1] The objectives of this system were to develop an integrated serials system which would provide the following: 1) creation of computer-produced list of serials to replace the numerous, error-ridden card files that existed in the general (main) library and in the 29 branch libraries;[2] 2) checking-in of individual issues; 3) binding; 4) claiming, and 5) all statistical and fiscal accounting. The computer printout (objective 1, above) is affectionately known by the librarians at Purdue as the "Master List," and will be so termed throughout the remainder of this article.

Systems design, programming, and conversion of data to machine-readable form took five years, from 1962 to 1967. Finally, in March, 1968, the Master List system "was declared ready for use and 24 copies were printed for distribution."[3] The system's data bank contained 30,000 titles and another 10,000 cross references and added entries.[4] The Master List system ran parallel to the Library's manual series processing for three years, until 1971. At that time

Wendell A. Yeatts was serials conversion cataloguer at Purdue University when he wrote this article. He has since moved to Pennsylvania.

manual processing of serials ended and the automated system was on its own.

The Master List was not a total success from the very start. For example, checking-in of periodicals by computer was compared to manual checking-in and the expected savings in time was not substantiated. However, the other objectives of the system were realized, they were performed automatically and, most importantly, with much greater accuracy than in manual processing. William L. Corya, Head of the Catalog Department, describes in detail the problems encountered and solved during the first three years of the Master List system's life.[5] Some problems, all too familiar to librarians and automation "experts" alike, included the usual program "bugs," changes in personnel of library and systems staff, lack of aid and computer time from the university's computing facility, and so forth. Most problems were, in time, overcome and the Master List is today, and will remain until completion of the Serials Conversion Project, the only bibliographic tool for the library's large serial collection available to both librarians and library users alike.

In its 14 years of existence, the Master List has not, if truth be told, become the number-one hit project on campus because of other, unresolved problems inherent in it. These problems include the following: all computer produced catalogs are expensive, and the Master List is no exception; it lacks upper-and lower-case print capability; it is cumbersome to collate and bind, unwieldy to use (the Catalog Department's 30 staff members share one copy of it), wasteful of staff time and patience, and, generally, disliked. To alleviate these unresolved problems, the library turned to microfiche.

The COM Catalogs: Finally, a Success Story

Computer Output Microfiche (COM) catalogs have several advantages over the Master List. First, they greatly reduce the size of the List which, in its hard-copy form is 66 volumes, or 22,376 pages, long. The COM catalog of the complete Master List consists of only 108 microfiche. An abbreviated set of copies of the COM catalog is issued; this set gives only summary holdings statements and omits the volume by volume holdings matrix of the Master List. This set of the COM catalog is only 12 microfiche long.

A second advantage of the COM catalogs is that they cost far less than their hard-copy computer-produced parent. The Master List itself costs $1,670.00 for each copy that is printed; the COM copy of the List costs $674.00 for the original microfiche catalog, and only $50.00 each for duplicate sets of the original catalog. Consequently, only one Master List is printed each year, although the system itself is updated monthly and a list of additions, deletions, and changes to the List is printed monthly. The complete and the abbreviated COM catalogs are issued quarterly; therefore, they are always more current than the List. Thus, being more up-to-date is a

third advantage of the COM catalogs over their computer-produced parent. Generally, the COM catalogs provide a useful, current tool for the bibliographic control of serials, and they are well accepted and preferred by librarians and library users alike.

The Indiana Union List of Serials: More Good News

By 1968 Purdue's serials system was operating successfully and, more importantly, the conversion of 40,000 entries from manual to machine-readable form had been completed. No library worth its salt, having all these converted records burning a hole in its automation pocket, could sit by and do nothing. Purdue sought new uses for its wealth of data and one was soon found: the Indiana Union List of Serials (IULS).

In cooperation with the Indiana State Library and with funding from federal and state sources, Purdue embarked on a four-year project under the direction of Bill Corya, Head of Cataloging, and Don Hammer, Head of Serials. A total of 64 libraries, large and small, including school, business, special, and public, as well as academic libraries, submitted their serials data to Purdue's Library Systems Staff to be converted and integrated into Purdue's files to form the IULS data bank. When published in 1973, the four-volume IULS set contained 100,000 titles and 170,000 holdings statements. The original set was followed in 1974 by a two-volume supplement.

When Purdue joined OCLC in 1975 the IULS was turned over to InCoLSA (Indiana Cooperative Library Service Authority), Indiana's OCLC network, for their use.

The Serials Conversion Project: Current Automation Work

While successful for its time, the Master List had several disadvantages, including lack of upper- and lower-case print capability so dear to the hearts of librarians; also, it had no subject headings, thus no subject access, and it had few added entries. Being a latest-entry catalog, most of these added entries were for previous titles. As these disadvantages and inadequacies plagued users of the Master List, methods to improve it were sought and found in the Serials Conversion Project (Hereafter termed the "Project."). Membership in OCLC provided not only fully cataloged records, but also an easy and economical way, through its retrospective conversion mode, to collect serials data in machine-readable form.

Advantages of conversion from the all upper-case Master List to a bibliographically complete catalog are numerous, and includes the following: 1) to provide subject access; 2) to create added entries for editors, corporate and personal authors; 3) to check existing entries against the Library of Congress authority files; 4) to split-out Master List latest-entry titles to successive entries; 5) to collect onto OCLC archive tapes complete bibliographic data for all of Purdue's serials;

6) to detect monographs in series, many done in the past as serials, and to re-catalog them as monographs; and 7) to build a comprehensive machine-readable data base for future use.

Background of the Project

The Project began in January, 1979, but did not get into full swing until the Project Head was hired in June, 1979. At that time the Project staff employed three full-time clerks in addition to the Head, the librarian in charge. All of these employees, except the OCLC input clerk, were already library workers, so no additional salary funding was required. Two clerks were transferred to the Project, one each from the catalog and acquisitions departments. The Project head took the vacant Serials Head position. At the end of approximately a year, the cataloging clerk had to transfer back to her home department, leaving the Project with only three FTE. This three-person unit has maintained a conversion rate of an average of 500 titles per month when operating full swing.[6] In two years of full swing work, the Project has done almost two-thirds of Purdue's 30,000 titles. We estimate that another one to two years' work will do all titles, current and ceased.

Mechanics of the Conversion Project

A truncated print-out of the Master is the basic tool from which the input clerk searches OCLC for Purdue titles. The "hit" rate for titles matching OCLC copy is almost 90 percent; titles not found are given full cataloging and input new to OCLC. Quality of the OCLC copy varies from very good to very bad. Completing and correcting the latter takes almost as much time as cataloging titles new to OCLC. Also, many of the good records on copy are in latest-entry form. Again, "splitting-out" these titles takes as long or longer than cataloging a new title.

The second tool used by the Project is the Work Slip or Union Periodicals Card Catalog, a file discontinued in 1971. The information in these files is obsolete, incorrect, or missing altogether, so each entry is checked in the Master List or the COM catalog for verification of holdings data, computer sequence number, and so forth.

The third Project tool is the coding sheet. The front of the coding sheet, when completed, provides bibliographic data missing from the OCLC print-out, the Dewey number, LC card number, LC call number, ISSN (International Standard Serials Number), and complete holdings statements coded in ANSI (American National Standards Institute) format; the back gives data such as status code (e.g., "s" for current subscription), corrections to Master List data (these are numerous) and the source of added information, such as National Union Catalog, New Serials Titles, Union List of Serials, Ulrich's, and so forth.

When OCLC copy is found it is attached to the coding sheet with the Work Slip or UPC card (or "cards" if latest-entry) and given to a copy cataloger or to the Project head to be corrected and completed. For complete successive-entry copy, the work of the cataloger is easy; s/he has only to fill in the Dewey class number, the names of the branch library or sublocation holding that title, the ANSI holding statement, and the identification (sequence) number for that entry in the old Master List. Unfortunately, few records found searching the OCLC file prove to be so good as not to need upgrading to a greater or lesser degree. However, as time passed, Project catalogers noted that the quality of records improved, and the number of good quality records rose, as CONSER (Conversion of Serials) Project participants upgraded (or "enhanced" to use OCLC terminology) titles in OCLC's data bank. As a result of "hitting" better quality entries in OCLC, libraries planning to embark on conversion projects may take heart and really believe, as OCLC has said so many times, "Things will get better." They are, slowly but surely.

Evaluation of the Project

The best way to proceed in any automation or conversion project, in this writer's opinion, is to "make haste slowly." The original estimate of time needed to complete the Project was two years. As is usual for such projects, that estimate was optimistic, but not overly so. Factors, both foreseen and unforeseen, slowed Project work. Personnel turnover, foreseen but always underestimated, hindered the Project's first two years. Delay in hiring a Project head also slowed progress.

Coding of holdings in ANSI standards, started one year after the Project began, slowed the Project more. Unexpected requests from Reader Services librarians to include additional data in the converted records created an unforeseen delay. The advent of AACR2 was foreseen, but its impact was, again, underestimated. Therefore, the Project has proceeded slowly but surely, although not by choice. And, as a result of the slower pace, the Project will have not only better quality records, but also 1) holdings coded in ANSI standards, 2) all the extra amenities desired by Reader Services, and 3) many more records cataloged via AACR2 rules than just those done new since January 1081.

To Close or not to Close, That is the Question

As the approach of AACR2 grew nigh, speculation and anxiety abounded. However, some positive action resulted. The Catalog Department's librarians met one afternoon each week to study and puzzle over the AACR2 text and the Library of Congress Information Bulletins in which LC stated how it would adopt, modify or ignore the new rules. The Public Services librarians formed com-

mittees to discuss the pros and cons of closing the card catalog, and if it was to be closed, what would replace it. The catalogers' study group helped dispel some doubt and confusion. Two workshops held in late 1980 by InCoLSA (Indiana Cooperative Library Service Authority) helped some more. But the question to close or not to close the catalog was a thorny one. When faced by a problem, good librarians review the literature. The Public Service librarians did, and they found the call to close was strong. But Purdue had only five years worth of machine readable cataloging (via OCLC), not a very large percentage of its total collection. Conversion, then, of the remainder was too big a task. Also, use of a COM catalog would require purchase of many additional microfiche readers, for which funds were not available. Purchase of a computer system for an on-line catalog would have been even more expensive. And the Purdue librarians remembered only too well the problems encountered implementing the Master List system, in converting a large file, in getting poor support in funding and computer time and programming expertise.

Help was soon forthcoming in the form of opposition to closing the catalog. Articles such as the one by Hewitt and Gleim in *American Libraries* [7] saved the day for opponents to catalog closing. The decision not to close is formalized in the Readers' Services Committee: *Closing the Card Catalog.* [8] In brief, it states that the card catalog is to be continued as is, but "to be supplemented and gradually replaced by an on-line computerized catalog. . .when the on-line system has Boolean search capablilities. . ." and a back-up system. [9] The same committee report rules out use of a COM catalog except as back-up for the on-line system. Perhaps one day, Purdue will join the ranks of libraries with on-line catalogs.

Notes

[1] Hammer, Donald P. "Automated Operations in a University Library - A Summary." *College and Research Libraries*, Vol. 26, no. 1, Jan. 1965, 19-30.

[2] Corya, William L. and Gary C. Lelvis, "The Purdue University Serials Catalog System," *LARC Association, Computerized Serials Systems Series*, Vol. 1, issue 4, 1974, 11.

[3] *Ibid.* 14.

[4] *Ibid.* 14.

[5] *Ibid.* 12-16, & p. 73-80.

[6] "Full-swing" is defined as "full Project staff working full time at the same time as the OCLC system is also running at average or better speed." (The month of December, 1980, was more than half lost to the project because the OCLC terminals were down due to the AACR-2 "flip".)

[7] Hewitt, Joe A. and David E. Gleim, "The Case for Not Closing the Catalog," *American Libraries*, Vol. 10, no. 3, March 1979, 118-121.

[8] R & R Automation Committee, "Closing the Card Catalog," (Final draft of the Committee's report), January 10, 1980, 1-2.

[9] *Ibid.*, [3].

ILL in the United Kingdom:
How it Works, When it Works, and When it Doesn't

Larry W. Griffin

One of the benefits of working as an exchange librarian at the University of Edinburgh Library during 1981-82 was an opportunity to experience on a first-hand basis the often-praised interlibrary loan system in the U.K. Much has been written about the British Library Lending Division which is the focal point of ILL in the U.K. Although BLLD has many features which could be incorporated into network, local, state and regional ILL systems in the U.S., it is unlikely that an exact equivalent of BLLD could be successfully replicated in the U.S. The following article is a description of how BLLD works, on features of the system that work well, that do not work well, and that may or may not be adaptable to ILL in the U.S.

The BLLD

The history, development, and organization of BLLD has been well documented. Perhaps the best article is one by its Director General, Maurice Line.[1] Another well-documented fact is American interest in developing a high use model such as BLLD. Only recently in a leading journal was there a plea to ". . .abandon 'multi-type networks' and create an appropriate approximation of the British Lending Library Division."[2] In an attempt to reduce the effects of inflation on collection development, dwindling materials budgets, and the increased demands of readers, library administrators are talking a great deal about resource sharing. Unfortunately, it seems that everyone expects to share everyone else's resources; no one

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wants to buy them! Thus, a high use, dedicated lending collection such as BLLD's seems very attractive. An important point to remember, however, is that BLLD is heavily subsidized by the taxpayers. It does not require complex mathematical gymnastics to clearly see that the income from both U.K. loans and international loans does not begin to cover the gross expenditure of BLLD in 1980-81: L 9,297,000 (excluding accommodation).[3]

Another fact, often alluded to, but seldom stated in concrete terms, is that each ILL request made by a U.K. library to BLLD or another U.K. library must be done on a standard form purchased from BLLD at L 1.75 each. Thus, establishing and maintaining a dedicated lending collection does not mean "free loans." It could mean better service as a result of greater efficiency resulting from standardization, limited cataloging, etc. To make a system such as BLLD work in the U.S., Americans would have to become accustomed to paying the piper, directly and indirectly, as with BLLD. Currently in the U.S. there appears to be little support for either. Citizens are not beating a path to their legislators' doors to demand greater access to the information sources available. There is only bombast, rhetoric, and the hard work of a few. Large lending libraries in the U.K. are able to offset these costs somewhat by a voucher scheme that provides payment to lending libraries that is reminiscent of the quaint - and dying - U.S. practice of passing around tatty, dog-eared postage stamps! Nevertheless, the BLLD voucher system is simple and works. Each library purchases a supply of standard BLLD forms at the rate of L 1.75 each. A lending library returns a portion of the form to BLLD and is reimbursed monetarily for its loans. A borrowing library can return a portion of the form to BLLD for its "unfilled requests" and be reimbursed in kind with "fresh" forms. Such a system clearly makes lending more appealing to all sizes of libraries. It also provides a standard charge for loans throughout the U.K. Moreover, libraries lending outside U.K. can be reimbursed by BLLD for requests filed on IFLA ILL forms. A payment scheme such as this seems to be in the realm of possibility on a state-wide basis. Nationally, it appears to be an ideal that a pragmatist cannot see occurring. Hopefully, the emerging ILL network in Indiana will be able to go a step beyond a system of exchanging forms and maintain such records in machine-readable form, preferably on-line.

Edinburgh University and BLLD

The collection, or stock, of BLLD is comprehensive. Fifty-eight percent of Edinburgh University Library's requests are filled from BLLD stock. EUL, like most U.K. libraries, uses BLLD as a source of first resort. In addition to monographs and serials in all languages, BLLD has a large collection of U.S. theses. Like CRL,

foreign theses are purchased upon demand. Conference proceedings and report literature are also a strength. If BLLD does not have the item in stock, an ILL or photocopy application may be made abroad on behalf of the U.K. library.

Edinburgh University Library, like most other U.K. libraries, pays for ILL requests from the book budget. The library sees its role as supporting the research needs of the academic community, and if it does not own the item, it is obligated to attempt to borrow it. Unfortunately, ILL tends to be restricted to faculty and graduate students, so that this admirable philosophy applies only to the elite. Public libraries tend to be more liberal despite the fact that in proportion to the clientele they serve, their funding is significantly less than that of academic libraries.

It is doubtful that one, central, dedicated lending collection could satisfy the demand in a country the size of the U.S., especially on a "first resort" basis. It is unlikely that even a few could do it. Assuming, however, that the economic, legal, political, and geographical barriers within the U.S. could be overcome, it would still require a willingness to share the cost of maintaining and servicing dedicated lending collections. Thus, it seems essential that there would have to be a greater recognition that the holy of holies, the "materials budget" be used for financing ILL, as Herb White recently pointed out.[4]

Other consortia and resource sharing groups do exist in the U.K. The National Library of Scotland has a lending services division. The Scottish Libraries Cooperative Automation Project - a sort of Scottish OCLC - may soon be making noises of an ILL network once its online system is going well. In England there are a number of regional networks. These groups, along with BLLD, have actively been involved in research and implementation of various transport schemes. Such schemes, of course, work most efficiently in heavily populated areas. Sixteen "back-up" or resource libraries have special arrangements to allow BLLD to refer requests to them. Libraries with strong retrospective and highly specialized collections are included. Apparently whatever the financial arrangements are that exist with BLLD's back-up libraries, they are a good enough incentive to guarantee quality service. During the 1981-82 session EUL received nothing but the best service from these libraries. "Speed of supply and goodwill are closely linked to cost recovery," as H. Vervliet points out. He goes on to say, "Cost recovery is the missing link that will upgrade the quality of ILL."[5] Indiana librarians involved in planning an ILL network would do well to bear this in mind. Administrators, moreover, should see that the recovery of costs actually reach the ILL unit! One might expect a large organization such as BLLD to preside over ILL in U.K. in a dominating manner. That does not seem to be the case. Staff at BLLD always project a most

cooperative and helpful attitude which seems to be a projection of the organization's image as a whole. Their image is in stark contrast to the British Library Reference Division.

Efficiency in BLLD

BLLD receives about 3 million requests per year, and efficiency has been its hallmark. An investigation into turnaround time indicated that well over 80% of the requests received were dealt with in under two days; a request resulting in a loan or photocopy from stock was processed in 1.5 days.[6] Minimal verification is needed before submitting a request. An accurate title, author's last name, and publication date are the essentials. For current trade books an immediate request is often filled with only a title. The collection is shelved alphabetically by title and initial searches are made at the shelves, not the catalog of holdings. This kind of arrangement is possible in a dedicated lending collection. At libraries like Indiana University at least two hours per day are spent looking up shelf-marks and locations. Requests can be sent to BLLD via telex or through standard terminals via ARTTel (Automated Request Transmission by Telephone).

BLLD not only provides loans, photocopies, and ILL referral services; it is also a national referral center for incoming international requests, filling from its own stock or referring to other U.K. libraries. BLLD welcomes such requests since it derives significant revenue from abroad, one of its chief customers being CRL in the U.S. BLLD publishes numerous catalogs, indexes, journals, and newsletters. It does MEDLARS searches. An R & D unit each year makes significant contributions to ILL as well as to internal BLLD operations. BLLD is unquestionably the international leader in the area of interlibrary loan.

In an excellent review of the British Library, its history and its activities, B.C. Bloomfield states that the success of BLLD has been based on (1) a good standard of bibliographic control, (2) a developed library system, (3) a knowledgeable, literate and demanding readership, (4) good communications, (5) one dominant language, (6) a small, socially unified country in which to operate.[7] He goes on to say that countries slow to imitate BLLD are right to do so if they are lacking the factors above. The U.S. is working toward a standard of bibliographic control in its usual fragmented way. The U. S. does not have a developed library system; it has many developed and undeveloped ones. The U.S. is anything but a small, socially unified country, and the level and demands of its readership vary tremendously. Good communications and one dominant language it does have. On a smaller scale, however, Indiana does seem to have to a large extent all of the factors above. While I would not advocate a dedicated lending library for Indiana, I do think that a voucher

scheme similar to BLLD's that would reimburse all lending libraries has merit. I would also advocate use of the sacrosanct "materials budget" as the proper source for financing ILL borrowing as Herb White suggests.[8] The BLLD "back-up" arrangement with Indiana libraries holding specialized collections such as the scientific and medical libraries has merit in Indiana. No librarian or administrator ever expects ILL to be profitable or even self-sufficient; yet, we must get beyond our present barter system if resource sharing is to ever approach reality.

ILL in the U.S.

On a national level it is unlikely that any operation resembling BLLD is a possibility. The commitment appears to be in the direction of decentralization. Perhaps a more reasonable comparison for the U.S. would be with the Federal Republic of Germany, where various libraries have agreed to specialize. It, however, is "planned decentralization", whereas the U.S. has "unplanned decentralization." The U.S. does not really have an interlibrary loan system; it has procedures, protocol, and utilities.[9] Resource sharing nationally will likely be forced to take a back seat to bibliographic control over the next few years. If any kind of planned resource sharing does emerge nationally, hopefully, it will not be by type (i.e. ARL libraries, medical libraries, public libraries), but by region. Medical libraries should be able to borrow popular titles from public libraries and public libraries should be able to get a photocopy from a medical journal. ARL libraries should share their research collections. This is what resource sharing is about. It should not be an excuse to cut the book budget.

Notes

[1] Line, Maurice B. "Organization Profile:3. The British Library Lending Division." *Journal of Information Science*, Vol. 2, 1980, 173-182.

[2] Ballard, Tom. "Public Library Networking: Neat, Plausible, Wrong." *Library Journal*, 107, No. 7, April 1, 1982, 683.

[3] The British Library Lending Division, *Facts & Figures*, April 1981.

[4] White, Herb. "Who Pays for "Peripheral" Services, and What are They Anyway?" *American Libraries*, January 1982, 40.

[5] Vervliet, H.D.L. "Speaking for a Cinderella: Unplanned Decentralized Interlending." *Interlending Review*, 9, No. 4, 129.

[6] "Speed of Service Improved." *British Library News*, No. 67, August 1981, 1.

[7] Bloomfield, B.C. "Progress in Documentation, the BL, 1973-80." *Journal of Documentation*, 37, No. 3, September 1981, 115.

[8] White, *Ibid.*, 40.

[9] Line, Maurice B. "National Interlending Systems: Existing Systems and Possible Models." *Interlending Review*, 7, No. 2, 1979, 42.

MAIN CURRICULUM TRENDS
IN BRITISH LIBRARY SCHOOLS
A BRIEF REVIEW

George W. Whitbeck

This article is based upon a visit to British library schools in late November and December of 1981. In the space of two weeks, eight British library schools were visited, problems of library education were discussed with directors, faculty members and students, and officials at the Library Association and the Council for National Academic Awards were interviewed. Schools visited were the City University Centre for Information Science, University College - London, Polytechnic of North London, Ealing College of Higher Education, Loughborough University of Technology, the University of Sheffield, Leeds Polytechnic, and the Newcastle-Upon-Tyne Polytechnic.

Generally speaking, schools of library and information studies are in a period of contraction in the United Kingdom, as is the case in the USA and Canada. Enrollments are either stable, or dropping, and faculty size is the same, that is, declining or holding its own. Beyond this generalization, however, one must note that it applies in differing degrees to different schools and different programs. While some schools have suffered declines in student enrollment and lost faculty positions, not all have. This article will give an overview of curriculum development, with some particular attention to work experience as a part of the educational program of English schools of library and information science.

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Trends in British Schools

There appear to be two main general trends and a number of lesser trends that have developed in recent years in British education for librarianship. The first of these is a movement toward integrating traditional "library science" into an informational context. Thus, the adaptation of education for librarianship is from training for specific jobs in libraries to emphasis upon the accumulation, organization, and delivery of information. This approach to the field is somewhat along the lines of that taken at American library schools such as Syracuse and Drexel, where information is the overall umbrella perspective under which the curriculum develops.

A second trend relates to the study of the library or information center as a part of the communications network of society at large. Possibly because of the success of the Citizens' Advice Bureaus, public libraries have taken a great interest in information services for their patrons with consequent resulting interest on the part of the library schools. While the Citizens' Advice Bureaus are not part of the library system, they are very typical of the type of government position that the library schools are seeking as an interest for their students. The CAB's are staffed by, for the most part, trained amateurs whose educational background would be less than that of a professional librarian. This type of position, however, illustrates both curricular trends cited above, the emphasis on information handling as opposed to type of position in library training, and the role of the library in society. Portrayal of the library, or information center as a part of the communications process, whether in an industrial firm, a government agency, an academic institution, or a public library in its community, is very much a part of the British educational scene.

A third area of concentration in training for librarianship and information services in the UK is that of emphasis on management. The British have come to the conclusion, as have many American library educators, that most librarians will during their careers be exercising supervisory roles of some sort and should therefore be well-grounded in management skills. This is reflected in all the curricula examined, where a substantial "track," or segment of time in the general program, is devoted to management studies.

Perhaps the best way of providing a more concrete view of the curriculum of British library schools would be to look at two examples which would illustrate different approaches. A distinction can be made in the British programs, between the segmented ones where library and information science is studied separately (at least in terms of structure) from other subjects, and where different subjects within the field are studied more or less independently in much the same manner that we do and in those programs where the totality of the student's experience is integrated.

Polytechnic of North London

Perhaps the best example of the latter would be at the bachelor's and diploma programs of the School of Librarianship at the Polytechnic of North London. At this school, the bulk of the student's work is concentrated in two main segments of curriculum, which are team taught. "Core Stream A," one of the main tracks of the program, deals with the nature and development of systems created to deal with the problems of access to information, retrieval of information, and the management of libraries. Within this context, major bibliographic systems are studied, as well as types of classification of information, and networking or systems of libraries. This sounds like familiar material, and it is, but the arrangement and delivery of the subject matter is in general considerably different from ours although not perhaps so different from the introductory "bloc" programs at American library schools such as Drexel, North Carolina and South Carolina.

North London's "Core Stream B" is called Community Studies, and emphasizes people and their information requirements. Here the student chooses four communities from two substreams, "communities by environment," such as social services, or higher education, and "communities by subject," such as history, or computer science. The practical skills and techniques of the librarian are taught in this second stream of team taught lectures, seminars, and tutorials. Reference work and information retrieval come out in the subject "communities," while the services of libraries and library management are emphasized in the sub-stream relating to communities by environment. Service to people is most strongly emphasized in this whole large segment of the program relating to community studies.

In addition to these two main segments of the three year bachelor's course, a third stream requires students to take two "tool skill" courses, the first being an introduction to computers taken in the first term of study, and the second a basic statistics course. A second part of "Stream C" is what are called "optional studies," optional in the sense that the student chooses two courses from a list of subjects which includes children's literature, local history, psychology of reading, reprography, and several others.

This is the bachelor's program of North London; the diploma course is much the same, but it must be compacted into one chronological year, whereas the Bachelor of Arts covers three years of study.

Perhaps the easiest contrast to this general type of program with librarianship being integrated into a lot of other sociological and economic subject matter would be the bachelor's programs offered at the Loughborough University of Technology. Here a variety of options are available and the library science courses or programs, are arranged more in the way ours are, in modules. In the basic program, BA or bachelor of science (Honors) in library studies, students in their first two years will take four basic core courses, "indexing and data processing," "sources of bibliographical information," "libraries and civilization," and "library administration," and an "associated subject" taken from a broad selection of options ranging from "Asian Studies" to "Computer Studies" to "Transport Technology." Students are also required to study a foreign language. In their final year students choose four courses from a long list of options including such topics as serial publications, medical literature and libraries, children's literature, non-book media. An important task of this final year, however, is the preparation of a major project and report which is to be in the range of seven to ten thousand words.

Another option at the bachelor's level at Loughborough is to work for a joint qualification in librarianship and another subject. Students may choose among seven other subjects including creative design, English, history, and physical education and sports science. The latter reflects the fact that Loughborough is prominently a physical education school. This course may be three or four years. The bachelor of arts (Honors) in education and library studies is a variant of this, with a substantial part of the third year of the required four years being devoted to practice teaching. This degree qualifies for both library and teaching positions.

There is yet another bachelor's degree offered at Loughborough, the bachelor of science in information science, which consists of courses in information storage and retrieval and information systems; mathematics, including statistics, and the history of science in society. The other bachelor's programs tend to fall somewhere in between these schools on the spectrum. Ealing College of Higher Education and the polytechnics at Leeds and Newcastle all have integrated, overall programs that are closer to the curricular arrangement at North London, but are not as integrated.

Diploma Qualifications

What about the arrangement of the other qualifications, including the diploma? The diploma covers the same ground as the bachelor's programs, but in a much more concentrated way since, although it is a first professional qualification, it is compressed into one year. The masters' degrees vary in their emphases and arrangement, and are sometimes considered to be a continuing education degree; that is, a second professional qualification. These qualifications require coverage of a core of library and information science areas and some degree of specialization. Some sort of practice work or experience is somehow attached, if not built into this level of study.

Some idea of the diversity of masters' programs may be gathered from the following: Loughborough, in addition to its MLS, which is the equivalent of a diploma, gives a Master of Arts in Archive/Library/Information Studies and Education, which is primarily intended for those planning to teach librarianship in developing countries. They also give a Master of Science degree for those intending to pursue careers in special libraries, primarily scientific or technical, in government, industry or academia. This is similar to the master of science program at the City University and that of the University of Sheffield.

The University of Sheffield has three regular masters programs plus an option for independent masters level study for mature practitioners. The first, and largest, is the Master of Arts in Librarianship, a general course catering largely to humanities majors who will be employed in public and academic libraries. The program is what might be described as "advanced - general," with study in the fields of information sources, information storage and retrieval, computers and information, and management and systems. Students specialize by type of library and start in their second semester to relate their work toward the community they will serve, whether academia, the general public, or some special clientele. Students are required to take two optional courses in addition to core areas, choosing from among such subjects as public relations and promotion and advanced computer programming. They also must take a combined statistics - research methods course. In addition, visits to libraries and a study tour to London or Edinburgh are mandatory. This is a three semester chronological year master's program.

The Master of Arts in Information Studies (Social Sciences) is very similar except that students are required to have a good honors degree in a social science or law for entry. The Master of Science in Information Studies requires students to have a good honors degree in science, engineering, or technology for entry. As one might expect, this program emphasizes the subjects we include in the category of information science after introducing students to the "core." As is the case with the City University Master of Science degree, it is anticipated that the graduates will find placement in special libraries in government, industry, or higher education.

In summarizing the masters degree programs at Sheffield, one must note that they are first qualifications, and thus are similar to our programs. There is, however, at Sheffield a special emphasis on research. Students are expected to carry out research projects and studies in their regular course work and not just passively absorb lectures or piece together term papers from library materials. However, no master's essay is required, and the school is in the process of phasing out comprehensive examinations, feeling that with the high quality of student insisted upon, course work can be evaluated instead, thus avoiding loss of time.

Keeping Abreast in Library ED

What are the British schools doing to develop curricula and keep up in the field of information science, including data processing equipment? If one may generalize from the eight schools visited, one can say that they are at the same current level as the School of Library and Information Science at Indiana University, a school probably a little ahead of the average library school in the United States. All of the British schools have a micro-computer, and all have terminals connecting to some central computing facility. None of the schools however, have portable terminals. All students, whatever the program bachelor's, diploma, or masters are apparently required to obtain some familiarity with computers, computing, data bases, and their applications in library and information center work. The degree of homogenization of library education enforced by the Council on National Academic Awards is high. It seeks to keep the curriculum of the polytechnics up to university level; one might venture to guess that most students obtain more information studies than ours do. In any case, a strong push is on in British library schools to ensure that graduates will have a good background in information science, including familiarity with technology.

No attempt at summarizing the picture of curriculum at British library schools would be complete without some word concerning work experience in libraries.[1] First, experience in libraries is almost universally posed as an admission requirement for the graduate qualification programs. It seems to be almost universally agreed that practice work as a part of the curriculum is highly desirable and that the only justifiable exception to a requirement of this sort would be that of a very compact, tightly scheduled program where time does not permit work experience. This, obviously, would be most likely to occur in the post-graduate diploma courses or masters courses that are confined to one year. However, even here one finds some stress upon obtaining first hand library or information service work. The City University Master of Science program, which prepares students for information service work in government and industry, after two semesters of intensive academic study, assigns its students to work experience for much of the last three or four months of the program. The University College of London assigns their diploma and masters students to a two week work experience in December of each year, even though the diploma course runs only an academic year, while the master of arts a chronological year with the last four months of this year being devoted to writing a substantial essay. Leeds requires a week of practice work of its diploma candidates and the projects required of students in this program have a pronounced practical bent which forces the students to become involved with libraries and information centers.

Other schools, such as the Ealing College of Higher Education, make heavy use of field trips to libraries as a device to introduce students to practice. Field trips are apparently taken almost weekly. The Director of this school expressed himself as being dissatisfied with this arrangement, and hoped to be able to institute work practice even for the diploma level students.

In the bachelor's programs, Loughborough requires two summer placements in their three year program. Newcastle-Upon-Tyne Polytechnic places their first level bachelor's students in a four week practice work situation in that city or region. They require their second year students to undergo a one week observation period in a primary school library and to participate in a one week study tour to libraries and information centers in London. In their third and final year, the students work for three weeks in a library of the type in which they are interested in seeking employment. This placement may be anywhere in Britain. Thus, work experience tends to be almost universally required as part of a program. For postgraduate qualifications, it is a prerequisite to entry. This situation may be contrasted to that in the United States, where practice work, or internships, tend to be, if not actually discouraged as taking time away from presumably more valuable class time, of an optional

Achieving satisfactory assignments for student practice work is becoming a problem, according to the staff at all schools visited be-nature. Exceptions to this generalization would be some Canadian schools which require a summer placement between the two academic years of their programs, and the teacher-librarian programs which require practice work or student teaching of some sort.

Program Administration

A word should be said covering the adminstration of these programs. Since the procurement of practice work assignments is such a large task, involving in some cases hundreds of students per year, an administrative officer or faculty member is sometimes assigned this as his/her principal duty. For example, Newcastle-Upon-Tyne Polytechnic has a full time placement officer who finds positions for students for their three levels of experience. She also arranges and supervises the one week study tour to libraries in London for second year bachelor's candidates. She makes at least one visit to each practice work site, whether it is within the Tyne region or elsewhere. Some concern was expressed that with funding contractions, travel for this purpose may be cut, and that possibly the study tour to London may be dropped. Leeds Polytechnic actually did drop their London study tour for economic reasons. The placement officer at Newcastle has some assistance from faculty members in their tutorial capacity, but by and large it is the best example of a centralized system for handling this part of the curriculum.

At the opposite extreme, the Polytechnic of North London is an example of decentralizatioh of practice work assignments where faculty tutors are primarily responsible for finding placements for their ten or so advisees. Some central administration support is given, however. Leeds and Loughborough fall somewhere in the middle, with both having someone administratively responsible for assignments but with faculty very much involved with student placements.

Evaluation of practice work experience is handled in very much the same way that it is in American library schools. That is, the supervising librarian will send back at least one report on the student. The student is not graded on the work experience, but if her/his work is unsatisfactory, this is noted and reflected in references for employment. In effect, the student is graded "satisfactory-unsatisfactory."

The student also evaluates the experience situation, writing a report concerning the value of the work assigned. This report is seen by placement officers and tutors, who, as indicated, seek to provide suitable assignments that will give the students the board experience the schools want them to have.

cause libraries, both academic and public, are faced with staff cut-backs, and supervision of student workers is usually not one of their top priorities. Also, the period of placement is often for a relatively short time, and the library will receive little return for providing varied training.

Nevertheless, the schools are perservering in their endeavor to provide work experience for students, an endeavor which is supported by the Library Association. LA takes a great interest in assuring that school education is related to current practice and is not unduly theoretical.

Independent Studies

One last characteristic of the British curriculum is the stress placed upon independent study and projects under the direction of tutors. This is true even for undergraduate students, where an independent project is often required during their third year. Field research and independent projects are in place at the following bachelor's programs: Ealing College of Higher Education, Leeds Polytechnic, Loughborough University, and Newcastle-Upon-Tyne (honors bachelor's only). The graduate programs at the diploma level at Ealing College of Higher Education and Leeds Polytechnic require a research project, usually dealing with a practical, on-site project in a library. Newcastle has made theirs optional at this level. While it might seem strange that a graduate qualification is less likely to require a research project than the bachelor's level, one must keep in mind that the diploma, and Loughborough's Master of Library Studies, is the equivalent of our MLS, and most American library schools dropped the masters essay requirement many years ago because of the concentrated nature of the program and the feeling that additional classroom study was more desirable than a special study on a narrow topic.

The masters programs at City University (London), the University College - London, the University of Sheffield, Leeds Polytechnic, and the masters programs at Loughborough other than the MLS (the diploma equivalent) require an essay, or extensive research project. Of course, the Master of Philosophy and Ph.D. courses are entirely research.

In addition to the formal degree requirements, there is a strong tendency to get students involved in the examination of the real world of librarianship through papers and projects.

As a generalization, one may conclude that British library school students are rather heavily involved in independent study as compared with their American counterparts. Students at all levels work closely on their projects or essays with their tutors or advisors, who apparently take this work as a serious and major part of their responsibility.

In summary, there are many similarities between the curricula of schools of library and information science in the United Kingdom and those in North America despite the different degree structures. There is the increased emphasis on the centrality of information science in the British schools along with emphasis on the role of the library in society as a concept for study. These themes are not strange to North American educators. Some of the less central trends that have been discussed, that of an emphasis on training for management responsibilities and on the constant striving to keep up-to-date in matters relating to information science and library automation, would appear to be equally strong in both North America and Britain. Others, such as emphasis on independent study and the necessity of practical work experience, areas of growing concern in North America, appear to be more heavily emphasized in the British schools.

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[1] The subject of work experience in libraries as a part of the curriculum of schools of library and information science has been a topic of growing interest to the profession in recent years, and this brief survey can serve only as a relatively current up-date of practice in one country. For a more extended treatment of the subject, see the thorough background discussion by Margaret E. Monroe, entitled "Issues in Field Experience as an Element in the Library School Curriculum," (*Journal of Education for Librarianship*, 22, Summer/Fall, 1981) and the excellent survey of current practice by Witucke, "The Place of Library Experience in Library Education: Trends and Current Status," (*Journal of Education for Librarianship*, 22, 57-73, and 74-88.) See also the insightful and thoughtful article by R. J. Prytherch entitled "Towards an Understanding and Evaluation of Student Fieldwork in Libraries," (*Journal of Education for Librarianship*, 22, 173-186).

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