

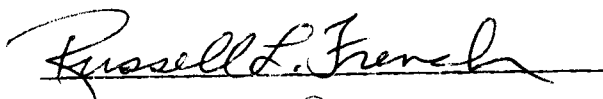
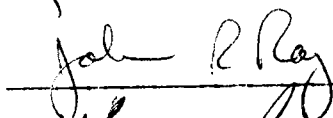
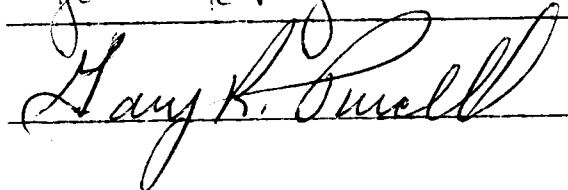
To the Graduate Council:

I am submitting herewith a dissertation written by Opal Hunt LeMaster entitled "An Assessment of the Graduate School of Library and Information Science Curriculum of The University of Tennessee." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Curriculum and Instruction.



Jerry B. Bellon, Major Professor

We have read this dissertation
and recommend its acceptance:

Accepted for the Council:



Vice Chancellor
Graduate Studies and Research

AN ASSESSMENT OF THE GRADUATE SCHOOL OF LIBRARY
AND INFORMATION SCIENCE CURRICULUM
OF THE UNIVERSITY OF TENNESSEE

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

Opal Hunt LeMaster
December 1981

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The confidence which we have in ourselves gives birth to much of that which we have in others.

- La Rochefoucauld

To my friend and anchor, Bill Rooks, whose confidence, encouragement, guidance, and expertise intermingled with admonishments and patience gave me the incentive to persevere.

To my daughter, Tiffany, whose love, patience, understanding, and cups of coffee through the countless hours were especially helpful and appreciated.

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ABSTRACT

The purpose of the study was to assess the appropriateness of the Graduate School of Library and Information Science curriculum of The University of Tennessee as preparation for competency in first professional positions as perceived by graduates of the program. Survey questions were designed for collecting and analyzing data from individuals who completed the GSLIS program between 1975-1979 and who had applied their education in a library or other information related position.

Results of the survey show that the 128 sample respondents believe the multi-purpose GSLIS curriculum at The University of Tennessee is appropriate for first professional positions. Graduates obtained a variety of positions in all four major types of libraries, i.e., 31 percent in school, 24 percent in academic, 23 percent in special, and 22 percent in public. Graduates also performed a multiplicity of job functions. Even though there are no specified library tracks and specializing is not encouraged in the GSLIS program, 91 percent of the respondents reported that they specialized in a type of library or subject area. The results indicate that school librarians were best prepared to perform more of the major job functions required in their positions than respondents in any other type of library. Overall, curriculum strengths were in school librarianship, materials selection, and reference.

Results of the study indicated that the curriculum could improve its instruction in management, personnel functions, automation, subject

specialities, career guidance, and practical applications. Respondents felt that there needs to be a better balance between theory and practice, i.e., more field experiences and other opportunities for applying theory to practice. Findings also indicated that the curriculum could be improved by providing more courses and instruction in specialized areas such as medicine, acquisitions, serials, services for the handicapped, and nonprint media.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Statement of the Problem	2
Purpose of the Study	5
The Significance of the Study	5
Assumptions	9
Procedures	10
Gathering and reviewing the literature	10
Selection of population and sample	11
Construction of the instrument	11
Data collection	13
Means of Analysis	13
Definition of Terms	13
Organization of the Study	15
II. REVIEW OF RELATED LITERATURE AND RESEARCH	16
Introduction	16
The Impact of Technological Changes on the Library	
Profession	16
Issues and Recommendations for Library Education and	
Curriculum Development	21
Length of program	22
Theoretical versus practical approach	24
General versus specialized education	25
Core concept	27

CHAPTER	PAGE
II. (Continued)	
Information Science and/or Library Science	29
Subject speciality courses	31
Other observations and recommendations	32
Job Performance Expectations of Recent Library School	
Graduates	34
Adequacy of education for first employment	35
Competencies of job seekers versus job requirements . .	37
General versus specialized education and subsequent positions	38
Subject specialization and employment	39
Functions of librarians and/or information specialists .	40
Unique concerns of school librarians	41
Concerns and suggestions of practicing librarians . . .	42
Responsibilities of library school and employer	46
The University of Tennessee Library Education Program . .	47
Historical background	47
Program goals and objectives	50
Current and possible future curriculum action	55
Summary	58
III. METHODS AND PROCEDURES	62
Introduction	62
Literature Review and Analysis	62
Selection of Population	63

CHAPTER	PAGE
III. (Continued)	
Construction of Instrument	64
Design of questionnaire	65
Validation of instrument	66
Data Collection	68
Data Analysis	71
Content analysis	71
The analysis process	72
IV. ANALYSIS OF DATA	74
Introduction	74
Description of Participants	75
Major responsibility in first position	77
Relationship between first positions and GSLIS specialization	79
Reasons for furthering education	82
Analysis of Appropriateness of GSLIS Curriculum for	
First Professional Position	84
Major job functions	86
Best prepared to perform on first job	89
Least prepared to perform on first job	92
Usefulness of core	93
Usefulness of speciality	96
Analysis of Research Questionnaire Items that Relate to	
Perceptions of Job Performance	99

CHAPTER

PAGE

IV. (Continued)

Competency in first job	99
Overall satisfaction	101
Reasons for dissatisfaction	104
Electives from other disciplines	108
Analysis of Research Questionnaire Items that Identify	
Curriculum Concerns and Recommendations	111
Key concerns of respondents	112
Recommend Specializing	115
Ways GSLIS program might be improved	117
Summary	126

V. SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS, AND

RECOMMENDATIONS	128
Summary	128
Questions	129
Procedures	129
Findings	130
Conclusions	135
The GSLIS Multi-Purpose Curriculum	
is appropriate	135
Curriculum permits specializing	136
Curriculum deficient in practical applications	137
Curriculum inadequate for management and personnel functions	137

CHAPTER	PAGE
V. (Continued)	
Recommendations	137
Curriculum improvement	138
Add more subject speciality courses	138
Incorporate more career guidance	138
Improve balance between theory and practical applications	139
Incorporate more instruction in management and personnel functions	139
Recommendations for further study	139
Field experience and internships	139
Continuing education and post-master's program	140
Effectiveness of recent curriculum changes	140
Employers' perspective and job competency	140
Other library schools	140
LIST OF REFERENCES	142
APPENDICES	149
APPENDIX A. PRETEST A AND COVER LETTER	150
APPENDIX B. PRETEST B AND COVER LETTER	154
APPENDIX C. QUESTIONNAIRE AND COVER LETTER	159
APPENDIX D. FOLLOW-UP LETTER	163
APPENDIX E. SUMMARY OF RESPONSES TO QUESTIONNAIRE	164
APPENDIX F. UNEDITED RESPONSES TO OPEN-ENDED QUESTIONNAIRE ITEM NUMBER 10	169

CHAPTER	PAGE
APPENDIX G. UNEDITED RESPONSES TO QUESTIONNAIRE ITEM NUMBER	
NUMBER 12	178
APPENDIX H. UNEDITED RESPONSES TO QUESTIONNAIRE ITEM	
NUMBER 16	183
VITA	195

LIST OF TABLES

TABLE	PAGE
1. Distribution of Population and Usable Returns by Year	
Graduated	70
2. Distribution of Usable Returns by Type of Library in Which	
Respondents Were First Employed	70
3. Distribution of Responses by Year Graduated and Type of	
Library in Which Respondent First Worked	76
4. Major Responsibility in First Position by Type of Library .	78
5. Distribution by Types of Library or Job Functions in Which	
Respondents Specialized	81
6. Reasons for Furthering Education	85
7. Major Functions by Type of Library	87
8. Job Functions Best Prepared to Perform by Type of Library .	90
9. Job Functions Least Prepared to Perform by Type of Library	94
10. Usefulness of Core Courses by Type of Library	95
11. Usefulness of Core Courses by Year Graduated	96
12. Usefulness of Specialization by Type of Library	97
13. Usefulness of Specialization by Year Graduated	98
14. Aggregation of Reasons for Dissatisfaction With the GSLIS	
Program as Expressed by the Respondents (Content and	
Frequency Analysis of Open-Ended Question)	107
15. Comparison of Issues Identified in Literature With Concerns	
Expressed by Respondents	113

TABLE	PAGE
16. Distribution of Responses by Type of Library Indicating Ways GSLIS Program Might be Improved	118
17. Comparison of Responses by Year Graduated and Ways GSLIS Program Might be Improved	120
18. Content and Frequency Distribution of Write-In Responses of Ways the GSLIS Program Might be Improved	121
19. Aggregation of Responses to Open-Ended Question	124

LIST OF FIGURES

FIGURE	PAGE
1. Percentage of Respondents Who Specialized and Types of Libraries in Which Respondents Were First Employed	80
2. Distribution of Responses by Type of Library or Job Function Specialized in and Percentage of Respondents First Employed in Those Areas	83
3. Respondents from Different Types of Libraries Who Felt Highly to Very Highly Competent About Their Library Skills in Their First Job	100
4. Respondents by Year Graduated Who Felt Highly to Very Highly Competent About Their Library Skills in Their First Job . . .	102
5. Respondents Employed in Different Types of Libraries Who Were Highly or Very Highly Satisfied With GSLIS Preparation	103
6. Percentage of Respondents by Year Graduated Who Felt Highly or Very Highly Satisfied With GSLIS Preparation	105
7. Percentage of Respondents by Type of Library Who Took Electives from Another Discipline Which They Felt Had Been Helpful	109
8. Other Disciplines From Which Respondents Took Courses Considered Especially Helpful	110
9. Comparison of Distribution of Respondents Who Specialized and Those Who Would Recommend Specialization	116

CHAPTER I

INTRODUCTION

The phenomenon of rapid change characterizes the American society and its impact is felt in all areas of education. Change is not new to libraries, and it appears certain that library schools need to be responsive and flexible in order to meet the challenge of today's complex and changing fields of education and communication. Leadership and a high level of performance are required of library/information science personnel if they are to meet the needs and expectations of our dynamic society.

Even as early as the 1880's, Melvil Dewey's library school was responsive to changing times: the need for librarians, a replacement for apprenticeships, and the growth of technical education. His method was to educate librarians ". . . by systematically reproducing experience more quickly and effectively than it could be done on the job" (Harlow, 1971, p. 3). Through the years, library school educators have continued to make efforts to forge new and better ways to prepare students for professional responsibilities in library and information services. However, ". . . more than a ghost of Dewey still stalks our academic halls, speaks through our catalogs and literature, and supports moves to multiply good workmen" (Harlow, 1971, p. 3). Some critics have noted that library programs tend to be sterile and traditional by being slow to change, e.g., according to Allen Hershfield (1973, p. 11), with the exception of a few new courses in information science and non-print

media, the curricula in most library schools have remained unchanged since the 1920's. Meanwhile, the field of librarianship has been rapidly changing and expanding from that of traditional library activities and functions to numerous information-science related occupations.

Social and technological changes have substantially changed the operations of libraries and subsequently the curriculum in some library education programs in recent years. J. Becker (1978) points out:

The social institution called the "library" is in the middle of an onslaught. Tax revolts and rising costs are eroding a traditionally secure financial base. The new media--audio-visuals, television, microfilm and computer-based communications--are in competition with the book. Information is being generated faster than libraries are able to organize and store it. Commercial companies are getting into the information business. Data bases are replacing card catalogs. Communications channels are distributing information more widely. The rate of change in libraries is greater today than in most past periods. This means that the institution as it is today will undoubtedly be altered during the coming decade in fundamental ways . . . (pp. 409-410).

I. STATEMENT OF THE PROBLEM

With the changes that have occurred in recent years, library educators are faced with the dilemma of how to prepare an individual to meet initial job expectations. Consequently, competency must start with library schools. Continuous research is necessary if library schools are to remain responsive to the education needs of their graduates. The education of personnel should reflect the demands of the profession and society. Thus, a major problem of a teaching institution preparing librarians and information workers is always that of keeping up with current practice.

A major means of responding to the needs of Graduate Schools of Library and Information Science (GSLIS) students is through curricula and research. One way to engage in curriculum review and improvement is in terms of the adequacy of on-the-job competencies as perceived by those who complete the program. As a minimum, one can expect from such evaluations some insights, hints, suggestions, advice, and a record of the experience of others. Library schools cannot themselves break the continuity of a traditional profession by simply turning out bright new professional people; they must keep close contact with practicing librarians and information workers (Goldhor, 1971, p. 4). Such contact can aid in the evaluation and revision of library curricula in efforts to better equip graduates to manage new agencies or perform redefined library functions.

Similarly, it has not proved possible, nor deemed desirable, to separate Library Science from Information Science. A comparison of actual programs in the two areas reveals that the majority include a whole range of subjects common to both areas. Therefore, there is justification for concluding that we have to deal with a variety of subjects--that together they represent a continuous spectrum rather than two sets of completely separate studies (Foskett, 1976, p. 6).

The University of Tennessee offers such a "graduate level general purpose library and information science program. . ." (GSLIS Announcement, 1979, p. 9), the Graduate School of Library and Information Science (GSLIS). Fundamentally, a core curriculum of required courses serves to develop skills and abilities considered basic to the ability to function effectively in most library positions while electives provide an opportunity to build those basic competencies and/or pursue avenues of special interests, i.e., children's literature or reference. Although there are no library tracks or areas of specialization listed

or encouraged in the curriculum, students may select electives with an emphasis on a type of library or library activity, i.e., academic library or reference librarianship. According to the results of an unpublished GSLIS Alumni Survey in 1978, 23 percent of the graduates took positions for which they had not prepared. This would indicate that a general or multi-purpose curriculum is appropriate and that educational preparation and placement need to be reasonably flexible. The same study also revealed that more than 20 percent of the graduates were not entirely satisfied with their GSLIS educational preparation which indicates some reason for concern and that some improvement may be needed (Robinson, 1978, pp. 3-4).

The school completed a self-study in September, 1979 for its American Library Association (ALA) reaccreditation visit. The activities associated with the self-study were helpful in assisting the school in gaining insights into how it is seen by others and stimulated some change in the nature of the school's program. The University of Tennessee GSLIS faculty, in curriculum planning, continue to return to what they consider the basic question: "What should entry level librarians (and/or information specialists) be able to do when they assume their first professional position?" (Self Study Report, 1978, p. 34). More information is needed to determine how the curriculum might be further improved to meet the needs of librarians and information specialists in a variety of types of libraries and information-related occupations. That is the problem underlying this study.

II. PURPOSE OF THE STUDY

This study was undertaken as a means of providing data for curriculum improvement at the master's level that will better equip library and information specialists to adapt to the rapidly changing roles and functions of the job market as it responds to the vast social, economic and technological changes currently in progress. The major purpose of this study was to assess how well the Graduate School of Library and Information Science curriculum has prepared its graduates for their first professional positions. Specifically, this study addressed the following questions:

1. What are the perceptions of the University of Tennessee graduates regarding the appropriateness of the GSLIS curriculum as preparation for their first professional position?
2. What are the perceptions of the University of Tennessee graduates regarding their job performance in their first professional position?
3. What are key concerns and recommendations of GSLIS graduates of The University of Tennessee that may need to be addressed by the curriculum committee?

III. THE SIGNIFICANCE OF THE STUDY

The National Advisory Commission on Libraries noted that library personnel need a broader range of competence than has ever been required before. Completion of the fifth-year master's program remains the traditional channel through which an individual may enter the library profession. Thus, a primary question for library educators is whether

or not librarians with only the basic qualifications of a master's degree in librarianship are equipped to handle the demands of the profession? Furthermore, a major question about graduate education, wrote Bernard Berelson in his study of the subject for the Carnegie Corporation, is one on which it is most difficult to get solid evidence: How good is it? According to Berelson, one way to answer that question is an investigation into the quality of the product--an inquiry into "how good people think" graduate education is (Berelson, 1960, p. 202). The research-based method of asking the practitioner about self-perceived education needs in relation to job requirements is also frequently used in other professions. The objectives of such studies are to determine the self-perceived education needs of the professional who is out in the field. Curricula development for the preparation of practitioners is lagging behind market needs (Swanson, 1978, p. 148). Furthermore, the traditional concept that the able student with general library education or any kind of library education from an ALA accredited school can teach oneself the specialities as need arises is now being challenged (Borko, 1973, p. 42). Library and information science schools are seeking to change and improve their own administrative procedures, to revise and upgrade their curricula, and to modernize their teaching methods. However, these efforts are hampered by the lack of research to support innovative educational decision-making (Borko, 1973, p. 1).

In a study conducted by Harold Borko (1973) to determine what research is needed in library education, the results revealed that a top priority was "to investigate current library school education and

its relationship to the knowledge and skills required by librarians during their first five years on the job" (Borko, 1973, p. 216). In another study conducted by Elizabeth Stone (1969) which included MLS graduates employed in all types of libraries, the respondents were in general agreement that the library school has a definite responsibility to improve and increase its contacts with its graduates.

In considering curriculum improvement, every institution must make decisions on its own general objectives. That is, what are the capabilities its graduates should possess? How adequately is the curriculum meeting existing and anticipated needs? Graduates of various library and information programs exhibit those skills and knowledges which reflect the commitment of the schools from which they received their education, leading to some difficulties when they attempt to find their way in the job market-place.

The task of research in library education is to discover the best way to prepare students for their professional careers by providing evidence which will prove that such ways are optimal, given the existing state of knowledge in higher education and librarianship (Borko, 1973, p. 39).

Thomas Galvin somewhat idealistically suggests that "if the sword is designed from the outset to double as a plowshare, then little or no beating is required at the point of conversion" (1978, p. 276). Librarians, or whatever the label may be, must be able to move comfortably from traditional library tasks to numerous new techniques and information-based activities as they become predominant in our society. If the curriculum does not meet the demands placed on the library profession, re-evaluation of the program and activities is necessary with

curriculum revisions being reflective of current trends as well as what research appears to predict for tomorrow.

This study was designed to obtain information from GSLIS graduates of The University of Tennessee for determining their perception of the congruency between their career preparation at the master's level and their on-the-job competencies in their first positions. First, it is significant to the library educator who is interested in the effectiveness of the curriculum in meeting the needs of librarians and information specialists entering into a wide variety of information-related occupations. Second, this study is significant in that it solicited suggestions for improvement. In addition, the findings of the study may help in the development of more meaningful programs and activities of continuing education for GSLIS graduates.

The objective in going to the graduates to find out how they are doing in their jobs is an important aspect in determining the effectiveness of The University of Tennessee general-purpose library education curriculum. Information was gathered from University of Tennessee graduates by asking specific and general questions concerning the scope of their work and the usefulness of their GSLIS program. With data from practicing librarians and information specialists, library schools might find themselves able to make better and more significant plans than before. Although this study was limited to GSLIS graduates of The University of Tennessee, it was conceived that this research could provide data which may aid in identifying specific concerns of graduates that may need to be addressed by curriculum committees in other similar library schools.

This study is also an extension and expansion of the GSLIS Alumni Survey conducted in the early part of 1978. The questionnaire was prepared by Dr. John Knightly, GSLIS faculty member, and sent to all graduates of the program through Fall 1977. Response rate was 38 percent (137 returns out of 360 questionnaires mailed) with no follow-up. Despite the limited return, the GSLIS faculty found the information gathered useful in evaluating the school's program and recommended that "more specific indications of satisfaction with the program need to be gathered on a continuing basis to insure that the program remains a responsive one" (Robinson, 1978, p. 13). Evaluations obtained regularly from graduates/alumni are likely to provide useful and effective information.

Because full student appreciation of education experiences doesn't occur until students are in professional practice, evaluations made by students are incomplete without data from them after graduation (Swanson, 1978, p. 152).

IV. ASSUMPTIONS

The following assumptions were made concerning this study:

1. The GSLIS program can make considerable impact on job performance because it is during formal training that librarians and information specialists formulate many of the concepts and ideas which will guide their professional careers.
2. An inventory of perceptions and satisfactions of graduates through the use of a survey questionnaire can provide useful data for future planning and development

in the education and training of librarians and information specialists.

3. In order for curricula to be responsive to the job market, more information is needed about the types of positions to which library school graduates go upon completion of their professional education and the relationship between their master's education and the demands of subsequent positions held.

V. PROCEDURES

In order to study the adequacy of GSLIS curriculum as preparation for job performance, the purpose of the study was first defined and questions identified. A survey of related literature in the field was conducted and procedures for collecting and analyzing data were developed. The methodology of the study included: (1) a review and analysis of the literature; (2) selection of population and sample; (3) construction of the instrument; (4) data collection; and (5) data analysis.

Gathering and Reviewing the Literature

A review of literature related to library education was conducted to determine the scope and conclusions of earlier studies and to serve as a basis for an extended study to accumulate and analyze new and additional data. Computer searches from Lockheed's DIALOG and System Development Corporation's ORBIT provided many references. Standard bibliographic indexes to literature also supplied references applicable to the study. The faculty of the Graduate School of Library and

Information Science at The University of Tennessee furnished additional materials, such as copies of the "Alumni Survey" (1878), and "GSLIS Alumni Survey Findings, Conclusions and Recommendations" (1978), and a copy of their 1978 Self-Study Report.

Selection of Population and Sample

The objective of this study was to provide data for curriculum improvement by asking the practitioners about their perceptions of the appropriateness of the GSLIS curriculum as related to job performance. Therefore, the population chosen for this study included all University of Tennessee graduates of the GSLIS program from 1975-1979. The researcher believed that students graduating before 1975 might not recall some things about their preparation and their job entry level experiences and that the program emphasis may have been different. On the other hand, students graduating after 1979 may not have had enough time on the job to adequately answer some of the questions. Also, using a five-year period limited the number of graduates so that it was large enough to provide a population suitable for analysis and yet not be so large that it could not be handled successfully with relative ease.

Construction of the Instrument

The design for the questionnaire was developed by ascertaining the responses needed to answer the study questions and address the purpose of the study. Checklists and questions were partly derived from the GSLIS Announcement, from Kortendick and Stone's Job Dimensions and Educational Needs in Librarianship (1971), and from Danton's Between M.L.S. and Ph.D.: A Study of Sixth-Year Specialist Programs in

Accredited Library Schools (1970). Other questions were selected from Knightly's "GSLIS Alumni Survey" as a follow-up and expansion of that study.

The questionnaire was designed to maintain ease in answering questions by format while maintaining some logic in sequence: i.e., all those questions requiring only a check by appropriate responses were grouped together; those requiring a circle around appropriate responses were grouped together; and those requiring free responses were interspersed where deemed appropriate. Checklists were utilized where possible because they provided uniformity of the data collected and were more amenable to statistical analysis. Also, checklists made it easier for respondents to check the items listed instead of trying to recall activities, etc.

Respondents were asked to provide demographic and background information relating to their academic preparation and job experience. Other specific and general questions were used to gather information concerning the scope of their first positions, whether or not they specialized, their perceptions of the usefulness of their GSLIS curriculum, their satisfaction with their preparation in their first professional positions, and their suggestions for GSLIS program improvement.

The data gathering instrument was edited and field tested by peers and co-workers with expertise in research, by GSLIS faculty members, and by GSLIS students graduating from The University of Tennessee before, during, and after those selected for the study. A copy of the cover letter and the pilot questionnaire are included in the appendices.

Questions were then revised to remove ambiguities, to clarify instructions, and to facilitate tabulation of the responses. The final version of the questionnaire was printed on orange paper (a color identified with The University of Tennessee) to attract attention.

Data Collection

The data for this study were collected in the following manner. First, a questionnaire was mailed with a cover letter to each individual who completed the GSLIS program during the years 1975-1979. The questionnaire was designed to be returned in a post-paid, self-addressed envelope. After two weeks a follow-up letter was sent with an additional copy of the questionnaire to those individuals who did not respond to the first mailing. Materials sent to the sample population are included in the appendices.

Means of Analysis

The structured answer data collected by questionnaire were analyzed by using frequency counts and distribution tables. Cross tabulations and related measures of association were used to determine relationships or patterns of relationships among two or more variables. The open-ended responses were analyzed using content analysis procedures.

VI. DEFINITION OF TERMS

To help preclude misunderstanding in reporting the results of this study, the following definitions are being provided:

1. Automation. Refers to use of data processing equipment for

the performance of library and information functions.

2. Core Curriculum. Includes courses required of all students receiving the Master of Science in Library Science (MSLS).
3. Curriculum. Refers to course requirements, course electives, teaching methods and techniques, objectives, and other activities associated with the library education program.
4. Electives. Includes any course offered in GSLIS which is not required of graduate students.
5. Entry Level. For the purpose of this study "entry level" indicates beginning or first position in any library or information sciences related job.
6. Information Specialist. For the purpose of this study "information specialist" is used synonymously with the term "librarian."
7. Professional Librarian. Includes all librarians, administrators, and other specialists with responsibility in the field of librarianship or information services who have received a master's degree (MSLS) in Library Science from The University of Tennessee.
8. Tracking. Tracking refers to specializing in a type of library, i.e., school or academic, or type of library function, i.e., reference librarianship, cataloging and classification, etc.

VII. ORGANIZATION OF THE STUDY

Chapter I contains the introduction, statement of the problem, purpose of the study, significance of the study, assumptions, procedures for data collection and analysis, and definition of terms.

Chapter II consists of a review of the related literature and research which provide the basis for the study.

Chapter III presents the methodology and procedures for data collection and analysis.

Chapter IV includes the presentation and analysis of the data.

Chapter V contains the summary, findings, conclusions, and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

I. INTRODUCTION

The increasing impact of technological advances on librarianship, the evolving of media and information and computer science, the rapid changes in today's society, and the emergence of new economic realities that threaten progress and well-being are presenting a challenge to contemporary library educators. This challenge poses a basic question for those concerned with education for the field. "Does the new professional learn what he or she needs to know in library school?"

In order to develop the background for this study, the literature was reviewed in five areas: the impact of technological changes on the library profession, issues and recommendations for library education and curriculum development, job performance expectations of recent library school graduates, The University of Tennessee GSLIS program, and research survey techniques. References pertaining to research survey techniques utilized for this study are discussed in Chapters I and III.

II. THE IMPACT OF TECHNOLOGICAL CHANGES ON THE LIBRARY PROFESSION

A review of articles, books, reports and other related literature reveals that the library and information science profession has undergone radical changes in recent years with related expectations for the new professional in the field. Hence, the preparation of beginning

librarians or other information related professionals places demands on the curriculum in library schools.

Progress in every sector of human and work relationships depends upon the integrity and efficiency of those who manage the availability and flow of recorded ideas and information. Recent innovations in the forms of recorded knowledge and communication services affect the expertise needed to perform library functions. The following innovations are examples of devices and related services requiring a variety of competencies.

Facsimile and data transmission devices; use of other electronic communication distribution systems (on a twenty-four hour basis); self-learning aids; cartridge-loading sound recording and video playback units; miniaturization and simplification of all forms of communications equipment; expanded capacities for storage of ideas and information both in microtext and computer tape form; dial-access devices; use of laser beams for transmission of information; satellite relay of TV signals; expanded use of microwave systems (Stone, 1967, p. 182).

The professional challenge to the library schools is that of preparing personnel who are thoroughly familiar with the ways in which the various forms of knowledge can be acquired, stored, retrieved, distributed, and used with maximum effectiveness. It is the responsibility of those performing the library function to assure "continuing and easy access to recorded knowledge regardless of its rate of growth, present mountainous proportions, and growing variety of forms" (Stone, 1967, p. 185). Although discussion in the past focused on the education of information science specialists, as a separate field, there are indications that the library school is becoming more important among the institutions providing education for information science. Although much of the theory of information science developed outside of library

schools, it is not only feasible but a necessity that library and information science be integrated since information science and technology have a great deal of relevance to library school curricula (Neill, 1971, p. 22). Today's librarians are expected to be able to design and operate computer-based book catalogs, selective dissemination for information systems, data banks, circulation systems, acquisitions, or serial control systems. They may need to be prepared to analyze and evaluate their own operations and to suggest and justify automated procedures. They may also be engaged in thesauri construction, library-related research, and other changes relative to technology (Artandi, 1969, p. 337).

As a result of the information explosion, the role of the librarian has changed and new techniques have been developed to cope with the flood of published literature. Providing efficient and cost effective methods of handling ideas and information regardless of form have become concerns of the library profession. Networking, computers, and management analysis represent responses to the demands of society (Stone, 1967, p. 194).

Library personnel are expected to manage new agencies and to perform redefined library functions. Several classes of personnel will undoubtedly be needed to manage library services in the future. Included among these personnel will be specialists in communications analysis, production, packaging, and evaluation; systems design and analysis. "All must be thoroughly familiar with ways in which the various forms of recorded knowledge can be acquired, stored, retrieved, distributed, and used with maximum effectiveness" (Stone, 1967, p. 183).

Asheim (1968, p. 1104) commented that the introduction of

electronic computers and other mechanized equipment and devices means that traditional content of courses in library schools needs to be revised to accommodate these changes. He emphasized that these "new tools" do not alter the basic aims of library service but do affect the storage and retrieval of data, the reproduction of materials, the efficient performance of certain routines and procedures, and the possibility of new and expanded services.

R. S. Taylor (1967, pp. 45-48) believed that information science offers a much broader view of library school curricula with course groupings around certain areas rather than type of libraries. Taylor listed these areas as systems analysis; environmental context, information channels; the naming, labeling, and classification processes; and man-system interaction. Furthermore, in 1977, R. S. Taylor (p. 2) cautioned that librarianship must not be institution-bound with its fate tied to a single institution (the library). Instead, librarians must participate in the larger "information infrastructure" which calls for a sensitivity to information, its organization and its technologies, and the impact of those technologies in society.

In 1972, Louis Shores reported that librarianship in the United States is conceived as a profession which embraces audio-visual service, communication, and public administration as well as extending itself into a number of peripheral areas such as printing, photo-reproduction, architecture, business administration, statistics, book binding, therapeutics, and others. All this intermingling has led to some disagreement on the scope and education for librarianship. Shores goes on to say intermingling is not unique to the library profession and that the

phenomenon of interrelationships and interdependence should give the specialist cause for caution and continual redefining. Shores reasoned that continual redefinition is probably one manifestation of a young and growing body of knowledge. "And as librarianship is redefined professional education must not only readjust itself but must contribute to the very process of professional redefinition" (Shores, 1972, p. 37).

In addition to all the "intermingling" of competencies discussed by Shores in 1972, Galvin (1978), Nettie Taylor (1978), Mott and Anselmo (1976), and Swanson (1978) are among the more recent writers who report that library personnel need an even broader range of competencies than has ever been required. These writers also observed that the market need for personnel with competence in information work is stimulating the development of a variety of library/information science education programs. Constant curriculum revision designed in light of what trends and research appear to predict for tomorrow is a vital necessity (Mott and Anselmo, 1976, p. 392). The changing character of the job market for beginning librarians suggests that a broad-based education is warranted in order that library and information professionals can function effectively in a wide variety of information related agencies, organizations, and environments.

Joseph Becker (1978, p. 415) concludes that libraries will continue to be affected by technological change and economic pressures, and that in the process, they will develop into a broader-based information institution than they are today. Both C. W. Stone (1967) and Becker (1978) predict that while some traditional local library practices and customs may survive these pressures, libraries will continue to

affiliate with networks, strive toward national interconnection, and accept broader responsibilities. More libraries will automate their operations and the trend toward national bibliographic control and associated computer operations is inevitable (Becker, 1978, p. 416). Becker also contends that libraries will play a more active informational and educational role in the nation.

The literature indicates that although the field of librarianship has responded to many of the changes taking place in our society, future libraries will have mechanized information storage, retrieval and transmission facilities far superior to those now employed. Responsiveness to advances requires appropriate organization of information, information management, and capable personnel. Perhaps no new profession has been able to foresee its future role or service potentials as clearly as the library and information science can. Thus, contemporary library educators are faced with a dilemma of how best to prepare libraries to meet the demands of today, tomorrow, and beyond (Mott and Anselmo, 1976, p. 391).

III. ISSUES AND RECOMMENDATIONS FOR LIBRARY EDUCATION AND CURRICULUM DEVELOPMENT

A profession is judged by the performance of its practitioners and how well they fulfill their mission. Education and prevailing practice are the principal determinants of the performance and success of the new professional (Swanson, 1978, p. 154). It is in the graduate schools of library science where considerable impact can be made because

there rarely exists the necessary staff and facilities for teaching on the job.

Opinions and experience of various practitioners, employers, and educators rather than research, have formed the basis for much of the library literature as well as curricular development. Few empirical studies have been undertaken which address the effectiveness of the GSLIS general-purpose program as preparation for a multiplicity of types of library related positions (Bowen, 1976, p. 2). Harold Borko (1973) conducted a study to determine the research needs for education in library science and indicates that research projects of very great importance include: "To investigate current library school education and its relationship to the knowledge and skills required by librarians during their first five years on the job" (Borko, 1973, p. 216).

Library school educators are the ones who select candidates for training, educate them professionally, and recommend them for library positions. Yet, little is known about for which job candidates are being selected and trained. Adequate criteria for job competency is seldom, if ever, developed or applied. However, employers do tend to require graduation from an accredited library school (Shaffer, 1968, p. 137).

Length of Program

For many library school graduates, the fifth year master's program provides the only formal training for entry into the profession. Boaz (1973, p. 141) described the typical fifth year master's program as a "once over lightly" kind of activity intended to yield a new crop of "professionals" at the end of the twelve months or so. Samuel Neill (1971) also felt that library curricula cannot be finished in one

academic year and proposes a program that extends at least a full semester beyond the academic year. His proposed curriculum is structured around three basic library operations:

1. service;
2. selection and acquisition; and
3. organization for access.

Even though Neill recognized that masters' programs are usually a first introduction to librarianship, he hoped to provide an opportunity for students to develop a knowledge of library practice, a broad cultural and intellectual foundation, and personal qualities that would enable them to move confidently into any area of design or service. Basically, Neill advocated an interdisciplinary approach to curriculum development and maintained that the argument that librarians need a general education because they move from speciality to speciality is based on a fallacy. He felt that enough years pass between job changes that specific knowledge or special courses taken during library school would not be remembered anyway. In librarianship, as in any profession, constant updating after graduation is a necessity as well as re-education for new responsibilities being a normal process (Neill, 1971, p. 22).

Admittedly, a one or even two year library program cannot totally prepare one for a professional position, but it is expected to prepare individuals to fill positions which require a certain knowledge base, understandings, and information processing skills. A library education program does have the responsibility of providing its graduates with a conceptual foundation of the profession, a context where more specific knowledge and skills can be built.

The dilemma then is how to prepare an individual to meet initial job expectations and at the same time provide the understanding, skills and knowledge base required to meet job expectations which occur at a later point in their career (Purcell, 1979, p. 4).

Theoretical Versus Practical Approach

As early as 1923, Williamson carefully analyzed the library field and noted limitations and possibilities for improvements, thereby pointing the way toward the theoretical rather than the practical approach. Later this theoretical approach was further strengthened by the ALA through its Board of Education for Librarianship, its standards for library work, its committee on accreditation, and its accredited program. According to Shera in 1972, "Librarianship, like any other profession, is a composite of theory and practice, of knowledge and skills, and the one without the other is barren and sterile" (p. 207).

More recently Purcell (1979), Keck (1979), and Clouse (1979) and others maintained that the education of a new professional is a shared responsibility among the library school, the employer, and the individual himself/herself. This shared responsibility includes a combination of (a) theory, acquired in library school; (b) practice, acquired on the job; (c) a continuing education for adding to the understandings and knowledge base, and responsibility of the individual. Whitson (1979) adds that even though a year or two "is not adequate enough time to master both the fundamentals of a profession and to achieve even some degree of competence in a speciality" (p. 225), the program must provide a broad professional understanding on which to build a career and enough technical competency for first employment.

The traditional concept that the able student with general library education or any other kind of library education from an accredited school can teach himself the specialities as need arises is now being challenged (Borko, 1973, p. 42). Typically, graduate studies in accredited library schools have centered on tasks involving abilities to integrate theory into practice and provide leadership in planning, organizing, communicating, and administering programs of service to those who make use of library materials and services. To this "tall order," C. Walter Stone (1973) adds the need for an understanding and appreciation of information science and/or educational technology. It is Stone's view that no single program of professional education can be judged valid for all who choose to enter the field and that professional studies should begin immediately following graduation from secondary school (Stone, 1973, p. 143). "Librarians are being challenged by highly organized methodological investigators and analysts" (Neill, 1972, p. 22), such as the theory-research oriented information scientists and instructional technologists.

General Versus Specialized Education

An inquiry into the question of general versus specialized education shows a dichotomy of proponents. According to Vann (1971, p. 28), a basic concept for library schools motivating Williamson's study was that specialized training should be after one year of general training and one year of practical work. Williamson (1923) advised library schools:

1. to offer professional training only, not clerical instruction;

2. to seek a degree of standardization in the first year of professional training;
3. to abandon entrance examinations and personality tests, admitting on scholarship;
4. to improve the quality and efficiency of instruction by increasing full-time faculty, raising salaries, judging textbooks, and re-evaluating the entire program of field work and observation experiences; to establish fellowships and scholarships within university schools.

Louis Shores (1953, pp. 26-27) advocated preparing the generalist who can provide for a synthesis of the separate subject specialities. Library programs should deal with areas of knowledge common to all aspects of library service, and include elective courses as supplementary to deal with specialties.

According to Shera (1972, p. 197), librarianship is interdisciplinary and its body of knowledge and skills is not necessarily drawn from any one subject field. A profession is a composite of a variety of disciplines which is unique and relevant to its own needs. However, not all of a librarian's professional knowledge is externally derived because these are knowledges and skills that are essential to the libraries.

In the past the profession has maintained that what the librarian needs to know depends upon the kind of librarian he is, or expects to be--a children's school, academic, or special librarian. Such a point of view is especially prevalent among the new advocates of librarianship as information science. The value of specialization and the utility of specialized knowledge is not to be minimized, but unless it is held together by the cohesive force of a generalized concept of librarianship that underlies all that the

librarian does, the inevitable result is fragmentation of the profession to the point at which all standards of performance and criteria of excellence will be lost (Shera, 1972, p. 197).

Shera groups the knowledges and skills essential to the librarian into six main classes: organizational, environmental, cultural, physical, clerical and office routines, and personnel. Shera also discusses the importance of blending theory and practice.

Core Concept

Administrators and educators in the field of librarianship have long been concerned with providing a curriculum which would contain the essential basic preparation for all kinds of library work. As a result many of the currently offered programs prepare students for work in a variety of positions, in addition to those in public, school, academic, and special libraries. On the other hand, special librarians, documentalists, and others have questioned the assumption on which such a "core" concept is based. Do all librarians need the same kind of training? They question whether the profession of librarianship is characterized by a single central core of information and knowledge or if some areas are dependent upon the professional content of one or more other disciplines for which it performs a service function. For example, there are new functions which may challenge the relevance of such a core. These new functions may include information counselors in community agencies, research associates in industry, registrants and archivists in museums and related institutions, and information managers in a variety of agencies (Asheim, 1954).

Liesener (1967) conducted a study to test the validity of the

core concept in relation to job requirements in a university library. His test included five core areas--materials, services, administration, communications, and research. The specific subject matter used for comparison as essential core curriculum was based on recommendations made at the 1953 Chicago conference. Results indicated that there were statistically significant differences in fifteen aspects of knowledge assumed to be necessary in the core concept and the knowledge actually required in the positions studied. Liesener's hypothesis that the core content is necessary for all university librarians was therefore rejected. His findings pose some doubts about the relevancy of much of the subject matter included in the core.

A major argument in favor of the core is implicit in a question which would follow a rejection of the core concept: "If no central body of knowledge exists, is there any library profession at all?"

The gist of the anti-core position is that the practice of librarianship presents a wide pattern of variations demanding diversity rather than uniformity, and that there is little common ground where different kinds of librarianship can meet. Where certain broad areas of subject matter (cataloging, classification, book selection, etc.) seem to be common to all types of library work, the approaches are so different that special orientation is better than any basic introduction upon which alteration will have to be imposed (Asheim, 1954, pp. 3-4).

Asheim argues that:

1. a core of knowledge does exist and that it consists of general information rather than specialized training;
2. each core area has two levels, an information level and a philosophical and research level;
3. core areas should be considered an introduction and not a terminal program;

4. and some inclusion of routines and techniques if it does not limit professional character of courses and proper relationship between routines and creative professional aspects is maintained (Asheim, 1954, pp. 36-51).

Belzer (1969) maintains that a common core that transcends all professional interest in library science does exist, but such programs must be sufficiently flexible to allow students to specialize in areas of their personal interest or in the choice of their careers.

Information Science and/or Library Science

Apparently, educational programs in information science which have sprung up independent of library science programs are plagued with many of the same concerns as most library schools, i.e., specialization versus a general curriculum, whether a core or base exists, how to plan a program to meet the challenge of today and tomorrow, theory versus practice, etc. Belzer (1969) discusses three areas of focus in information science:

1. theory concerning information, its environment and its relationship to information systems;
2. information systems, design, testing, and evaluation;
3. information services (pp. 329-330).

It is interesting to note the startling differences in ways information science is perceived in different environments. Some educators consider information science as a separate field, while others prefer an integration/interface such as the teaching of the OCLC terminal as part of basic cataloging courses. In between are those who favor separate courses--computer programming, library

automation, systems analysis, statistics, networking, simulation, and/or communications (Kent, 1977, p. 131).

In 1969, Stone reported that some GSLIS programs have two major divisions within the school, one concerned with the more traditional type, and one an information science program (p. 232). On the other hand, library science programs have sprung up independently from ALA accredited library science programs, both at the graduate and undergraduate levels. In a study by Hoyt (1969), a review of fifty-seven college and university programs revealed curricula related to information science may be included in one of five broad categories: information science, computer science, departmental options in information science or computer science, library and information science, and data processing (business and scientific). When offered as an option, information science occurs primarily as part of library science or documentation programs. Other library departments offer training and specific courses in information science even though they may not have a formalized program. Paralleling its recent and rapid growth, there has been increasing concern about the content and coverage of the information science field (pp. 358-361).

The literature reveals that there are real concerns among professional librarians, administrators, and others for meeting the individualized needs of today's students. A twin challenge faces library schools today: first, certain basic skills and facts about librarianship must be acquired; and second, a program of library research to apply the technology to information problems and library operations. Although many of today's graduates may never have to write

a computer program, few will escape the impact of computers. Computers will be a factor in budgeting, accounting, shared cataloging, etc. Librarians will need "computer literacy" as a minimum level of understanding (Kent, 1977, p. 134). A new core in course content as well as courses appears to be developing as interest and demands increase for practitioners to be more knowledgeable in information and technology. Indications are that library schools should think in terms of integration of the whole curriculum rather than appending new technical courses. Information science and technology has a great deal of relevance to library school curricula and should be integrated into the entire curriculum. Much of systems analysis and design, information networks and retrieval, operations research, and library serials and control systems, microfilm and technology, computer programming theory, and computer based retrieval systems can be incorporated in traditional classes such as reference and bibliography, cataloging and classification.

Subject Speciality Courses

The steady increase of subject speciality courses in library/information science curricula constitutes a major development in library programs. According to a study conducted by Lemke (1978), some schools are currently offering courses in subject specialities, such as medicine, theology, performing arts, geography and maps, law, archives, rare books, music, art, publishing, area programs, ethnic studies. Other subjects being taught by fewer than five schools included such social issues as drug information, gerontology, disadvantaged/handicapped, prison services, and urban programs. Approximately thirty schools offer joint programs with other departments, such as "Special Programs," "Double

Master's," or as "Interdisciplinary Programs." Such special course offerings fall into several patterns: courses offered in the school by a regular faculty member, by an adjunct lecturer (often a practitioner); in cooperation with respective subject departments; as electives from other departments; as part of a special program; or as special seminars. These programs evolved as a result of special information needs by professions (doctors, legislators, etc.) which have become complex to the extent that general reference and referral services are not able to provide adequate information (Lemke, 1978, pp. 286-287).

Other Observations and Recommendations

In a presentation in 1973, R. S. Taylor sets forth four general areas of curriculum concern. He identifies these areas as: information, people, technology, and research. Taylor maintains that there needs to be an interface among these areas and that library/information science education must change its goals, content, and context if it is to be effective, and perhaps even to survive. Taylor proposes course topics but after reviewing possible courses, skills, knowledge, and attitudes, he poses the same question raised by many of his colleagues. How can everything be crammed into a one-year curriculum? He concludes that in considering curriculum development, each institution must determine its own general objectives: research, development, or operations. In other words, each school must determine what capabilities its graduates must possess. He categorizes the possible professional careers as being in information science, information engineering, and information services. Basically, Taylor's observations/recommendations include the following:

1. No single school can or should cover in depth all of the suggested subjects. Perhaps, specialization among various schools could be accomplished without losing the generalist base.
2. Programs may need more than one year.
3. Admission standards and recruiting procedures should change drastically in order to recruit students who are bright, self-assured, articulate, and tolerant of ambiguity. The profession should see students who are numerate, literate, and already have a background in computers and in research methods.
4. Change will take time. Schools need to develop a base that allows for growth and change, without limiting itself to a single institution (the library) or a single format (the book) (Taylor, 1973, pp. 83-86).

In a later article (1979), Taylor identifies six general subject areas of concern as a framework for curriculum design and development:

1. information organization and retrieval;
2. the information environment;
3. information media;
4. systems and technologies;
5. research methods; and
6. information management.

He maintains that library schools cannot provide all of these six substantive areas alone although a good portion of what he suggests is represented in some library programs. He recommends that library

schools seek interfaces, mergers, or other methods of providing interdisciplinary content with computer science, management, industrial engineering, public communications, and others who also have a concern with the creation, production, dissemination, storage and retrieval of messages.

In a review of bulletins of ALA accredited schools from 1962 to 1977, changes such as the following were revealed: improvements in faculty qualifications (with the exception of experience), student admission requirements, career counseling, research projects, and facilities, including terminals and audio-visual equipment and materials. The addition of courses of technology, management (especially systems analysis), communication theory, and subject specialty courses are current major developments which are contributing to better qualified graduates and to a widening of the career spectrum (Lemke, 1978, p. 285).

IV. JOB PERFORMANCE EXPECTATIONS OF RECENT LIBRARY SCHOOL GRADUATES

The education of personnel in a field should reflect the demands of the profession (Mounce, 1978, p. 197). However, papers in the August 1977 issue of BASIS (Bulletin of the American Society for Information Science) indicate that the development of curricula for the preparation of practitioners lags dangerously behind market needs (Swanson, 1978, p. 148). Employing librarians have complained that they have difficulty in hiring recent library school graduates who are adequately prepared or equipped to handle the responsibilities of their positions.

Adequacy of Education for First Employment

The employment of an individual in a professional position is often the result of the best "match" between the competencies the individual has demonstrated (or believes he/she possesses) and the expectations an employer has stated in terms of functions. In most cases an adjustment between the professional and the position is necessary (Chisholm and Ely, 1976, p. 69). Employers need librarians who can perform as professionals on their first day of work (Atherton, 1972, p. 31). They frequently expressed problems which focus on the curricula as well as the educational and personal qualifications of individual graduates. Employers may complain that the graduate has not learned enough about what he needs to know or that he has learned what he has learned too rigidly (Asheim, 1954, p. 41.) Some specific complaints include:

1. Theory is taught without practical application.
2. Training is too general.
3. Graduates resent necessity to perform many levels of tasks, some considered unprofessional.
4. Automation and/or non-print materials were not adequately covered.
5. Needs of special libraries are either missing or inadequately covered (Usher, 1973, p. 441).

Ruth Rockwood (1960) conducted an inquiry into the adequacy of the training at Florida State University for the positions its graduates fill. Although Rockwood's study was basically a study of the graduates rather than the curriculum, there were certain implications relative to

curriculum evaluations. Rockwood's findings indicated that the demands and expectations of librarians range from the need for them to be skilled technicians, disciplinarians, media specialists, to researchers. This challenge to librarians has placed a great responsibility on library schools.

Two of the observations of existing library schools made by Williamson in the 1920's were that (1) even though library schools were doing good work, perhaps the programs were not flexible enough to meet the great diversity of requirements in the positions which many of the graduates accepted, and that (2) library school facilities were inadequate to prepare personnel in the higher ranks. In other words, Williamson reported that library schools were doing "good work" for certain levels or types of positions but were inadequate for others (Vann, 1971, p. 28).

Reece (1944) conducted a study to inquire whether librarian responsibilities called for competencies not possessed by library school graduates. He sought data by means of interviews primarily with employers and supervisors who had opportunities to observe considerable numbers of library school graduates. His questions were designed to ascertain deficiencies in knowledge and shortcomings in skills. Other questions probed for input on how skills could best be acquired as well as expected new activities or advances in present activities in the future (Reece, 1949). Although Reece conducted his inquiries in the 1940's with findings being relevant to that time period, the same concerns are still prevalent in the library profession.

Potts (1975), in a survey of the library literature between 1980

and 1975, found that job seekers should be aware there is a stiffening of requirements for the beginning library professional and that graduates need more and more advanced skills with languages, computers, or subject specialties. Potts' study focused on the stated expectations of characteristics or attributes employers tend to use in the selection process.

Creth and Hardens (1980) conducted a survey to clarify the requirements established for beginning librarians and to provide information on screening practices for reviewing candidates for entry level positions. The results of the thirty academic research librarians responding to the questionnaire reveal that top requirements were management skills followed by computer background, advanced degrees, and depth of subject expertise. A major implication for graduate library school curricula is that the basic library school program may not be adequate preparation for all types of libraries and professional positions. In addition to the need for continuing education programs, graduate students should see that their curriculum includes some basic course work in the areas of management, automation, research and writing.

Competencies of Job Seekers Versus Job Requirements

In order to determine the degree of overlap between the competencies of job seekers with requirements of positions available, Rafsnider and Mancall (1979) performed an analysis of job applications and job descriptions for academic employment. The data were collected from AASL placement books and the placement service. The data point up a shortage of academic personnel for the areas of information science and public librarianship which supports Lilley's findings that there is

a lack of qualified faculty members in certain areas in library schools. Other findings of Rofsnider and Mancall indicate that job requirements typically specify: (1) subject area competencies; (2) a combination of experience in teaching and professional library work; and (3) proven research ability. In recent years more emphasis has been placed on proven research ability with many jobs requiring all three types of experience. Because of the large number of possible competencies and the broad job descriptions listed by the schools it was difficult for the authors to determine or discuss exact overlaps of applicants with job requirements.

General Versus Specialized Education and Subsequent Positions

As mentioned earlier, there is some disagreement among educators and practitioners regarding the general education versus specialized education. On the other hand, the proponents of a general education argue that most students do not know what their first positions will be, or may change positions several times. Considering the nature of the current job market, the beginning librarian must be prepared to assume any type of entry-level professional position in any type of library. Beyond the knowledge and ability to apply the basics, it is often expected that the graduate will have competence in a specialized area or type of library. Rees maintains that a basic difference exists between individual courses in specialized aspects of librarianship and specialized programs. "A single course in library automation cannot be considered a program in information science. A specialized program is a cluster of courses assembled to form an integrated whole" (1976, p. 334).

A variety of elective courses supplement the basic core of most schools and are less uniform. However, the choice of electives often constitutes a problem for students who must decide in one basic year of study, the type of library for which they wish to prepare. Unfortunately, the choice is not always wisely made. Both the profession and the graduates are losers, if the choice of specialization in school was different from subsequent library positions.

Subject Specialization and Employment

Some of the studies and articles on library education focused on issues or concerns peculiar to a particular type of library or function, such as special librarianship, academic research librarianship, etc. However, most of the concerns and recommendations were similar; i.e., provisions to orient students to the library profession and to counsel them to a field of specialization; provisions for practical, on-the-job experience as opposed to the tendency to be too theoretical; extending the length of the program; the need for management and computer technology courses.

The findings of a comparison of job activities of recent graduates from National Library of Medicine (NLM) supported programs and non-NLM supported programs (Fink, 1973) revealed that all graduates were heavily engaged in traditional library activities. However, graduates of NLM-supported internship programs were significantly more involved with activities related to applications of automated data processing, computers and computer programming, library administration, and design implementation/preparation activities. They were also averaging higher salaries, more apt to be working in a medical library, and were more

likely to be involved in research or development activities. These findings indicate certain advantages of specialized training in librarianship, especially in some areas.

Functions of Librarians and/or Information Specialists

Findings in a survey conducted by Lilley (1969) indicate that functions of librarians and information specialists are basically the same. The author's findings were based on the results of interviews in ten scientific information centers, two university libraries, and five accredited library schools. The purpose of the study was to determine:

1. what information specialists do;
2. what skills and knowledge are needed to perform their duties;
3. which areas of knowledge require formal education; and
4. to what extent the accredited library schools offer the education needed by librarians and by information specialists.

Lilley identified thirteen areas of knowledge (p. 2) as being indicative of a basic graduate program for information specialists. The five library schools surveyed offered all of the areas of knowledge indicated to some degree, but some of the schools lacked either the necessary combinations and concentrations of areas of knowledge or lacked qualified faculty for certain areas. The findings of the study include the following:

1. the functions of librarians and information specialists are the same;
2. there is a common body of knowledge needed by both librarians and information specialists;

3. formal education in the uses of reference works and in efficient information retrieval is desirable;
4. formal education is advocated for the thirteen areas of knowledge identified as being basic for information specialists; and
5. there is disagreement among library school deans as to what areas of knowledge are library science and which areas are information sciences.

Lilley concludes that ". . . accredited library schools are capable of assuming full responsibility for the professional education of information specialists who are to work in scientific information centers" (p. 217), and that they should take the lead in updating their programs to incorporate education for all types of information specialists.

Unique Concerns of School Librarians

Some of the concerns identified by Potts (1975) were unique to school librarians, such as the feeling that their administrators and teachers did not understand their job, the need for more "hands-on" work with audio-visual equipment, and school discipline problems.

Charlotte Mugnier (1979) also addressed issues facing school librarians. School librarians are usually employed and supervised by school administrators whose basic training and experience is in education. State departments of education prescribe courses and, in some cases, specify competencies required, through certification requirements. School librarians often manage "one-person shops" and have little opportunity for on-the-job learning. Consequently, this presents

a problem to library schools regarding whether to allow time in the curriculum for teaching the most technical and procedural matters to the incipient school librarian. School administrators often lack a concurrence on appropriate responsibilities for school library/media personnel and expectations may vary from that of study hall supervisor to that of planning consultant.

Mugnier concludes that library schools should continue to offer the master's degree with a school library track, but the curriculum should be restructured to assure competencies that are compatible with professional librarianship. Perhaps, library schools should work toward establishing interdisciplinary degree programs utilizing the resources of the entire university.

Concerns and Suggestions of Practicing Librarians

The purpose of a study by Cornell University Library (1972) was to gather data from practicing librarians to evaluate library school curricula and to solicit suggestions for its improvement. Librarians surveyed were representative of graduates from different library schools. They were asked to indicate their perceptions of the most interesting course taken in library school, to rate the usefulness of the course to their present job, and to rate the usefulness of their library school curriculum. Thirty-four different library schools were represented by the eighty-seven librarians who responded to the questionnaire. Results revealed that reference and history of books were the two courses considered most interesting. Subject matter and instructor were the main reasons why they thought these courses were interesting. The scales used to rate the most interesting class as well

as the overall curriculum indicated that these classes were not highly useful to the present jobs of many of the respondents. The need for including management in the curriculum was mentioned by a high percentage of the respondents.

The Drexel study (Marian, 1970) was similar to the Cornell study, but it was limited to 1966-1968 graduates of their library school who were employed in urban public libraries. The findings indicated the primary concern about library school preparation was in the area of community services. Reference courses were listed as the most useful required courses while cataloging and book selection were thought to be the least useful. Other findings indicated that supervised field work was valuable for those without previous library experience. Respondents criticized some members of the faculty for not keeping current with the profession while other faculty were praised for their innovative teaching methods, such as role playing and the use of video taped simulation exercises.

Bowen (1976) conducted an interview survey to discover types of library positions and backgrounds of practicing librarians; their opinions of the usefulness of courses they took in library school as well as areas needed but not covered in library school; their opinions on field work, length of program, and required courses; and their assessment of the overall quality of their library education. Bowen's sample was limited geographically to the southern San Francisco Bay Area, but the sample included librarians from academic, special, and public libraries.

Results of Bowen's study indicated that librarians felt that

their education was adequate for their jobs, that field work was beneficial, and that a core curriculum of basic reference and cataloging was favored. Unranked suggestions for improvement in library school curricula included:

1. more effective use of time, teaching techniques;
2. better balance between the practical and theoretical;
3. importance of instructors keeping current; and
4. more course work in management, automation, and specialized areas such as acquisitions and serials.

In 1975, Vance et al. conducted a Delphi study on the future of library education as perceived by experts in the field. The participants indicated strong support for the identification of library competencies and the development of competency-based library education programs. They were also hopeful and optimistic that program objectives would include a general education for a variety of positions (not necessarily institution bound) with an emphasis on acquisition, organization, and transfer of information. The participants also expressed a desire for an integration of library science, information science, and educational media programs. Curriculum concerns identified included: the need to reach basic agreement within the profession on the content of a core for the master's degree; more emphasis on research, communication theories and expertise, social environment of the library, automation; opportunities for studies in adjunct fields; and the inclusion of practical experience. It was interesting to note that the responses revealed a large gap between what the respondents felt was highly desirable and what was highly possible.

Foskett (1976) conducted a survey of seventy schools of library and information science in thirteen countries. The survey pointed up the need for improving the curricula to keep pace with technological advances. Of more concern is that graduates are often "ignorant of actual practice and incapable of participating in it without considerable retraining" (p. 6). Suggestions for improvement included:

1. library educators should keep close contact with practicing librarians and information workers; and
2. library schools should incorporate the use of part-time teachers who are also practitioners.

The results of a study by Parr and Done (1979) indicate that the philosophy and social context of libraries, library skills, administration, personal and interpersonal relations and specialization are major library education concerns from the viewpoint of library practitioners in all types of libraries. R. S. Potts (1975), in a follow-up study of seventy-seven graduates of Glassboro State College in New Jersey, also identified some of their library education concerns as library practitioners. For the most part, the graduates of Glassboro felt their program was practical, but identified some concerns such as the need for library experience prior to graduation and the importance of public relations.

Although Kortendick and Stone's study (1971) was limited to continuing education, the methodology and results of the study are noteworthy. The data for the study were obtained through a questionnaire mailed to 365 federal librarians with graduate degrees in library science. The questionnaire was designed to obtain personal, educational,

and professional backgrounds of the respondents, what job activities they are expected to perform, what deficiencies exist in their training, and particularly what are their needs and interests in further study. Input was also solicited by interviews with top level library administrators. Results indicated that course work is especially needed in the areas of (1) automation, (2) administration and management, and (3) specialized library subjects.

Responsibilities of Library School and Employer

Asheim (1954, p. 45) maintains that the educational program prepares the student to become a librarian: it cannot turn out a completely expert librarian upon graduation. It then becomes the responsibility of the employer to provide on-the-job training which will expand the beginning librarian's basic introduction to the job. Library schools can provide principles, theory, and general overall attitude, but it is the employer who must adjust the new employee to the particular situation and continue his/her professional growth. However, the new graduate who accepts a position in a small or one-man library will not have this luxury of additional training (Asheim, 1954, pp. 46-47).

Experience on the job is the only way to master the specific skills and knowledge familiar to a particular situation (Clouse, 1979). However, this is not to say that library science educators, administrators, and professional librarians do not need to keep abreast of modern developments in order to assure that the beginning librarian may operate at a maximum level of productivity and usefulness. On the contrary, individuals must be prepared to meet initial job expectations and at the

same time possess the understanding, skills and knowledge base required to meet job expectations which occur at a later point in their career (Purcell, 1979, p. 4).

Janice Keck (1979) maintains that the beginning librarian may at first be disenchanted with his library school education, but after a few months or a year begins to be aware of the concepts and theories behind the daily workings of the job. This may be an indication of the need for field experience or some type of on-the-job training to help students to prepare for initial job expectations. But there will always be specialized routines and procedures that must be learned on the job.

V. THE UNIVERSITY OF TENNESSEE LIBRARY EDUCATION PROGRAM

The Graduate School of Library and Information Science, The University of Tennessee, Knoxville, provides an ALA accredited library education program leading to the preparation of librarians for work in all types of libraries. The program of study consists of a graduate curriculum leading to the degree of Master of Science in Library Science.

Historical Background

The University of Tennessee began its first library education program in 1928 with the creation of an undergraduate program for school librarians. The program remained undergraduate until 1958 when the Department of Library Science was authorized to begin offering the degree of Master of Science with a major in instructional materials. In 1971 the Graduate School of Library and Informational Science (GSLIS)

emerged and was authorized to offer a program leading to a Master of Science in Library Science, or the MSLS degree.

The present GSLIS, an ALA accredited general-purpose library education program, exists primarily as a result of needs expressed within the State of Tennessee for a publicly supported program. Originally, the only accredited library service program in Tennessee was at the George Peabody College for Teachers, a privately supported and relatively expensive institution. The University of Tennessee's Graduate School of Library and Information Science was accredited by the American Library Association in January of 1974. However, accredited status was retroactive for all graduates of the school since its establishment in 1971.

In 1977, the GSLIS began a self-study in preparation for its 1979 ALA reaccreditation visit. The school used the self-study as an opportunity to evaluate program quality and consider appropriate change. The following are four of the methods utilized to examine the program:

1. In 1978, a Board of Visitors comprised of experienced librarians of national stature were invited to evaluate the program. The visitors examined the school's long-range planning document and current bulletin and spent time with faculty members and students. Although the self-study indicates the visit was successful and beneficial, the specific changes suggested by the visitors and incorporated by the GSLIS faculty were not enumerated.

2. A questionnaire was prepared by John Knightly, a GSLIS faculty member, and sent to all graduates of the program through fall, 1977. The information gathered was used in evaluating the school's

program. The response rate was 38 percent. The questionnaire's intent was to answer the utility or the degree to which courses were immediately helpful on the job.

3. A questionnaire was also given to each student enrolled in the school during the winter and spring, 1978 quarters. The primary purpose of this questionnaire was to determine any duplications of content in two or more courses as well as the exclusion of expected information in certain courses.

4. Another questionnaire was sent to all identifiable employers of the school's graduates. The response rate was low, but the data gathered indicated that graduates were well-prepared and identified ways in which the preparation might be improved. The questionnaire gave each employer an opportunity to contact the school and discuss the program.

The activities and curriculum of the GSLIS have undergone many reviews and changes since its inception. For instance, the number and range of courses have increased significantly with the greatest changes resulting in the alteration of content of many courses to better meet the developments occurring in the profession. "To date, the strengths of the curriculum have been in school librarianship, children's materials and services, public library services, collection development, and reference services" (Purcell, 1977, p. 91). In addition, the school has increased technological resources within the school and offers separate courses in information science as well as the integration of concepts of information science with the rest of the curriculum.

The school has been prominent in public service activities, such as sponsoring conferences and workshops as a means of providing

continuing education experiences, editing library-related publications, and accepting elective and appointive positions in professional organizations. Faculty members have also been active in consulting and accrediting activities. Writing and research output since 1970 includes two books, several journal and encyclopedia articles, and other writings.

Program Goals and Objectives

The following are the stated goals and objectives of the GSLIS program as presented in the 1979-81 school announcement:

The goal of the Graduate School of Library and Information Science is to prepare graduates to function effectively in libraries and information centers within the state, region, and nation. This is to be achieved through a graduate level general purpose library and information science program which includes some emphasis on the provision of continuing education opportunities and experiences which will renew and strengthen professional competency in the field.

The objectives of the Graduate School of Library and Information Science are underlined below. The implication or specification of each objective appears after the objective statement.

1. To enable students to examine critically the role and function of libraries and information centers in our society, and to define and redefine that role as the needs of society demand. Graduates will be able to identify, analyze, develop, and implement policies and procedures related to concerns such as intellectual freedom and cooperation among libraries and information centers; and to determine the allocation of resources for the provision of informational and recreational materials. The graduate should be aware of the broader information environment within which libraries and information centers are located.

2. To enable students to understand and use the concepts and procedures related to the selection, acquisition, organization, and dissemination of knowledge. The graduate needs to understand that informational or recreational services should be a part of a systematic design that begins with the identification of user needs and concludes by making appropriate materials accessible both intellectually and physically. The graduate needs to be aware of the appropriate use of technology

and how that can impact upon library/information center policies, procedures, and services.

3. To enable students to understand and apply the principles of management to the library and information center. The graduate needs to understand how available resources can be managed to insure that appropriate needs are met as effectively as possible. The graduate needs to be able to plan and evaluate.

4. To enable students to assume individual and collective responsibility for the well-being and development of their profession and of professional service. The graduate should know how to set professional goals, how to identify issues relevant to the profession and the service it provides, and how to utilize professional organizations to accomplish such tasks.

5. To enable students to make informed assessments and decisions regarding various career opportunities in libraries and information centers. The graduate should have a realistic understanding of placement opportunities as well as being able to seek employment in an effective, professional manner.

Master of Science in Library Science (MSLS) Program of Study

In the course of study students are exposed to various ideas about the role of libraries and information centers in society and the processes by which knowledge is communicated through the medium of the graphic record. Students acquire a familiarity with the bibliography and the literature of various subject fields and are expected to develop the ability to evaluate and use various types of print and non-print materials. Students are also introduced to current concepts of management of library operations and services.

The Master of Science in Library Science (MSLS) program consists of 51 quarter hours, 21 of which form a core curriculum required of all students. The core includes the following six courses: 4140, 4270, 4330, 5200, 5300, 5500.

The core courses were devised in an attempt to present basic skills and activities needed to function effectively in any library setting. In addition, a variety of electives provide an opportunity to broaden and enrich basic competencies. While the Director and many of the faculty members maintain that tracking or specializing in a particular type of library is not encouraged as a rule, students tend to take courses relative to a desire or interest in a particular type of library, i.e., public, academic, school, special, etc. However, there

are no existing lists which indicate that an aspiring academic librarian should take certain courses while the public librarian should take other electives. The faculty maintains that "the focus is on educating librarians rather than types of librarians." However, it is recognized that students may have an emphasis on a type of library or type of library activity (i.e., reference, cataloging, schools, etc.), but stress that this should be the result of careful negotiation between student and advisor.

Although some objectives may be met in a particular course, certain objectives are accomplished throughout the student's program on a gradual and cumulative basis. The professional growth that occurs is variable and cumulative depending on student ability, interest, and electives chosen. Although student ability and aptitude are important, they are not being addressed in this study.

List of Courses in the MSLS Program

*4140	Libraries and Librarianship
4150	School Library Administration
*4270	Organization of Library Collections
*4330	Introduction to Reference Materials
4750	Utilization of Instructional Media
5000	Thesis
5110	Problem (Independent Study)
5120	Problems in Library Science/Course
5130	Problems in Library Science/Course
5140	Research Methods in Library Science
*5200	Subject References and Bibliography
5210	Sources and Services for Social Sciences
5220	Sources and Services for the Natural Sciences
5230	Sources and Services for the Humanities
5240	Organization of Library Collections II
5250	Government Publications

Core classes are indicated by an asterisk ()

5260	Government Publications
6270	Legal Bibliography
*5300	Library Management
5310	Library Systems and Services
5320	Library and Information Networks
5330	Academic Libraries
5350	School Libraries
5360	Technical Libraries and Information Centers
5370	The Library in the Community
5380	Seminar: Academic Libraries
5380	Seminar: Public Libraries
5380	Seminar: School Libraries
5380	Seminar: Special Libraries
5400	Library Facilities
*5500	Principles of Materials Selection
5510	Multimedia Resources of Libraries
5520	History of Books and Printing
5530	Contemporary Publishing
5540	Special Collections--Archives and Rare Books
5600	Reading Guidance for Children and Young People
5610	Mass Communications and the Library
5620	Traditional Literature and Oral Narration
5630	Critical History of Children's Literature I
5640	Critical History of Children's Literature II
5691	Advanced Production of Audiovisual Software
5700	Automation of Library Processes
5710	Introduction to Information Science
5720	Information Systems Analysis and Design
5730	Information Retrieval Systems Laboratory
5999	Practicum

Core classes are indicated by an asterisk ()

Although some students may enter the profession in jobs at entry-level positions, others will enter positions above that or be elevated to positions of responsibility. The importance of providing and encouraging continuing education is recognized, but due to limited resources, the school has not been very active in this area.

Practicum

A MSLS candidate may elect to take from 6-12 quarter hours as an interim in a directed practicum experience in a participating academic, public, school or special library.

The practicum is available to the student who enters the program without previous or adequate library experience and who can justify the practicum experience as an integral part of his program of study. It is also available to the student who chooses a career goal for which little or no formal course work exists.

Consent for practicum experience must be obtained from the faculty advisor, the faculty practicum coordinator and the director of the school.

Independent Study

Students are encouraged to develop research competencies via directed independent study. The Problems in Library Science sequence offers the student the vehicle for such in-depth study. Consent for independent study must be obtained from the faculty adviser and the director of the school who designate a member of the faculty who directs the study.

Comprehensive Examination

A written comprehensive examination is given to MSLS candidates the last quarter before graduation.

The comprehensive examination plays an important role in the student's educational experience because it integrates and focuses knowledge gained from courses, work experiences, professional reading, meetings and colloquia, and contacts with those working in the profession. Questions asked reflect broad educational experiences and encourage the student to integrate knowledge rather than reply within the framework of a particular course or instructor. Questions relate to more than one course, focusing on broad professional concerns rather than the philosophy of a particular instructor or the content of a particular course.

Thesis/Non-Thesis Option

Nine quarter hours are allowed for students who elect the thesis program. An oral defense of the thesis substitutes for the written comprehensive examination.

Students electing the non-thesis program may substitute course work for the thesis. The total number of quarter hours must be at least 51 regardless of the option taken.

School Library Endorsement

The MSLS program offers courses for the graduate student seeking endorsement in the area of school librarianship.

Courses offered fulfill the minimum requirements of the State of Tennessee for school library endorsement, K-12. Reciprocity certification agreements exist with many states. Endorsement in school librarianship assumes the existence of a valid teaching certificate. Graduate students who do not hold valid teaching certificates may elect to meet teacher certification requirements through course work in the UT College of Education. This course work may be taken concurrently with course work in the MSLS program but the credit hours may not be used to fulfill the 51 credit hours requirements for the MSLS degree.

Courses required for the 27 hour endorsement: 4140, 4150, 4270, 4330, 5500, 5600, 5640. 5350 may be substituted for 4150 provided the student has completed 5300.

Current and Possible Future Curriculum Action

On April 27, 1981 the GSLIS Curriculum Committee completed a report on the Information Science curriculum area with recommendations for faculty action. The report was the result of a year-long investigation to examine the current GSLIS curriculum in Information Science/Management (IS/M). An on-going Information Science Advisory Committee (ISAC) composed of University and surrounding information personnel was appointed by the GSLIS Director. Each member of the ISAC was chosen to represent and balance strengths that would contribute to the Committee's purpose to interact with, aid, and advise the school on matters related to IS/M. The GSLIS Curriculum Committee, ISAC, and a consultant, Dr. Charles Davis, University of Illinois, were the three parties who primarily addressed eight questions of concern. The views of these three parties make up the substance of the report. The three inputs were combined, reconciled, and integrated into a proposal to the GSLIS faculty (Report/Curriculum Committee, April 27, 1981). Consequently, the following curriculum changes represent the immediate results for action taken by the faculty to strengthen the GSLIS Program in

Information Science Management. These changes have been approved by the UT Graduate Council and will be effective winter quarter, 1982.

Courses to be Added

5515 Serials (3)

Serials collections with an emphasis on selection, acquisition, bibliographic control, process, storage, maintenance, and public service.

5725 Organization of Materials for Information Storage and Retrieval (3)

An introduction to the principles and techniques involved in the organization and description of materials for input to information storage and retrieval systems. Includes indexing, abstracting, document representation, thesaurus construction and maintenance, and related topics. Prereq: 5710 or consent of instructor.

5750 Information Technologies (3)

An introduction to computer-based and non-computer related media and methods for information storage, retrieval, and transfer within and external to the library environment, emphasis on existing and prototype hardware and software as well as the interfacing of these technologies. Prereq: 5700 or consent of instructor.

Revised Course Titles and Descriptions

5510 Nonbook Resources (3)

Selection, processing, storage and utilization, with special attention to films, video technology, sound recordings and microforms as information media.

5520 History of the Book (3)

The history of writing and various methods of bookmaking from the earliest times through the 19th century.

5540 Archives and Manuscripts (3)

Problems involved in acquisition, organization, description, storage preservation and utilization.

5250 Government Publications I (3)

Acquisitions, organization and utilization of U.S. Federal Government Publications; including those of the legislative, executive and judicial branches.

5260 Government Publications II (3)

Acquisition, organization and utilization of the publications of state and local governments in the United States as well as the publications of foreign governments and intergovernmental organizations such as the United Nations, UNESCO.

5700 Automation of Library Processes (3)

Introduction to basic computer concepts and operations with their applications to basic library operations such as acquisitions, catalogs, circulation and serials.

5720 Information Systems Analysis and Design (3)

An examination and evaluation of the tools and methodologies utilized in library/information center systems planning and implementation. Includes the role and training of the systems analyst, the systems study from planning through implementation and evaluation, and related topics.

Revised Title

5310 Multitype Networks

Revise the number of hours required for the core from 21 hours to 24 hours. Include within the core:

5410 Research Methods in Library Science (3)

Although the foregoing represents a first step in curriculum review and changes, a number of issues addressed remain unresolved. The immediate, unresolved issues of the school's program in Information Science/Management include questions relating to (1) programming skills, (2) statistical competence, and (3) the user and information systems (Curriculum Committee Report, 1981).

VI. SUMMARY

The literature indicates that library students, library school faculties, and practitioners are engaged in reassessing the demands of the library profession and a relevant education. Lowrey (1972) describes the importance of curriculum change "as a forerunner to progress based on a re-evaluation of existing objectives and programs, experimentation with alternatives and bold innovations which have potential" (p. 247). Curriculum change does not imply that all curriculum as it presently exists is under attack. The addition of new courses, the integration of new concepts, the incorporation of computer-assisted instruction and research projects in library schools indicate efforts library schools have taken toward growth and change. Special topics such as communication and behavioral science, information retrieval, library automation, systems analysis and design are beginning to form a new core of library science.

Each library school must be responsible for the development of programs which will provide the skills and knowledge necessary to carry out specific roles as well as the concepts and attitudes which will lead to the identification of future educational needs. Curriculum improvement is much more than a rearrangement or redeployment of traditional elements of the library program. This kind of change is best motivated by questions about why certain things are taught and what conceptual relationships they have to future, successful performance. "There is no way for learning to encompass all there is to know, there is no way to learn and there is no saturation point in education" (Lowrey, 1972, p. 253).

Related studies in the field of librarianship are fairly numerous in the areas of library education and library school curriculum, but with less emphasis on follow-up studies of graduates who are practicing librarians (Rockwood, 1960). A review of the discussions, questionnaires, and other formal and informal investigations over the years by a variety of library schools and other agencies reveal that the attitudes of recent library school graduate toward their professional training are varied and contradictory (Shera, 1982, p. 254). Furthermore, the proposals of any one library educator or practitioner may be unacceptable by equally qualified colleagues.

Studies indicate that librarianship is tending to represent a pattern of variety rather than uniformity. Not only have materials increased in amounts and kinds, but libraries, too, have increased in number, size, and diversity. Consequently, demands are imposed on library schools to develop a curriculum to meet the demands of both diversity and uniformity. Complete standardization in library school curricula is neither sought nor considered desirable. Although competency must start with the library schools, library science educators, administrators, and practicing librarians conclude that a combination of theory and basic concepts of librarianship, acquired in library school, and practice, acquired on the job, is necessary to make a good professional librarian.

None of the foregoing recommendations represent a particularly new or startling proposal in the field of education for librarianship. Most of them have been voiced at one time or another by members of the

profession. There does appear to be a need for better articulation and exchange of information between the schools and the field.

Many of the problems of the library profession in the early days are not yet completely resolved. Some of these problems are still being explored. Among them are: where library and information science should be within the structure of higher education; the proper balance of theory to practice, of technique to principle, of generalism to specialism; and the problem of job placement in the profession in relation to preparation; and the existence of a core curriculum. There is a certain uniformity in core curriculums in the various schools, but there is little uniformity in the electives offered (Rockwood, 1960, pp. 42-43). Library schools have common purposes but each should be able to serve its own specific purposes and reconcile its obligations to the profession of librarianship.

The limited amount of literature available on the GSLIS program at The University of Tennessee tended to focus on program goals and achievements, program strengths, and steps taken toward improvement. Since 1975, little change can be noted in course titles or descriptions. Most changes have resulted in alterations in course content as an effort to meet developments occurring in the profession. To date, the strengths identified have been in school librarianship, children's materials and services, public library services, collection development, and reference services. Tracking has not been encouraged. Practicums have largely been at the request and justification of students except in areas where a limited number of classes are available, i.e., law or medical libraries.

The current program reflects increased technological resources within the school, the addition of separate courses in information science, and an integration of concepts of information science within the overall curriculum. Three new courses, revised course titles and descriptions, and one required core class are curriculum changes which have recently been approved and will be effective winter quarter, 1982.

Even though the literature review revealed several studies which parallel the present one somewhat in purpose of methodology, none were found that replicated the study in population surveyed, selection of questions, or recency of study. For the most part, of the studies reviewed, the ones included here represent those which are relevant to the present study or they pertain to problems which are still of considerable importance or influence. The studies have been of value in determining issues and recommendations in library education and curriculum development, job performance expectations of recent library school graduates, The University of Tennessee GSLIS program, and research survey techniques.

CHAPTER III

METHODS AND PROCEDURES

I. INTRODUCTION

The main purpose of the study was to assess the adequacy of the GSLIS curriculum as preparation for competency in first professional positions as perceived by graduates of the program. Another purpose was to identify key concerns and recommendations of GSLIS graduates who have had an opportunity to apply their education. A number of activities were necessary in order to implement the study. The aggregation and sequencing of those activities comprise the research methodology. The methodology included: (1) a review and analysis of the literature; (2) selection of population and sample; (3) construction of the instrument; (4) data collection; and (5) data analysis.

II. LITERATURE REVIEW AND ANALYSIS

The review of literature was an important aid throughout the research project. It served as a basis for the study by providing information about previous research, identifying unresolved issues in the field, and highlighting current trends and their impact on the profession. Consequently, the literature search also provided direction for the development of the research questions and for the subsequent preparation of the research instrument. The review of related dissertations also provided some insights into the application of research design.

A number of literature searches using several different strategies and data bases were conducted over a period of two years. The first literature search was performed in June, 1979 using data bases from Lockheed's DIALOG and System Development Corporation's ORBIT, e.g., ERIC and LISA. An additional automated search was performed in November, 1980. In conjunction with the automated searches, standard bibliographic indexes to education and library science resources were manually searched to validate the automated searches and to keep abreast of current publications.

The faculty of the Graduate School of Library and Information Science, The University of Tennessee, Knoxville, furnished additional materials, such as copies of published and unpublished reports, surveys, books and articles. The faculty also provided assistance in other aspects of the research, such as reviewing the literature section and questionnaire items. A continuing dialogue existed between the researcher and members of the faculty. They were especially helpful in verifying procedures and practices of the school and in clarifying questions about the program.

III. SELECTION OF POPULATION

The population used for this study included all University of Tennessee graduates of the GSLIS program from 1975-1979. It was felt that individuals graduating before 1975 might have difficulty recalling some aspects about their preparation and their job entry level experiences and that program emphasis may have been different. On the other hand, students graduating after 1979 may not have had enough time

on the job to adequately answer the research questions. Using a five-year period provided a population large enough for analysis.

By including all graduates for the 1975-1979 time period, it was expected that respondents would include practitioners in all types of libraries or information related occupations. Representation from each type of library was germane to determining the effectiveness of a "general purpose" library and information science program such as the one at The University of Tennessee.

IV. CONSTRUCTION OF INSTRUMENT

Early in the development of the research project, descriptive research was selected as the methodology. J. W. Best (1977, p. 116) characterizes descriptive studies as those concerned with existing conditions or relationships, current opinions or processes, obvious effects, or trends that develop. The purpose of the study was to determine the perceptions of University of Tennessee graduates relative to (1) the appropriateness of the GSLIS curriculum, (2) the relationship of their GSLIS program to job performance in their first professional position, and (3) concerns and recommendations which may need to be addressed by the curriculum committee. Two major intents of descriptive research are: (1) explaining current conditions and practices; and (2) enabling people to make plans for improvement of conditions which already exist (C. V. Good, 1972, p. 208). Thus, a descriptive survey investigation provided an appropriate means of addressing the three major questions which guided the study.

Design of Questionnaire

This research required a means of gathering a broad range of data from 291 possible respondents over a wide geographical area. A mailed survey questionnaire was the most feasible method of gathering the data. The design for the questionnaire was guided by ascertaining the responses needed to answer the three major research questions. Development of the questionnaire for this study began simultaneously with work on Chapters I and II in the fall of 1980.

Initially, checklists and questions for possible use in the questionnaire were partly derived from the literature review, such as The University of Tennessee's GSLIS Announcement, Kortendick and Stone's Job Dimensions and Educational Needs in Librarianship (1971), Danton's Between M.L.S. & Ph.D.: A Study of Sixth-Year Specialist Programs in Accredited Library Schools (1970). Other questions were selected from Knightly's "GSLIS Alumni Survey" (1978) as a follow-up and expansion of that study. Although potential questions had been selected with the three major research questions as a basis, each question was then matched on a matrix to determine its potential usefulness in addressing one or more of the major questions or if it supplied related demographic information. A second matrix was used to match each question with all other questions to eliminate redundancy. Redundant, unclear, and unnecessary questions were omitted or modified as appropriate.

The questionnaire consisted of items that required respondents to provide demographic and background information relating to their academic preparation and first job experience. Other specific and general questions were used to gather information concerning the scope

of their first positions, whether or not they specialized, their perceptions of the usefulness of their GSLIS curriculum, their satisfaction with their preparation in their professional positions, and their suggestions for GSLIS program improvement.

The instrument was then designed for ease in answering questions by structural format, i.e., questions requiring a check by appropriate responses were clustered. Checklists were used where possible because they provided uniformity of the data collected and were more amenable to analysis. Also, checklists made it easier to respond to items listed instead of trying to recall activities. An attempt was made to require a minimum amount of the respondent's time by limiting the number of questions so they would not be so formidable that they would reduce returns. However, in many of the items the respondent was given an opportunity to check an "other" category and/or "specify" a response not provided. Two open-ended questions were also included to provide the respondents with an opportunity to respond without the aid of prompts. These techniques were employed to help alleviate potential bias or leading of the respondent. Open-ended questions are also of value in obtaining relevant data not specified by one of the question items, e.g., the final question asks for the respondents to share any additional comments concerning the GSLIS curriculum.

Validation of Instrument

The data gathering instrument was subjected to two pretests before the questionnaire was finalized. The first instrument, Pretest A, was field tested by two co-workers who were also graduates of the GSLIS program at The University of Tennessee during the same time as the

sample population. It was felt that the contributions of these two people to the study would be greater in the pretesting phase than in the actual survey. Therefore, they were asked to complete Pretest A and scrutinize it and the cover letter for clarity of directions and questionnaire items, appropriateness and arrangement of content, redundant or missing items, and time necessary to complete the questionnaire. Based on their written comments and interviews with them following the pretests, the questionnaire and cover letter were revised. Redundant, unclear, and unnecessary questions and directions were omitted or modified. Records management was added as a job function. To remove potential bias, these two graduates were not included in the sample population. A copy of Pretest A and the cover letter are included in Appendix A.

A second field test was conducted using peers and co-workers with expertise in research, by GSLIS and Curriculum and Instruction faculty members, and by GSLIS students graduating from The University of Tennessee before (two), during (seven), and after (one) those selected for the study. Graduates participating in Pretest B who qualified as part of the sample population were not included in the actual survey.

Pretest B was printed on orange paper, folded and given or mailed to the pretest population. The selection of the pretest sample was based on geographic proximity to ensure a timely response and telephone or personal follow-up discussions. The pretest sample was asked to respond to the questions, indicate the amount of time involved for

completing the questionnaire, and then to comment on format, content, clarity, and relevancy of each item and the cover letter.

The dissertation committee and other experts in the fields of curriculum, research, or library and information science reviewed the questions and provided assistance in determining the final form of the questionnaire. Input from Pretest B was synthesized and the results indicated a few minor changes: i.e., adding a category to Item 1; eliminating verbiage from Item 2; refinements in job functions listed for Items 3, 4, and 5; and providing more space for final open-ended response.

The final version of the questionnaire was printed on orange paper (a color identified with The University of Tennessee) to attract attention. Appendix C contains a copy of the final questionnaire and cover letter. An analysis of the pretest data results confirmed that the construction of the questionnaire was appropriate for obtaining desired information and that the Statistical Package for the Social Sciences (SPSS) was adequate for data analysis.

V. DATA COLLECTION

The questionnaire, together with a cover letter and reply-paid envelope, was mailed to 246 of the 291 individuals who completed the GSLIS program during the years 1975-1979. Current addresses were not available for twenty-six of the graduates. Twenty-eight others were also returned not completed due to incorrect or no forwarding address. Nineteen graduates were not included for miscellaneous reasons, such as participated in pretesting, received too late for data processing, or

had never been employed in a library position. A letter of reminder was mailed to 153 graduates along with a second copy of the questionnaire and reply-paid envelope (see Appendix D).

By the cutoff date, 134 of the 246 questionnaires mailed had been completed and returned, or 54 percent. The returned questionnaires were examined for completeness; responses were scrutinized to ascertain if the respondents had worked in a library or information science related position and to check the respondents' adherence to instructions. Based on this check, it was determined that six were not usable. This left 128 (44 percent of the total number of graduates for time period surveyed) questionnaires which met all the criteria and could be analyzed.

It is worthwhile to note that the number of returns ranged from 37 to 50 percent of the total number of graduates per year surveyed. This constitutes a relatively uniform sampling across the years which is shown in Table 1. The variability of percentage of returns between the different types of libraries representing first employment ranged from 22 percent to 31 percent among the four major categories established after an analysis of the responses (see Table 2). The foregoing analysis suggests that, in general, the final sample is representative of those occupying library positions in different types of libraries as well as each of the years surveyed. The final questionnaire contained five categories or types of libraries. These included:

1. school (K-12);
2. public;
3. academic (college or university);

TABLE 1

DISTRIBUTION OF POPULATION AND USABLE RETURNS BY YEAR GRADUATED

Year Graduated	Number in Population	Number of Usable Returns	Percentage of Usable Returns
1975	54	20	37
1976	53	21	40
1977	64	26	41
1978	72	36	50
1979	48	23	48
Data not provided		2	
Total	N=291	N=128	44%*

*The number of usable returns (128) represents 44 percent of the total population (291).

TABLE 2

DISTRIBUTION OF USABLE RETURNS BY TYPE OF LIBRARY
IN WHICH RESPONDENTS WERE FIRST EMPLOYED

Type of Library	Number of Usable Returns	Percentage of Usable Returns
School	40	31
Academic	31	24
Special/Other	29	23
Public	28	22
Total	128	100%

4. special (law, medical, etc.) SPECIFY;
5. other organization SPECIFY.

The content analysis of the write-in responses indicated there were duplications in the category labeled as "Special" and the one designated as "Other Organization." Therefore, the two categories were combined and labeled as "Special/Other" for data analysis and reporting purposes.

VI. DATA ANALYSIS

Usable returns were assigned a sequential number and separated into categories by type of library in which respondent was first employed. All write-in responses were grouped by questionnaire item numbers and typed for ease in performing the content analysis. All other responses and pertinent demographic data were coded and recorded for computerized statistical analysis using SPSS and The University of Tennessee computer facilities and services.

Content Analysis

Content analysis procedures were used to examine the data collected by questionnaire items which called for write-in responses. According to Berelson (1971), content analysis is a "research technique for the objective, systematic, and quantitative description of the manifest content of communication" (p. 18). It may involve classifying free responses data into categories. Data categories already established in other questionnaire items or derived from the literature search were used where possible, e.g., checklist of job functions and issues/concerns of the profession. Content analysis was appropriate for

analyzing and summarizing free responses in order to depict and describe prevailing opinions and suggestions of the respondents. It also served as a means for discovering the relative importance or frequency of interest in specific areas or concerns. Content analysis provided a basis for making inferences about relationships between two or more characteristics. Frequency tables, figures, and cross tabulations were used to summarize the content analyses.

The Analysis Process

The raw data were compiled, analyzed, and interpreted in order to synthesize and understand their meanings and implications. Responses to each data item were broken down into constituent parts and the data manipulated and interpreted in order to obtain answers to the three major research questions underlying the survey project. Data manipulation was accomplished by using data categories already established during development and construction of the questionnaire and categories resulting from the unstructured responses to the open-ended questions. Additional categories were established for summarizing responses within categories when they were sufficiently similar and between categories when responses were substantively different, e.g., write-in reasons for recommending specializing or not specializing to other GSLIS students with tracking patterns.

Initial counts or frequency distribution of the number of responses that occurred in each data category for both structured and unstructured items were tabulated and summarized in tables and/or figures to provide an economy of description. Responses to rating scales

were grouped into two categories for reporting purposes, i.e., all "highly" and "very highly" responses were combined in the tables. All frequency distribution totals have been included in Appendix E for the convenience of the reader. Much of the data derived from the simple tabulations have been cross tabulated by two or more factors. Data categories established from content analyses of open-ended responses were hand tabulated, but most of the cross tabulations were performed using the SPSS program and the computer facilities on The University of Tennessee, Knoxville campus.

In addition to tabulations into frequency distributions, relative descriptive measures, such as percentages and averages, were computed to facilitate the understanding and analysis of the data. After the data were tabulated and summary measures calculated, it was possible to analyze them and to draw inferences for reaching conclusions about important variables, their parameters, their differences, and the relationships among them. Patterns of responses were studied to identify factors indicative of curriculum appropriateness for competency in first job, curriculum concerns, and recommendations for curriculum improvement.

CHAPTER IV

ANALYSIS OF DATA

I. INTRODUCTION

This chapter contains a presentation and discussion of the data collected to answer the following research questions.

1. What are the perceptions of The University of Tennessee graduates regarding the appropriateness of the GSLIS curriculum as preparation for their first professional position?
2. What are the perceptions of The University of Tennessee graduates regarding their job performance in their first professional position?
3. What are the key concerns and recommendations of GSLIS graduates of The University of Tennessee that may need to be addressed by the curriculum committee?

Data in this chapter were derived from structured and open-ended questionnaire items. The responses to the questionnaire are presented in relation to the major research questions. A data analysis and presentation of findings are given for questionnaire items as they relate to a major research question. Some of the data items have been cross tabulated with responses to other questionnaire items in order to examine relationships between the components of data items and to show similarities and differences between data categories. These are summarized in joint frequency distribution tables or figures. Percentages are given in nearest whole numbers.

This study was designed to gather data from graduates of UT in an effort to determine their perceptions of how well the GSLIS program had prepared them for their first professional positions. The questions and data analysis procedures for this study were initially derived from many sources. Each item appearing on the questionnaire was designed to answer one or more of the three basic research questions posed in the study. The data were analyzed using the three questions as a basic framework. Both the questions and analytical procedures were developed to include factors that had been identified in the literature search as being issues in the library information science profession. Questions were also matched on a matrix to ensure that all areas were included in the questions and that all questions were pertinent to the study.

Frequencies of responses to each question were tabulated. Next, relationships were determined and cross tabulation analyses were performed. Much of the data were analyzed, summarized and presented both in narrative and tabular form using related measures of association rather than showing only the distributional characteristics of each individual variable. Tables showing frequencies of responses for each structural questionnaire item are presented in Appendix E.

II. DESCRIPTION OF PARTICIPANTS

Data analysis was performed using responses received from 128 (44 percent) of the 291 graduates of the GSLIS program at The University of Tennessee from 1975-1979. The numbers of respondents for each year graduated and for each type of first library position provided a relatively uniform distribution in all categories. Table 3 shows the

TABLE 3

DISTRIBUTION OF RESPONSES BY YEAR GRADUATED AND TYPE
OF LIBRARY IN WHICH RESPONDENT FIRST WORKED

	Type of Library										Total N=128
	School N=40		Public N=28		Academic N=31		Special/Other N=29				
	No.	%	No.	%	No.	%	No.	%			
	No.	%	No.	%	No.	%	No.	%			
1975	11	28	4	14	2	7	2	10	20	16	
1976	3	8	7	25	5	16	5	21	21	16	
1977	3	8	9	32	8	26	8	21	26	20	
1978	11	28	6	21	11	36	11	28	36	28	
1979	10	25	2	7	5	16	5	21	23	18	
Response omitted	2	3	0	0	0	0	0	0	2	2	

frequency distribution of usable responses by year graduated and type of library in which respondent first worked. The number of usable returned questionnaires ranged from a low of twenty in 1975 to a high of thirty-six in 1978. A greater number of respondents (forty) were first employed as school librarians, but there was little difference in the number of respondents first employed in the other types of libraries, i.e., thirty-one in academic, twenty-nine in special/other, and twenty-eight in public.

Major Responsibility in First Position

Respondents were asked to indicate their major responsibility in their first professional position. The purpose of this type of question was to determine the types of positions and major responsibilities the new professional should be prepared to perform. This information was helpful in assessing the adequacy of the preparation and for making inferences relative to competency in first positions and overall satisfaction or dissatisfaction with the program.

Table 4 summarizes the data obtained from respondents by showing the frequency distribution of major responsibilities cross tabulated by types of libraries in which respondents first worked. The results show that thirty-two school librarians (80 percent) had the overall responsibility for a one-person library, while only two to eight (7 to 28 percent) of all the other respondents were employed in one-person libraries with overall responsibilities.

The second highest frequency of responses indicated that 29 percent of the respondents were working in a subject speciality. Fifty-eight percent of the academic librarians indicated that they were

TABLE 4

MAJOR RESPONSIBILITY IN FIRST POSITION BY TYPE OF LIBRARY

[illegible]

employed as subject specialists. However, only 48 percent of the respondents specified their subject or functional area by writing it in the space provided. A frequency tabulation of the write-in responses indicated that a third of the respondents specialized in reference. Another 29 percent specialized in cataloging. The remainder of the write-in responses were mixed, with no discernible pattern.

Few GSLIS graduates (3 percent) were employed as administrators of total programs with a staff of four or more persons. However, 16 percent of the respondents were supervisors of certain functions. More public librarians had supervisory responsibilities than any other group.

None of the respondents were employed as teachers of library or information science. Teaching of library skills in public schools and bibliographic instruction in colleges and universities are job functions performed by school and academic librarians.

Relationship Between First Positions and GSLIS Specialization

Respondents were asked to indicate whether they chose electives for a particular type of library or function and to specify which one if they did. Figure 1 shows the results of the frequency distribution among respondents who specialized and the types of libraries in which they were first employed. Ninety-three percent of school and special librarians indicated that they tracked or specialized in a subject area. Fewer public librarians (86 percent) specialized than any other group. However, the frequency of responses was high in all response categories with an average of 91 percent of all respondents specializing in some type of library work.

Table 5 presents the frequency distribution of the 113 write-in

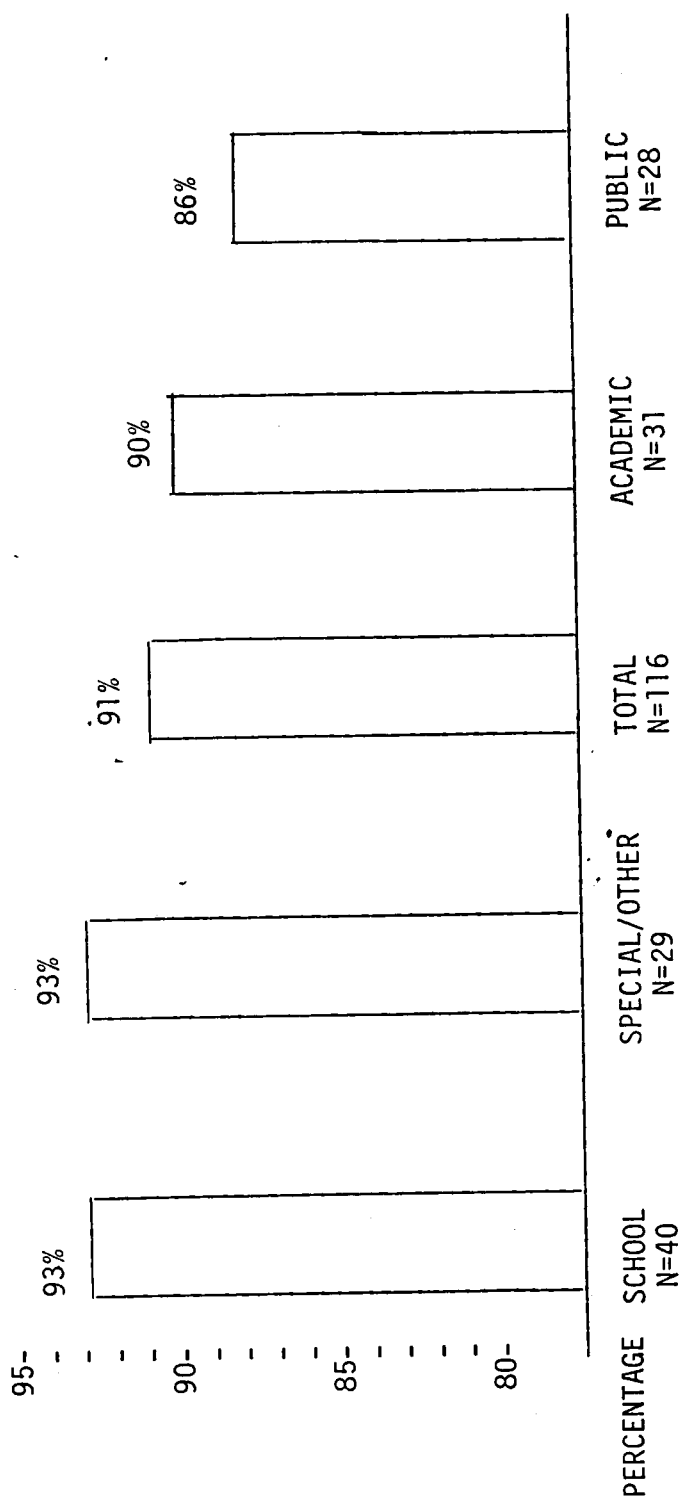


Figure 1. Percentage of respondents who specialized and types of libraries in which respondents were first employed.

TABLE 5
DISTRIBUTION BY TYPES OF LIBRARY OR JOB FUNCTIONS
IN WHICH RESPONDENTS SPECIALIZED

Type of Library or Function	Total N=113	
	No.	%
School	37	33
Public	22	19
Academic	22	19
Special/Other	10	9
Function Speciality	19	17
Reference	(13)	(12)
Cataloging	(1)	(1)
Technical Services	(3)	(3)
Selected Topics	(2)	(2)
Miscellaneous	3	3

responses to the open-ended part of the question and indicates speciality areas or tracking patterns of GSLIS students. The results show that 33 percent of the respondents specialized in school librarianship. Since 31 percent of the respondents were employed as school librarians in their first jobs, there appears to be a distinct relationship between preparation and employment. The greatest difference depicted by the data is between those preparing to be special librarians and subsequent employment in that area. This type of comparison is shown in Figure 2. However, since 19 percent of the respondents indicated preparation in a subject speciality, it may be inferred that those respondents obtained jobs in public, academic, and special libraries. For example, the results shown in Table 4, page 78, point out that 29 percent of the respondents identified a speciality area (reference, cataloging, etc.) as their major responsibility in a public, academic, or special library.

Reasons for Furthering Education

Reasons for graduates continuing their education may provide some implications relative to the basic curriculum as well as implications for continuing education needs. Therefore, respondents were asked to indicate their reasons if they have or plan to further their education. This question was included to determine if graduates are furthering their education and for what reasons. Five reasons were furnished in a checklist format in the questionnaire. A sixth open-ended category was provided for writing reasons not listed. Forty-eight percent of the respondents indicated that they were furthering their education to update skills and knowledge. The next highest percentage of the

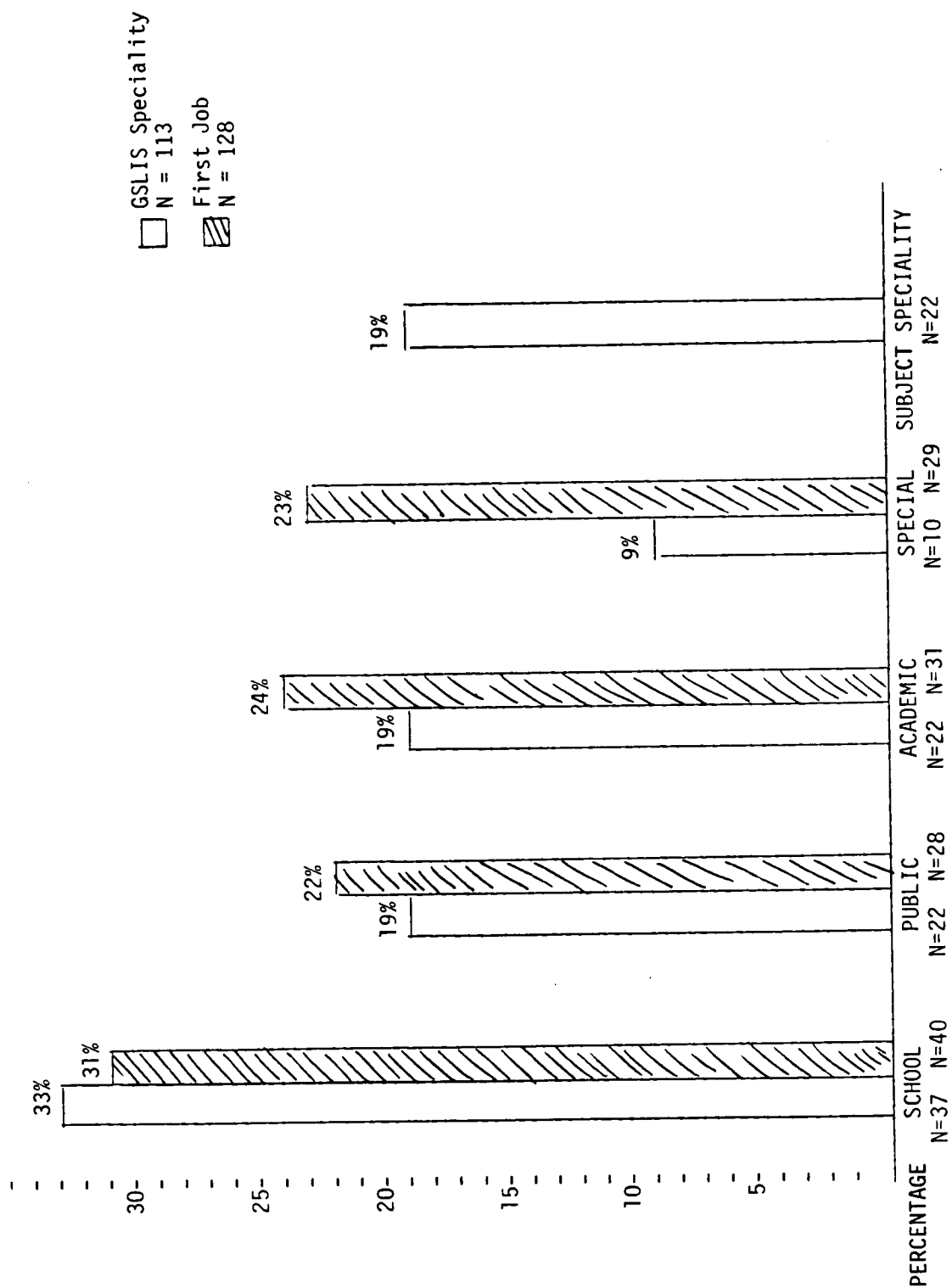


Figure 2. Distribution of responses by type of library or job function specialized in and percentage of respondents first employed in those areas.

respondents (30 percent) indicated to to qualify for promotion and/or a different position was their reason.

The results summarized in Table 6 show a relatively uniform distribution of the responses ranging from 20 to 30 percent over all the reasons except for the 48 percent who checked updating knowledge and skills. Also, the comparison among respondents representing different types of libraries shows that more school librarians than any other type of librarian have or plan to update their knowledge and skills.

Write-in responses were reflective of a variety of individual reasons for furthering education. Clustering responses into data categories provided limited practical utility for analyses. A summary of the responses showed that although only eight (6 percent) of the respondents checked the "other" category, there were fifteen write-in responses. Some of these were clarifications of the responses checked, i.e., type of advanced degree or promotion. However, three respondents indicated school certification requirements as their reason. Two others indicated that their reason was to move into higher income brackets.

III. ANALYSIS OF APPROPRIATENESS OF GSLIS CURRICULUM FOR FIRST PROFESSIONAL POSITION

Perceptions of the appropriateness of the GSLIS curriculum as preparation for first professional position were synthesized from questionnaire items 3, 4, 5, 6, and 7. These questions were designed to obtain data from the sample population to identify their major job functions and indicate which of these they felt best or least prepared to perform. Respondents were also asked to rate their perceptions of the

TABLE 6
REASONS FOR FURTHERING EDUCATION

Reasons for Furthering Education	Type of Library						Total N=128	
	School N=40		Public N=28		Academic N=31		Special/Other N=29	
	No.	%	No.	%	No.	%	No.	%
Update knowledge and skills	26	65	11	39	13	42	12	41
Qualify for promotion and/or different position	13	32	7	25	12	39	7	24
Specialize in another discipline	8	20	6	21	8	26	8	28
Step toward advanced degree	9	23	5	18	10	32	4	14
Specialize in area not received in GSLIS	6	15	7	25	5	16	7	24
Other	4	10	3	11	0	0	1	8
							8	6

usefulness of core and elective courses in their first professional position. Responses to all questions were tabulated and analyzed to assess the overall appropriateness of the GSLIS program in relation to first professional positions.

Major Job Functions

Respondents were asked to indicate their major job functions using the twenty-one categories provided or by specifying other major job functions not listed. Table 7 indicates that school librarians have a greater number of different major job functions than those respondents employed in other types of libraries. Eight functions were checked by over 50 percent of the school librarians as being major job functions. All functions except personnel were checked. Only a small percentage of school librarians indicated functions such as automation, on-line bibliographic services, systems analysis, and research and proposal writing as being among their major job functions. Materials selection, acquisitions, cataloging and classification, circulation, management, nonprint media, reference, and teaching were the eight categories that more than half of the school librarians indicated as being major job functions.

Public librarians indicated that their responsibilities included several major job functions, but only four functions were checked by more than 50 percent of the respondents. Materials selection was checked by the greatest percentage of respondents. Reference and management were the two other functions pointed out as being major job functions by more than half of this group. No one checked archives or abstracting. The results show that public librarians are more

heavily involved in public relations than other types of librarians.

Academic librarians perform a variety of job functions but the percentage of those performing each one was relatively low. According to the responses, reference and materials selection were the major job functions performed by more than 50 percent of the academic librarians. All other functions were indicated as being major job functions by 31 percent or less.

Special librarians and other information science related personnel also performed a variety of job functions. Cataloging and classification, 52 percent, records management, 52 percent, and reference, 66 percent were checked most frequently as being major job functions. All twenty functions were checked by two or more special librarians.

An "other" category was provided to alleviate the possibility of omitting what might be a major job function. A frequency count of the thirteen write-in responses indicated that only one function appeared more than once. That function was related to children's services in both school and public libraries.

Table 7 presents a summary of the distribution of the responses for each job function by the type of library in which respondents were first employed. Numbers and percentages are given for each data item. The job functions have been arranged in descending order by frequency of total responses to more clearly depict which job functions were performed by the greatest number of respondents and which ones were performed by the fewest respondents.

Spacing between quartiles was also used in Table 7 to visually delineate the distribution of responses. The results show that there

are no responses in the 76 to 100 percent quartile, two functions in the 52 to 75 percent quartile, eight functions in the 26 to 50 percent quartile, and eleven functions in the zero to 25 percent quartile.

Best Prepared to Perform on First Job

Questionnaire item 4 asked respondents to indicate which of the twenty-one functions listed they were best prepared to perform. Table 8 depicts the response data for cross tabulations that occur between the type of library in which respondents first worked with the frequency distribution of job functions they perceived themselves to be best prepared to perform, as well as the frequency distribution of the total responses. The table shows which functions were checked by respondents as the ones they perceived themselves to be best prepared to perform. There were only two functions, materials selection (71 percent) and reference (69 percent), for which over 50 percent of the total population felt best prepared. These two functions were also most frequently indicated as being major job functions. Cataloging and classification was checked by 41 percent. Acquisitions (27 percent) and management (26 percent) were the next functions respondents indicated they were best prepared to perform. All other functions (sixteen) were checked by 18 percent or less of the total population.

The cross tabulations indicate that of the total population school librarians felt best prepared to perform more functions than respondents employed in other types of libraries. Materials selection was checked by 93 percent of the school librarians. Acquisitions (50 percent), and reference (55 percent) were also checked by school librarians as being functions for which they were best prepared. However, the percentage

of school librarians (55) checking reference was less than those employed in other types of libraries. The results indicate that overall school librarians felt best prepared to perform more different functions than respondents first employed in any of the other types of libraries.

More academic librarians (79 percent) felt best prepared to perform the reference function than any other group. However, reference was checked by over 50 percent of the respondents in all categories.

Reference was checked more often by respondents employed in special libraries or other information science related organizations. There were seven functions which were not checked by any of the respondents in this group.

There were sixteen functions for which 18 or less percent of the total respondents indicated as being ones they were best prepared to perform. Forty-one percent of the respondents felt they were best prepared to do cataloging and classification. Results show that 27 percent felt best prepared to do acquisitions function and 26 percent checked management.

A review of the results of Table 7 shows the similarities and differences between distribution of responses for major job functions and those for which respondents felt best prepared to do. Although the percentages differ, the same five job functions were most frequently indicated as being major job functions or functions for which the greatest number of respondents felt best prepared to perform. Further comparison of the results of the data summarized in Tables 7 and 8 shows that more respondents indicated certain areas as being major job functions than as being ones for which they felt best prepared to perform.

For example, records management was rated as a major job function by 31 percent of the respondents but was ranked as being best prepared to perform by only 7 percent of the respondents. Other distributions revealing a similar pattern include: acquisitions, circulation, indexing, management, nonprint media, personnel, public relations, and systems analysis.

A frequency count of the write-in responses indicated that six out of the seven responses were in the area of children's services. These were specified by school and public librarians as being functions they were best prepared to perform. The other write-in responses listed subject reference and bibliography.

Least Prepared to Perform on First Job

Respondents were asked to indicate which of the twenty-one job functions they were least prepared to perform in their first professional position. All of the categories were checked by one or more respondents. However, the percentages were relatively low in all data categories and ranged from 2 percent of the respondents indicating reference as being the job function for which they were least prepared to 31 percent indicating personnel activities as being a function they were least prepared to perform.

Management, personnel, and systems analysis were the ones most frequently checked. The functions checked by the smallest percentages were abstracting, indexing, materials selection, and reference. Reference was only checked by 5 percent of the school librarians. These results show no apparent contradiction with responses indicating job functions for which they were best prepared to perform except in the

area of management. Twenty-six percent of the respondents indicated that they felt best prepared to perform management functions while 27 percent indicated that they felt least prepared for management functions. The frequency of responses in Table 9 shows a relatively uniform distribution among the four types of libraries indicating functions least prepared to perform. The results of Table 8 show that nearly half (45 percent) of the 26 percent indicating they felt best able to perform management were school librarians.

The eight write-in responses represented a variety of job functions. There were no patterns among responses by types of libraries or by job functions. Some of their responses overlapped with categories provided in the checklist; e.g., programming which could have been sorted into systems analysis. Clinical work, finding a job, genealogical research and writing, and managing student behavior are examples of the write-in responses.

Usefulness of Core

Respondents were asked to indicate their feelings about the usefulness of the core courses in preparation for their first professional position. Table 10 indicates that 69 percent of the total respondents felt that the core courses were highly to very highly useful. Cross tabulations with the type of library in which respondents were first employed show that 80 percent of the school librarians felt the core was useful, while only 52 percent of special librarians felt the core was highly to very highly useful. Over 50 percent of the respondents employed in other types of libraries also indicated that they felt the core was useful.

TABLE 10
USEFULNESS OF CORE COURSES BY TYPE OF LIBRARY

	Type of Library										Total N=128 No. %
	School N=40		Public N=28		Academic N=31		Special/Other N=29				
	No.	%		%		%	No.	%			
	No.	%	No.	%	No.	%	No.	%			
Highly to very highly useful	32	80	18	65	24	77	15	52	89	69	
Not at all or somewhat useful	8	20	10	36	7	23	13	45	38	29	
No response	0	0	0	0	0	0	1	1	1	1	

Cross tabulations with years graduated are presented in Table 11. Sixty (1977) to 78 (1978) percent of the respondents for each of the five years surveyed indicated the usefulness of the core courses as being highly to very highly useful.

TABLE 11
USEFULNESS OF CORE COURSES BY YEAR GRADUATED

Usefulness of Core	Year Graduated										Total N=128	
	1975 N=20		1976 N=21		1977 N=26		1978 N=36		1979 N=23			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Highly to very highly useful	14	70	13	62	15	60	28	78	17	74	87	68
Not at all or somewhat useful	6	30	8	38	11	40	8	22	6	26	39	30
No response	0	0	0	0	0	0	0	0	0	0	2	2

Usefulness of Speciality

Respondents who specialized in an area of interest were asked to indicate the usefulness of those courses in their first professional position. Table 12 shows that 60 percent of the total population felt their specialized courses were highly to very highly useful. However, the variation of percentages between types of libraries is greater than those for the usefulness of the core courses (Table 10).

TABLE 12
USEFULNESS OF SPECIALIZATION BY TYPE OF LIBRARY

	Type of Library										Total N=128
	School N=40		Public N=28		Academic N=31		Special/Other N=29				
	No.	%	No.	%	No.	%	No.	%			
	No.	%	No.	%	No.	%	No.	%			
Highly to very highly useful	35	88	15	54	17	55	9	31	76	60	
Not at all or somewhat useful	5	13	10	36	10	32	17	59	42	32	
Does not apply	0	0	3	10	4	13	3	10	10	8	

Overall the results presented in Table 12 show that school librarians are the group with the highest percentage of respondents (88 percent) who felt their courses in a specialized area were highly to very highly useful. Those employed in special or other information related organizations appear to be less satisfied with the usefulness of their specialized courses since only 31 percent indicated they were highly to very highly satisfied.

Table 13 shows that 50 to 65 percent of the respondents classified by year graduated indicated that specialized courses were highly to very highly useful. The year 1977 had the lowest percentage (50) of respondents who indicated that specialized courses were highly to very highly useful. Fifty-eight percent of the total respondents checked that they were highly to very highly satisfied with the electives they chose in a subject area or type of library.

TABLE 13
USEFULNESS OF SPECIALIZATION BY YEAR GRADUATED

Usefulness of Specialization	Year Graduated										Total N=128	
	1975 N=20		1976 N=21		1977 N=26		1978 N=36		1979 N=23			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Highly to very highly useful	13	65	12	57	13	50	22	61	14	61	74	58
Not at all or somewhat useful	6	30	7	33	10	38	12	33	7	30	42	33
Does not apply	1	5	2	10	3	12	2	6	2	9	10	8

IV. ANALYSIS OF RESEARCH QUESTIONNAIRE ITEMS THAT RELATE TO PERCEPTIONS OF JOB PERFORMANCE

Survey items 8, 9, 10, and 13 were structured to gather data from the sample population about their job performance in their first position and its relationship with their overall satisfaction with their library education. Respondents were also asked to provide reasons for any dissatisfaction with the GSLIS program. This type of information was desirable for determining the adequacy of the curriculum relative to job competency.

In order to ascertain if electives taken from other disciplines may have contributed to job performance, respondents were asked to indicate if they had taken electives from other disciplines which they felt had been especially helpful. They were also asked to specify which courses or disciplines had been taken.

The information obtained from the data analyses of questionnaire items designed to provide information about perceptions of job performance were useful in examining relationships between other data categories. For example, a comparison of these data items by years graduated or respondent's first professional position provided insights into whether overall satisfaction differed over the years or by types of positions in which respondents first worked.

Competency in First Job

Respondents were asked to rate how competent they felt about their library skills when they began their first job. Figure 3 shows that 70 percent of the sample population felt highly to very highly

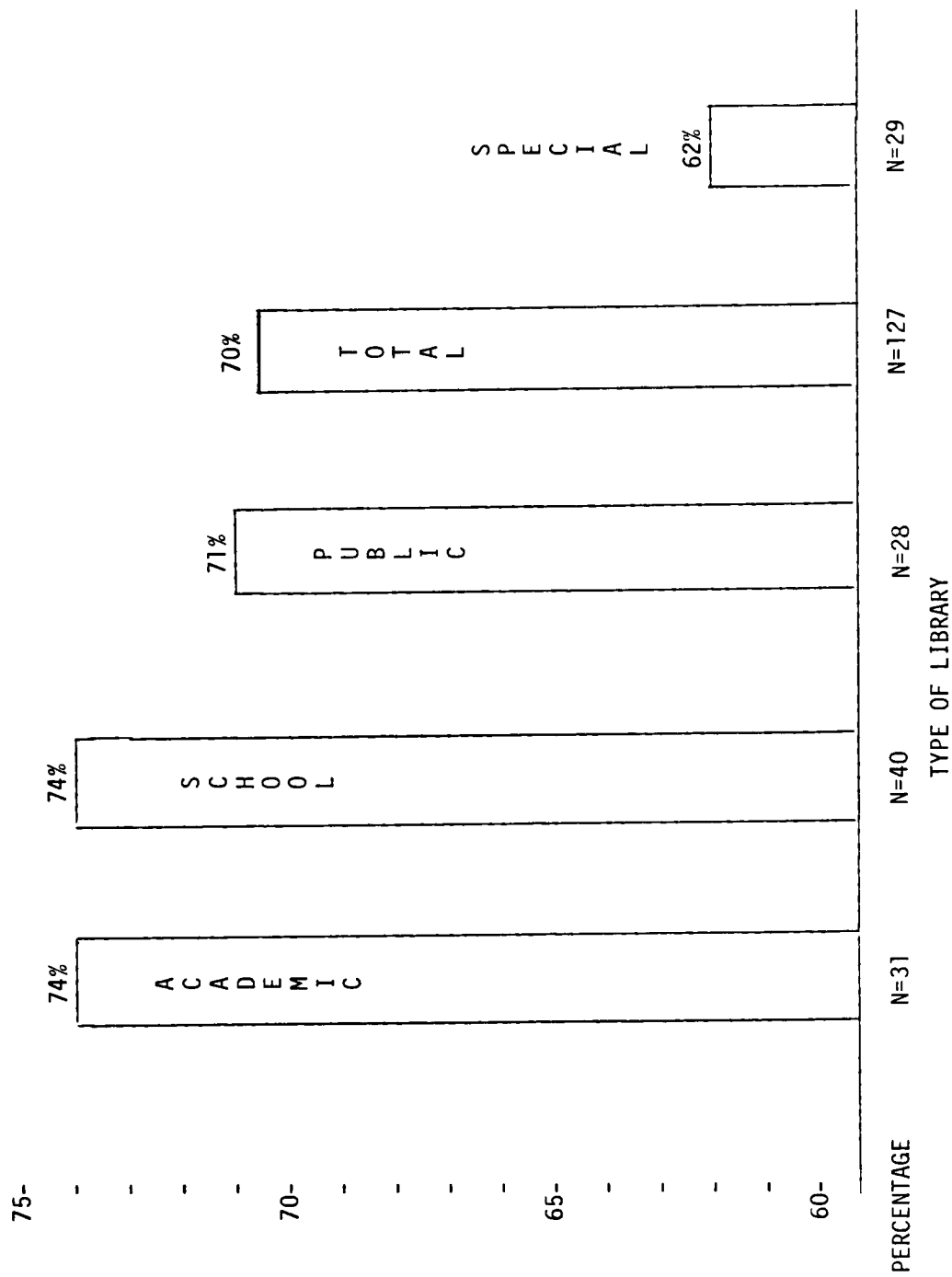


Figure 3. Respondents from different types of libraries who felt highly to very highly competent about their library skills in their first job.

competent. The percentages among personnel from the different types of libraries in the cross tabulations show a relatively uniform distribution among academic (74 percent), school (74 percent), and public libraries (71 percent). Respondents with positions in special libraries or other information related organizations had the lowest percentage (62 percent) of personnel who felt competent about their skills.

Figure 4 shows the percentage of respondents by years graduated who felt highly to very highly competent about their library skills when they began their first job. The percentage of respondents indicating they felt highly to very highly competent ranged from 58 to 81 percent, with the greatest percentage (81) being in 1976 and the lowest (58) in 1977. A comparison of results of other data analyses for 1977 indicates that fewer respondents for that year felt their core (40 percent) or specialized areas (43 percent) were highly to very highly useful. On the other hand, the results show that overall 71 percent of the 1977 graduates were highly to very highly satisfied with their GSLIS education.

Overall Satisfaction

Figure 5 shows that 78 percent of the total number of respondents were highly to very highly satisfied with their GSLIS program as preparation for their first professional position. School librarians represented the highest percentage (90 percent) of those indicating satisfaction. The highest percentage of respondents (36 percent) being somewhat satisfied were either employed in a special library or other type of information organization. Only one respondent, a public librarian, indicated being not at all satisfied with the GSLIS program.

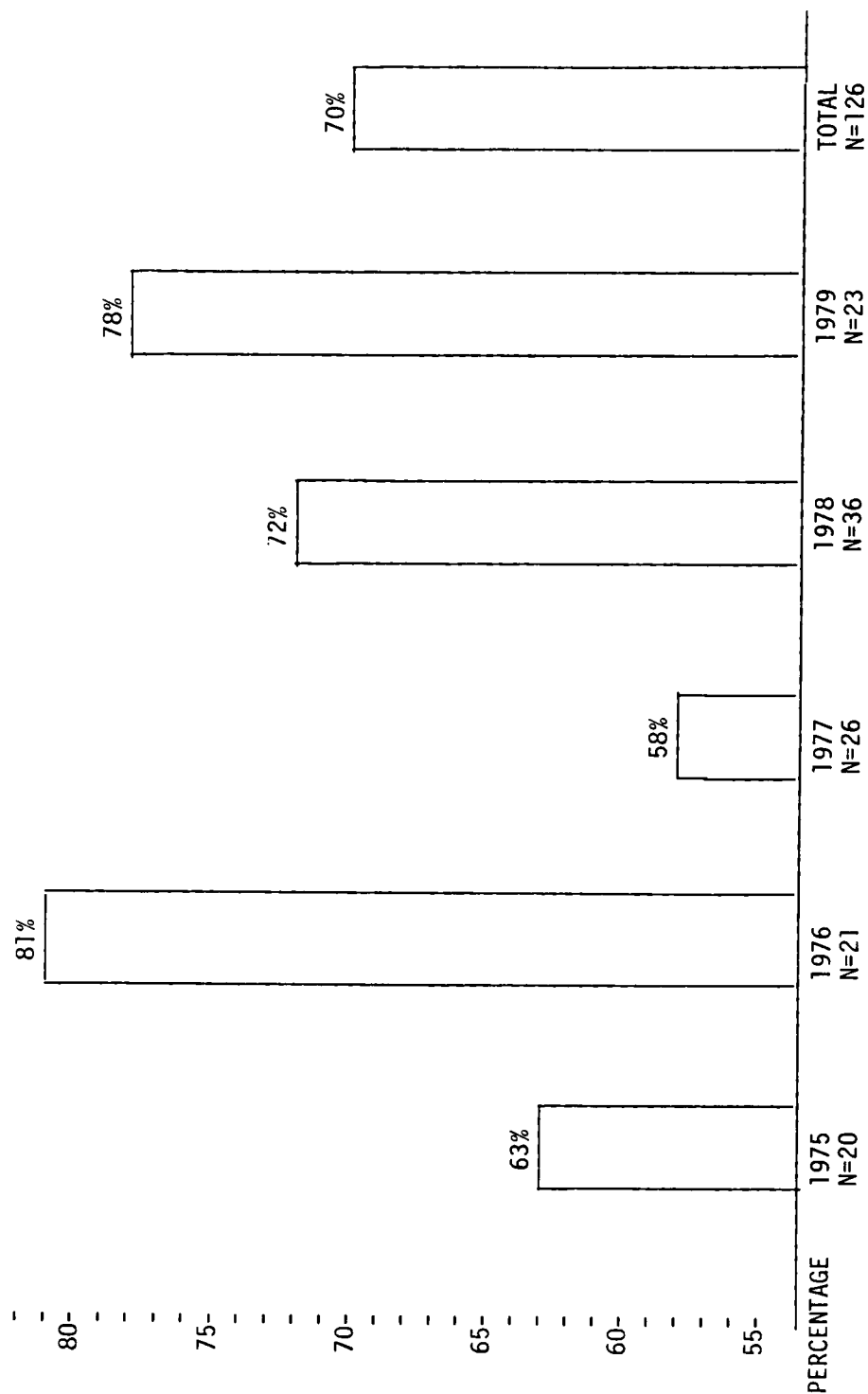


Figure 4. Respondents by year graduated who felt highly to very highly competent about their library skills in their first job.

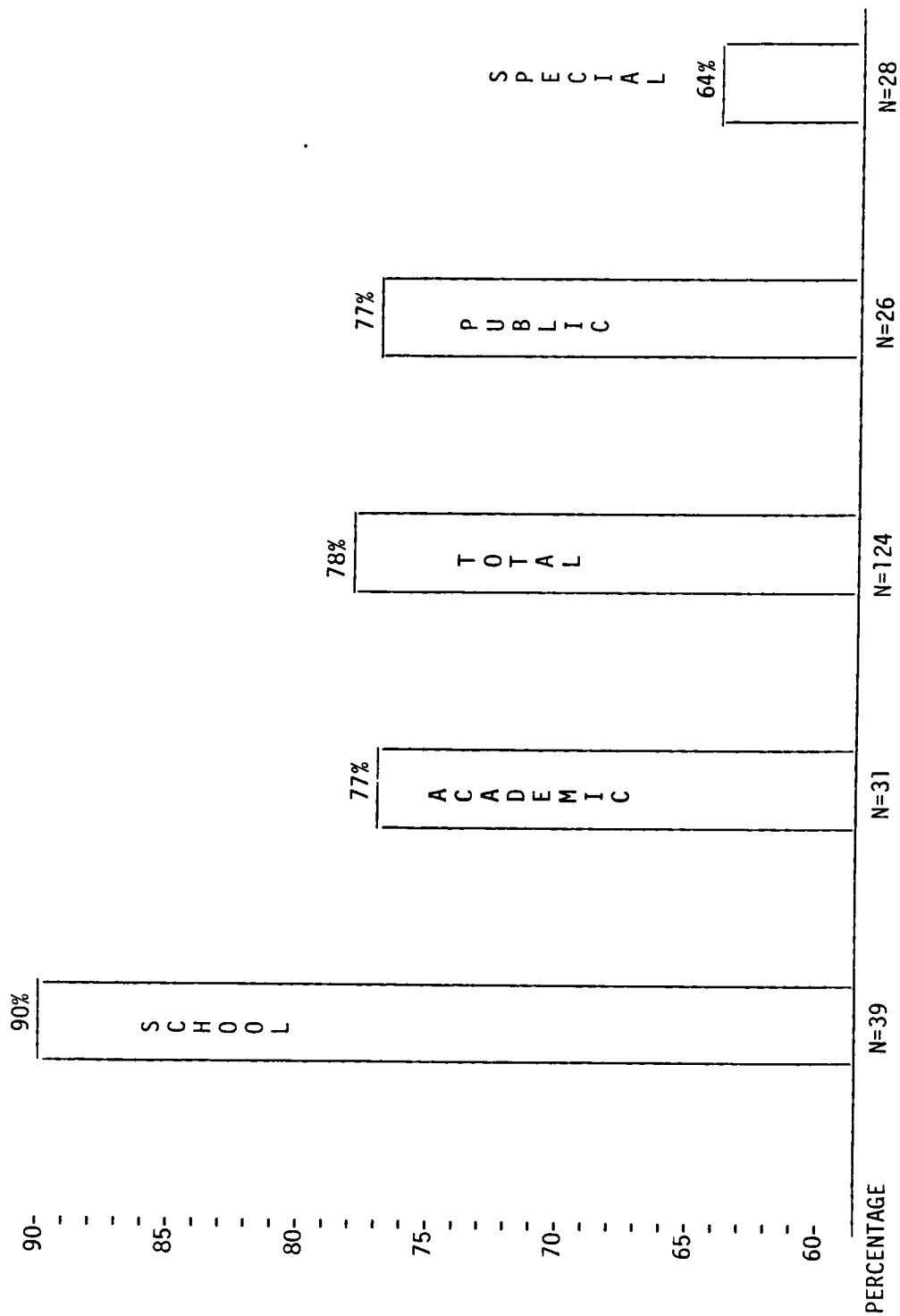


Figure 5. Respondents employed in different types of libraries who were highly or very highly satisfied with GLIS preparation.

Figure 6 presents a comparison of responses indicating satisfaction with the year graduated. The percentage of total respondents indicating overall satisfaction was 77 percent. Figure 6 shows a decline (13 percent) in overall satisfaction between 1975 and 1976. Each succeeding year shows an increase in satisfaction which builds from a low of 67 percent in 1976 to a high of 83 percent in 1978 and 1979. The year (1976) with the lowest percentage of respondents indicating satisfaction does not parallel with the year (1977, Figure 4) with lowest percentage of respondents who did not feel highly to very highly competent about their library skills.

Reasons for Dissatisfaction

An open-ended question provided a mechanism for respondents who were not completely satisfied with their GSLIS program as preparation for their first professional position to indicate their reasons for their dissatisfaction. Although 78 percent of the respondents indicated that they were highly or very highly satisfied with their program, 54 percent of the respondents wrote comments. A content analysis was performed and broad data categories were established. Each response was coded and sorted into one of the data categories.

The content analysis revealed a variety of reasons for dissatisfaction. It was possible to sort most of these responses into one of the following categories:

1. Inappropriate balance between theoretical and practical approach, i.e., too much theory and not enough practical or field experience.

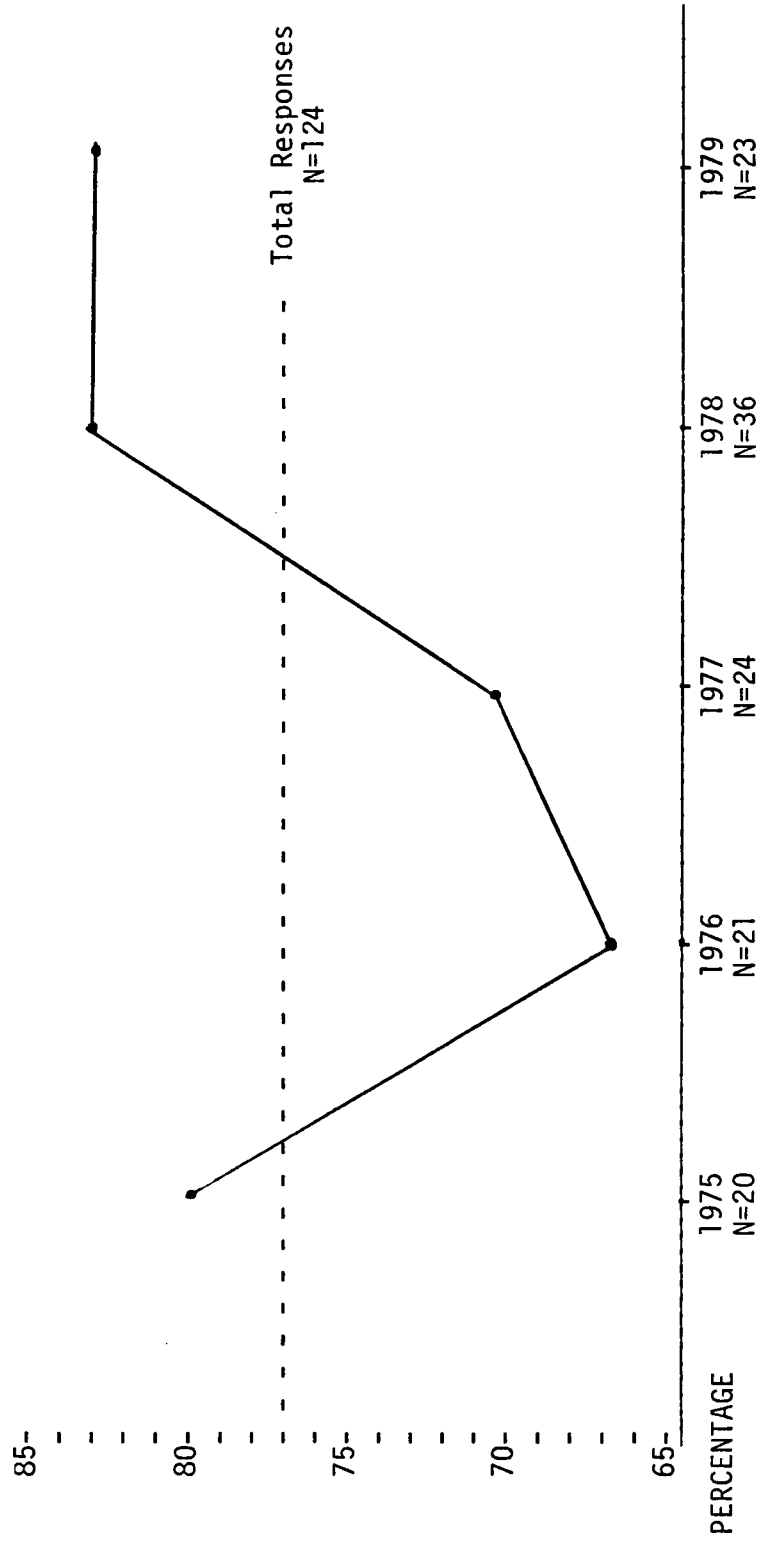


Figure 6. Percentage of respondents by year graduated who felt highly or very highly satisfied with GSLIS preparation.

2. Inadequate preparation for management responsibilities, personnel related activities.
3. Inadequate preparation for information science and automated functions.
4. Teacher ineffectiveness.
5. Inadequate or missing course work in certain areas, e.g., subject specialities, nonprint media and equipment, research methodology.

The responses were tabulated and frequency distributions were determined. Table 14 summarizes the data and presents in tabular form reasons given for dissatisfaction. The reason most frequently identified by 36 percent of the sixty-nine respondents was the desire for more opportunities to develop practical skills and to participate in field experiences. Course work or course content were mentioned as being inadequate or missing in certain subject areas. These areas were primarily in information science, management, and personnel. Although these subject areas were divided into three separate categories in Table 14, the combined percentage of respondents expressing dissatisfaction in these data categories was 52 percent. Teacher ineffectiveness was mentioned in 12 percent of the responses. Reasons given were primarily related to teacher methods and techniques.

Other comments were mixed, with no particular discernible patterns. Wrong choice of specialization, not prepared for clerical and other unprofessional tasks, length of program or courses not long enough to adequately cover content, and lack of skills in the selection and use of audiovisual materials and equipment were among the reasons given by

TABLE 14

AGGREGATION OF REASONS FOR DISSATISFACTION WITH THE GSLIS
PROGRAM AS EXPRESSED BY THE RESPONDENTS
(CONTENT AND FREQUENCY ANALYSIS
OF OPEN-ENDED QUESTION)

Reasons for Dissatisfaction	Total N=69	
	No.	%
Unsatisfactory balance between theoretical and practical approach	25	36
Inadequate or missing course work in certain areas, e.g., subject specialities, nonprint media and equipment, research methodology	14	20
Inadequate preparation for management responsibilities and personnel activities	12	17
Inadequate preparation for information science and automated data processing functions	10	14
Teacher ineffectiveness	8	12

respondents for dissatisfaction with the GSLIS program as preparation for their first job.

All responses have been included in Appendix F. These responses are unedited, but they have been sorted by type of library and year of graduation for the convenience of the reader and to facilitate interpretations. Responses are further sorted by length with shorter comments first for visual effect as well as to remove any potential appearance of bias.

Electives from Other Disciplines

Respondents were asked to indicate if they took electives from other disciplines which they felt had been especially helpful. Thirty-nine percent of the total respondents indicated that they had taken electives outside of the GSLIS program which had been especially useful.

Figure 7 shows that 53 percent of the school librarians took electives from another discipline. However, the percentage of librarians from other types of libraries who took courses from other disciplines which they considered helpful was less than 50 percent.

Respondents were asked to specify which electives were taken from other disciplines. The answers were tabulated and grouped into four subject categories as illustrated in Figure 8. The highest percentage of respondents taking classes from other disciplines were school librarians and the highest percentage of courses from another discipline was in education. Classes in computer science and business made up two other categories. The remainder of the responses were mixed, with no

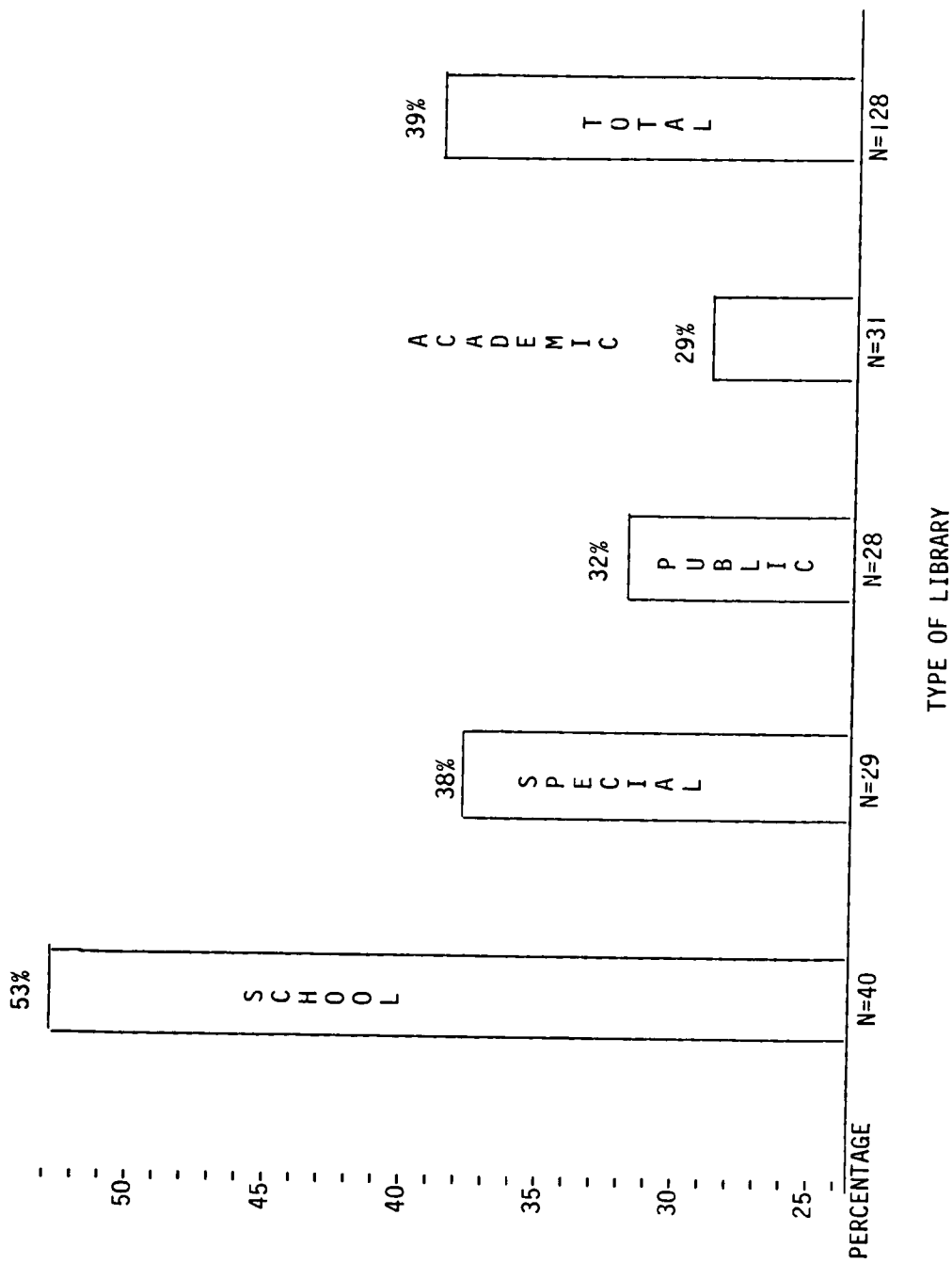


Figure 7. Percentage of respondents by type of library who took electives from another discipline which they felt had been helpful.

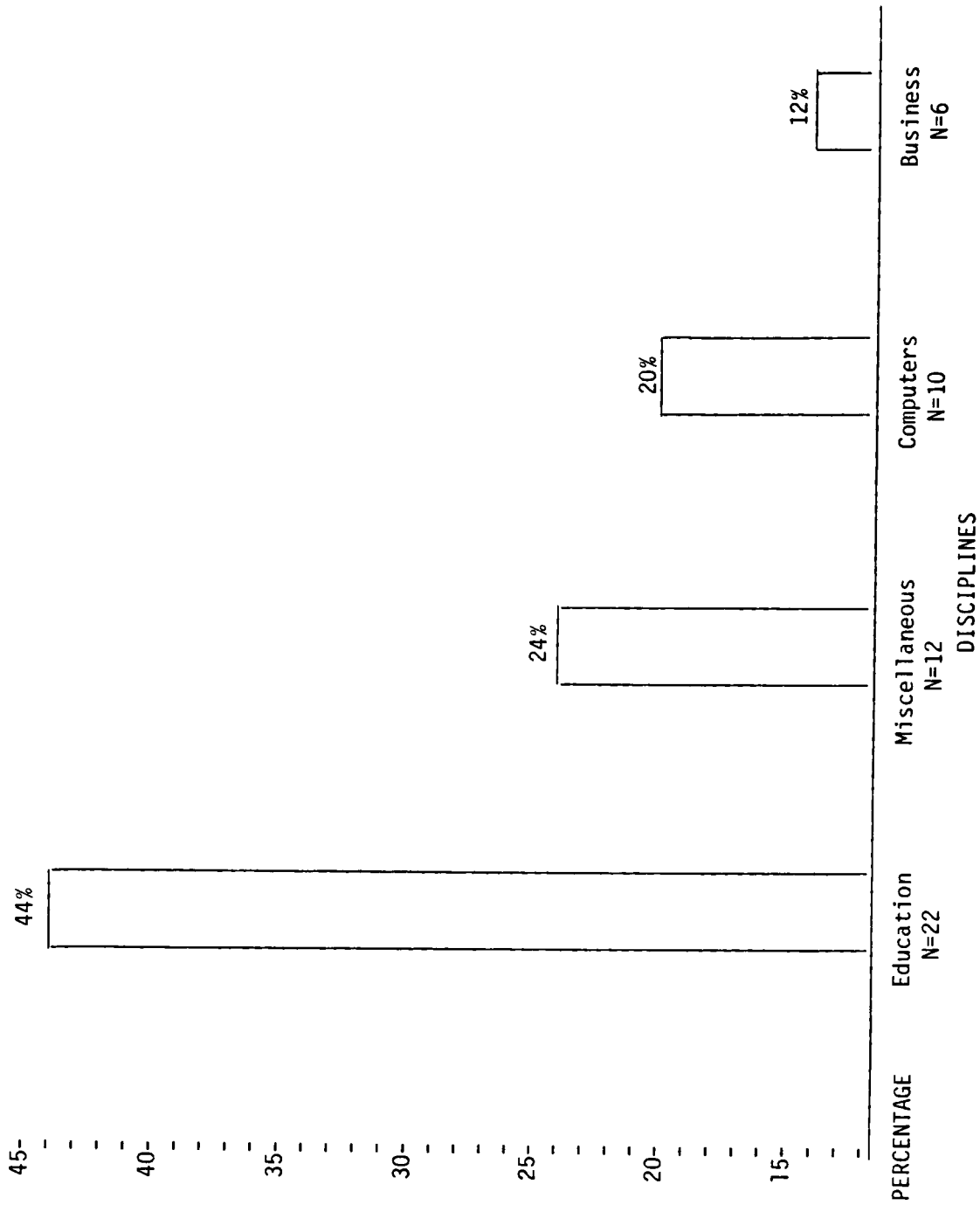


Figure 8. Other disciplines from which respondents took courses considered especially helpful.

apparent patterns. Such courses included literature, speech, history, art, and sign language.

V. ANALYSIS OF RESEARCH QUESTIONNAIRE ITEMS THAT IDENTIFY CURRICULUM CONCERNS AND RECOMMENDATIONS

With input from alumnae, the GSLIS program can more readily respond to the needs of the profession and curriculum improvement. Therefore, survey questionnaire items 10, 12, 14, and 16 were designed to collect data that would identify concerns and recommendations of individuals who have successfully completed the GSLIS program and have had an opportunity to apply their education. A combination of structured and open-ended questions were used to obtain the desired data.

Respondents were asked to indicate their reasons for dissatisfaction with the GSLIS program as preparation for their first professional position. A content analysis of their responses made it possible to sort them into data categories that depicted their key concerns.

In order to assess perceptions about the usefulness of specializing, respondents were asked if they would recommend specializing to other GSLIS students and to specify their reasons. An analysis of the frequency distribution of yes and no answers compared with a content analysis of free responses showed some hesitancy on the part of the respondents to make such a recommendation without qualifying their response.

A checklist of six ways the GSLIS program might be improved was provided to obtain perceptions of changes that might contribute to curriculum improvement. An open-ended category was also included to

obtain additional recommendations for program improvement. Content analysis, frequency distributions, and cross tabulations of these data provided information for assessing the viewpoint of practitioners who could provide insights relative to the adequacy of the program as it pertained to this job competency.

The final question was an open-ended one which asked respondents to share any other information they would like concerning the GSLIS curriculum. A content analysis was performed to determine if any patterns or categories existed in their responses. The data were sorted and classified into general categories. The data were then summarized to determine relationship with other data categories and to draw conclusions from the results.

Key Concerns of Respondents

An open-ended question was designed to provide respondents not satisfied with the GSLIS program as preparation for their first professional position an opportunity to indicate their reasons. The results of data analysis provided insights pertaining to job performance and were useful in identifying curricular concerns of the respondents. Table 14, page 107, represents a compilation of reasons given by the respondents for their dissatisfaction with the GSLIS program.

A content analysis of the responses revealed that the key concerns identified by the respondents were comparable to those identified as issues in the literature review, i.e., theoretical versus practical approach, general versus specialized program, need for more information science and management courses, teacher ineffectiveness, and need for subject speciality courses, and others. Therefore, Table 15 was

TABLE 15

COMPARISON OF ISSUES IDENTIFIED IN LITERATURE WITH CONCERNS EXPRESSED BY RESPONDENTS

Issues Identified in Literature Review	Type of Library				Total N=91 No. %
	School N=16 No.	Public N=18 No.	Academic N=25 No.	Special/Other N=32 No.	
Theoretical versus practical	8	7	7	3	25 27
Missing or inadequate courses	2	6	11	5	24 26
Management and Personnel	(1)	(5)	(6)	(2)	(14)(16)
Non-Print Media	(1)	(1)	(1)	(0)	(3) (3)
Research	(0)	(0)	(1)	(0)	(1) (1)
Other	(0)	(0)	(3)	(3)	(6) (7)
Information and/or Library Science	0	0	2	10	12 13
Criteria for job competency	1	2	0	5	8 9
Subject speciality courses	0	2	3	3	8 9
Teacher Effectiveness	3	1	1	3	8 9
Core concept	1	0	0	1	2 2
General versus specialization	1	0	0	1	2 2
Length of program	0	0	1	1	2 2

constructed to show similarities of concerns expressed by the respondents with those identified in the literature. Frequency counts are shown for respondents from the four types of libraries who gave reasons that could be sorted into one of the data categories identified as issues in the literature review. The results indicate that the GSLIS graduates of The University of Tennessee who responded to this questionnaire item have similar concerns to those expressed in the literature.

A concern identified by survey respondents was being emotionally unprepared or not "skill" trained to perform the many clerical tasks and other "unprofessional" tasks confronting them in their first professional position. Comments indicated that although some respondents believed that they had received a good basic professional education, they were not prepared for some of the realities and expectations sometimes present in the work environment.

The content and length of the responses varied. One or more reasons for dissatisfaction were sometimes interspersed with favorable comments. For example, a few respondents felt that they had not chosen electives wisely while others felt they were able to apply their education to whatever their job mandated. Some felt that the length of the program should be expanded to include time for specialization. Several indicated they would prefer a better balance between the theoretical and the practical aspects of librarianship. Overall, core classes were thought to be adequate. Generally, the weaknesses referred to instruction in the areas of: information science, management, nonprint media, research, and subject specialities (law, medicine,

handicapped). Comments relating to teacher effectiveness were generally favorable. The unedited responses to questionnaire item 10 have been included in Appendix F.

Recommend Specializing

Respondents were asked to indicate whether they would recommend specializing to other GSLIS students. Figure 9 shows the distribution of respondents by types of libraries who would recommend specializing to other GSLIS students. The results show that 75 percent of the respondents would recommend specializing. Cross tabulations show that more school librarians (83 percent) than any other groups are in favor of specializing. Fewer librarians from the special libraries (66 percent) would recommend specializing. Responses to the question pertaining to whether or not the respondents specialized showed that 93 percent of the same group of special librarians did specialize. This span between the responses to the two different questions is noteworthy. In all groups, the percentage of those specializing is greater than those who would recommend specializing to others.

Fifty-two percent of the respondents provided write-in comments to clarify their feelings about specializing. The feelings were mixed. Some respondents recommended specializing to obtain depth in at least one area for the enhancement of job qualifications. Others felt a general preparation was overall less confining and more conducive to getting a job. One respondent commented that "A little bit of everything ends up being zero." Others felt that there is no one best answer, e.g., "It's beneficial to be a specialist and a generalist. This

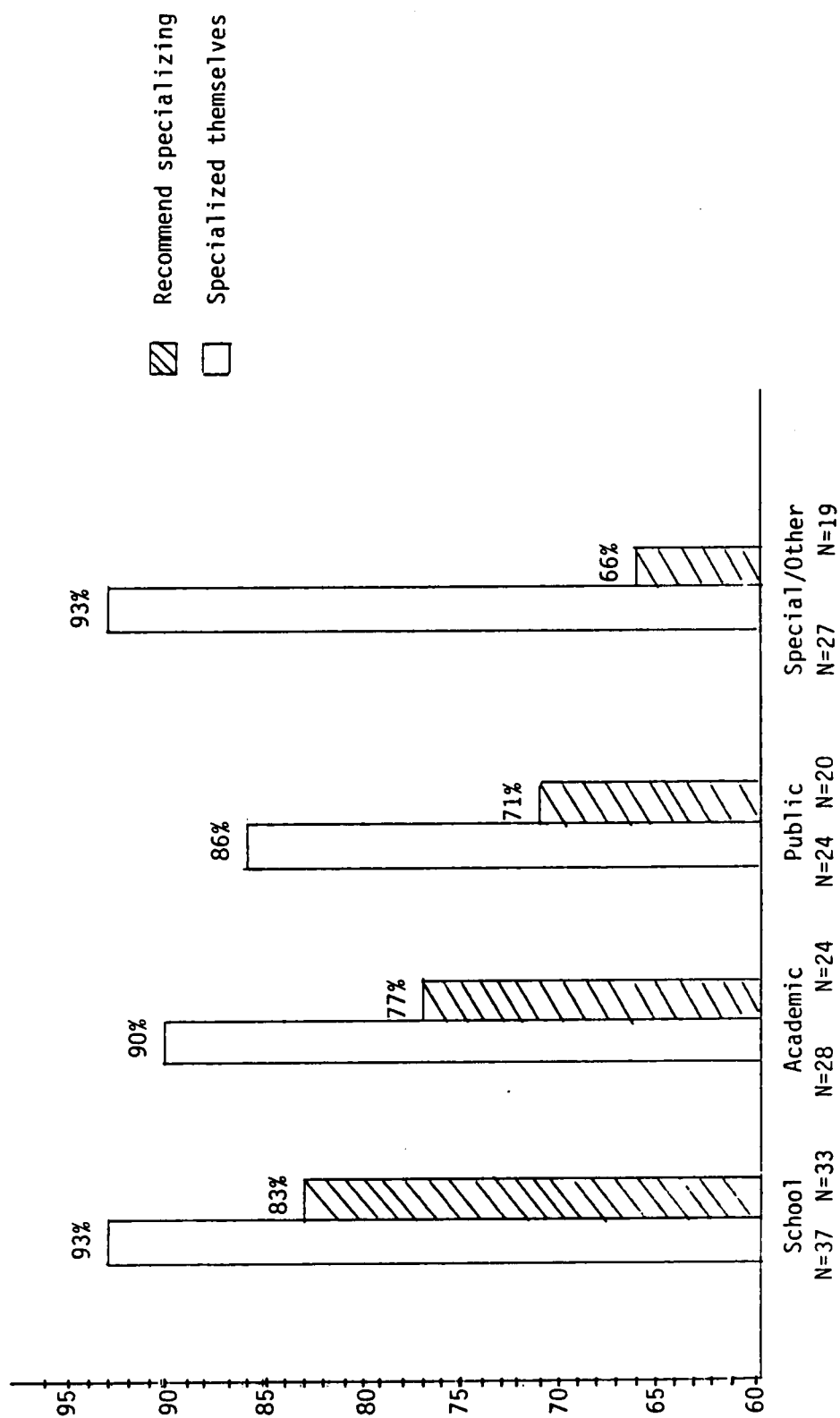


Figure 9. Comparison of distribution of respondents who specialized and those who would recommend specializing.

is a hard question to answer." The unedited responses to the open-ended part of questionnaire item 12 are included in Appendix G.

Ways GSLIS Program Might be Improved

Respondents were asked to indicate in what ways the GSLIS program might be improved. Six ways were provided with an additional category for write-in responses. These responses were cross tabulated with the types of libraries in which the respondents first worked. The results are presented in Table 16 and show that 79 percent of the respondents recommend more field experience. The GSLIS program at The University of Tennessee does not have any required practicums as was discussed in the literature review section. Students may initiate and justify a field experience, but may not necessarily be encouraged to pursue one. According to Dr. Gary Purcell, GSLIS faculty member and former GSLIS Director (1972-1978), the reasons for not stressing practicums include the problem of logistics, i.e., finding on-the-job supervisors who are willing to expend the time necessary for effective field experience, providing GSLIS supervisors to work with field supervision and students, geographic proximity of cooperating librarians, and no guarantee that conditions or even type of library will simulate eventual job situations.

Eighty-five percent of the school librarians recommended more field experience. Table 16 shows that fewer academic librarians than any other library group recommend field experience, but 71 percent did make such a recommendation. The category receiving the next highest percentage (30 percent) of responses pertaining to ways to improve the GSLIS program was the category suggesting more non-GSLIS electives. Including

TABLE 16

DISTRIBUTION OF RESPONSES BY TYPE OF LIBRARY INDICATING WAYS GSLIS PROGRAM MIGHT BE IMPROVED

Ways to Improve GSLIS Program	School N=40			Public N=28			Type of Library Academic N=31			Special/Other N=29			Total N=128		
	No.	%		No.	%		No.	%		No.	%		No.	%	
More field experience	34	85		23	82		22	71		22	76		101	79	
More non-GSLIS electives	8	20		12	43		7	23		12	41		39	30	
More GSLIS electives	8	20		5	18		9	29		9	31		31	24	
Other (summarized in Table 18)	6	10		5	13		4	13		5	17		20	16	
Better teaching methods	4	10		4	14		4	13		2	12		14	11	
Change in core requirements	1	3		1	4		7	23		5	17		14	11	
Improved teacher qualifications	0	0		2	7		2	7		2	7		6	5	

more GSLIS electives was the next highest recommendation. Improved teacher qualifications received the least number (5 percent) of checks.

Table 17 shows a comparison between responses by year respondent graduated and by the ways respondents felt the GSLIS program might be improved. Over 70 percent of the respondents in all categories indicated that more field experience would improve the program. Thirty-one percent indicated that more non-GSLIS electives were desirable. Twenty-five percent recommended more GSLIS electives. All other ways were checked by 16 percent or less of the population. Teacher qualifications were not checked by anyone in the years 1978 and 1979.

Changes in core requirements were not checked in the years 1975 and 1979. The year receiving the highest checks for changing core requirements was 1977 with 23 percent indicating a change in core requirements would be a way to improve the GSLIS program. Table 17 indicates that academic librarians were the group that most frequently checked a change in core requirements.

In addition to providing six ways the GSLIS program might be improved, respondents were encouraged to suggest other ways to improve the program by being provided with a category on the questionnaire marked "other" and by being requested to specify in what way(s). There were a total of forty-two write-in responses. Some of these responses were provided to clarify reason for checking one of the six ways provided on the questionnaire, e.g., "Better teaching methods" was provided and respondents added "in some areas." All responses were sorted in data categories for analysis. Table 18 summarizes the results of the content analysis for these responses.

TABLE 17

COMPARISON OF RESPONSES BY YEAR GRADUATED AND WAYS GSLIS PROGRAM MIGHT BE IMPROVED

	Year Graduated								Total N=126			
	1975 N=20	1976 N=21	1977 N=26	1978 N=36	1979 N=23							
	No.	%	No.	%	No.	%	No.	%				
More field experience	16	80	15	71	21	81	27	75	20	87	99	79
More non-GSLIS electives	6	30	4	19	9	35	13	36	7	30	39	31
More GSLIS electives	4	20	6	29	3	12	10	28	8	35	31	25
Other	5	25	6	29	0	0	5	14	4	17	20	16
Better teaching methods	3	15	2	10	5	12	2	6	4	17	14	11
Change in core requirements	0	0	3	14	6	23	5	14	0	0	14	11
Improved teacher qualifications	1	5	2	10	3	12	0	0	0	0	6	5

TABLE 18

CONTENT AND FREQUENCY DISTRIBUTION OF WRITE-IN RESPONSES
OF WAYS THE GSLIS PROGRAM MIGHT BE IMPROVED

Ways to Improve GSLIS Program	Total N=42	
	No.	%
More courses or experience in:	19	45
Information Science	(9)	(21)
Management	(5)	(12)
Non-GSLIS electives	(3)	(7)
Research Methods	(1)	(2)
Nonprint	(1)	(2)
More hands-on experience and/or field experience	8	19
Lengthen program	4	10
More career guidance	3	7
More qualified teachers	3	7
Improved teaching methods	2	5
More general education with less emphasis on schools and public libraries	2	5

Even though "More field experience or internships" was listed on the questionnaire as one of the six responses provided, eight respondents added comments relative to a need for more practical experiences in the program, e.g., "field experience should be required," "more hands on experience with on-line bibliographic retrieval," and "more practical information on budgeting, bookkeeping." Comments relating to more field experience or practical applications were grouped together and comprised 19 percent of the responses. Two respondents felt more emphasis should be placed on academic and special library work and less on school and public libraries.

Nineteen of the respondents indicated that they felt more courses or more integration of certain subjects should be incorporated in the program. The subject having the most responses was in the area of information or computer sciences. Nine of the responses dealt with the need for more information and experiences with automation and computers.

Respondents also felt that either more concentration on management skills and personnel supervision should be incorporated in the GSLIS courses, or provided as non-GSLIS requirements or electives from other disciplines. Three of the respondents felt opportunities for more non-GSLIS electives should be permitted to provide for specialization in other disciplines. One respondent commented that a research course should be a requirement. According to the literature review, a research course has been approved as a requirement in the GSLIS program beginning winter 1982. Another respondent indicated that more instruction in media is needed by school librarians. Media is

currently an elective in the GSLIS program but is taught by the School of Education.

Other responses on ways the program might be improved included: (1) making the program longer to provide for the incorporation of more courses and/or more in-depth study; (2) more career guidance or counseling relative to the job market and specialization; (3) better teaching methods in certain areas; (4) more qualified teachers; and (5) continuing education opportunities, i.e., short courses and workshops.

The final item on the questionnaire was an open-ended question which was included to encourage respondents to share additional comments concerning the GSLIS curriculum. Concerns, recommendations, favorable and unfavorable comments were among the seventy-three responses provided. A content analysis was performed to determine if any patterns existed in the responses and to establish relevant data categories. The content analysis revealed that many of the data categories already established from the literature review and content analysis of other questionnaire items were also appropriate for these data. A few additional categories were also evident. Table 19 was constructed to summarize responses by data categories, provide an economy of description, and to facilitate understanding. After responses were analyzed, they were sorted into a data category and the frequency distribution of responses was summarized. A response may contain elements which fall into more than one data category. Therefore, the total number of different responses for the frequency distribution of data categories and cross tabulations was 109. Data categories do

TABLE 19
AGGREGATION OF RESPONSES TO OPEN-ENDED QUESTION

Data Categories	Total N=109	
	No.	%
Overall satisfaction	18	17
Teacher effectiveness	18	17
Theoretical versus practical	17	16
Other course work	16	15
a. Management and Personnel	(7)	(6)
b. Non-Print Media	(2)	(2)
c. Research and Proposal	(2)	(2)
d. Business	(3)	(3)
e. Public Relations	(2)	(2)
Information and/or Library Science	11	10
Core concept	6	6
Criteria for job competency	6	6
General versus specialization	6	6
Continuing education	3	3
Subject speciality course	3	3
Length of program extend	2	2
Double master's/interdiscipline	1	1

not represent any value judgments, i.e., percentage of favorable or unfavorable comments on each subject.

The content analysis of the responses revealed several recommendations and favorable comments. The most frequently identified concern in Table 19 was related to a need for some criteria for job competency. Respondents expressed concern about making wise curriculum choices and developing a wide variety of job competencies in order to be prepared for the job market. This concern was also identified in the literature review by Reece (1949), Shaffer (1968), Borko (1973), and Bowen (1976) who felt that little is known about the jobs for which candidates are being selected and trained. As some of the respondents indicated in their comments, it is difficult to prepare for a multiplicity of types of library related positions. Wrong choices of specialization or inadequate preparation pose frustrations to the new professional, especially those who go to a one-person library.

The unfavorable comments (which represented 15 percent of the 109 responses) focused on a particular class, or teacher's effectiveness, i.e., inadequate preparation for management responsibilities, supervision of personnel, a summer course with too little time, or a visiting professor. Five percent of the unfavorable comments indicated that the program was too confining and that a more general preparation would have been better.

The unedited responses are included in Appendix H. Responses have been grouped by type of library in which respondent was first employed. Under this grouping, responses have been arranged by the year the respondent graduated. Most current year is first. Within the years,

the responses are arranged by length in descending order with shortest responses being first. The latter arrangement was selected for visual effect and to alleviate any appearance of bias on the part of the researcher.

VI. SUMMARY

The presentation of the findings are the results of analyses performed using the data collected from responses to sixteen questionnaire items and demographic information. The results were discussed as they related to one or more of the three major research questions. The summarized data were used to show relationships among categories and within categories. Results of the data analyses were presented with the use of tables, figures, and narrative descriptions.

Figures and tables were designed to facilitate ease in interpretation. Data categories were arranged in descending order by percentages. Blank spaces were used between percentages divided into quartiles where they would enable the reader to more readily see the distribution patterns of responses. Figures were used to graphically portray comparative data where differences or similarities were germane to assessing the perceptions of the respondents according to data categories, i.e., type of library in which the respondent first worked or year of graduation.

Demographic information obtained from the respondents was used for describing the population and for showing relationships, similarities, and differences among data categories, i.e., major job functions, major responsibilities, year graduated, type of library. These data

were cross tabulated with data derived from several questionnaire items. Demographic data were useful for examining the effectiveness of an all-purpose curriculum in meeting the needs of multi-type library and information science positions.

Issues identified in the literature review were compared with data results obtained from the responses to the questionnaire. Issues were sorted into data categories and matched with questionnaire data categories to depict similarities and differences between the perceptions of the sample population and other practitioners or professionals who have an interest in the library and information science profession.

The findings presented here are representative of the analyses which can be performed using the data collected. The intent of the study was to obtain data which would describe the perceptions of the sample population relative to the appropriateness of the GSLIS program, the relationship of the curriculum to their job performance in their first professional positions, and to identify their key concerns and recommendations which may need to be addressed by the curriculum committee.

In Chapter V, these findings are summarized. The results were synthesized for drawing conclusions and making inferences relative to assessing the appropriateness of the GSLIS general-purpose curriculum for preparing its graduates for multi-type library positions. These conclusions and inferences were used to formulate recommendations to the GSLIS curriculum committee and for further study.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this research effort was to assess the appropriateness of The University of Tennessee Graduate School of Library and Information Science curriculum as preparation for first professional positions. Data concerning the perceptions of librarians graduating between 1975 and 1979 were collected and analyzed to provide information for curriculum improvement at the master's level.

The literature review indicated that social and technological changes have substantially changed the operations of libraries. Subsequently, library educators are faced with the dilemma of how best to prepare individuals to meet initial job requirements. The literature indicates that library students, library school faculties, and practitioners are engaged in reassessing the demands on the library profession and a relevant education. Although efforts toward growth and change have been made at The University of Tennessee and other library schools, some of the curricular concerns are not yet resolved: e.g., the balance between theory and practice; and specialization versus a general program.

Each school must be responsible for the development of programs which will provide the skills and knowledge necessary to meet the needs of its graduates and of the profession. One way to engage in

curriculum review and improvement is in terms of the adequacy of on-the-job competencies as perceived by those who complete the program.

Questions

This study was guided by the following major research questions.

1. What are the perceptions of the University of Tennessee graduates regarding the appropriateness of the GSLIS curriculum as preparation for their first professional position?
2. What are the perceptions of the University of Tennessee graduates regarding their job performance in their first professional position?
3. What are the key concerns and recommendations of GSLIS graduates of The University of Tennessee that may need to be addressed by the curriculum committee?

Procedures

This study was designed and conducted to obtain data from individuals who have successfully completed the GSLIS program and have had an opportunity to apply their education. An investigation was conducted to collect, analyze, and synthesize data relevant to the three major research questions.

The review of literature in Chapter II revealed that there are many studies pertaining to library education and library school curriculum. However, the literature revealed less emphasis on follow-up studies of graduates who are practicing librarians. This is equally true of the GSLIS program at The University of Tennessee in that little has

been done in the way of formal follow-up studies of GSLIS graduates.

The methodology and procedures for this study are presented in Chapter III. An explanation of how the research instrument was developed, pretested, and revised are also included. The research instrument was used to conduct a questionnaire survey by mail.

Chapter IV describes the analyses of the data in narrative, tabular, and graphic form. Data were clustered, analyzed, and discussed relative to the three major research questions. Comparing and contrasting the survey data with the findings of the literature review revealed similarities and differences which were identified and discussed.

II. FINDINGS

A summary of the findings of the study is presented in this section. The discussion has been organized to correspond with the three major research questions.

Research Question 1: What are the perceptions of the University of Tennessee graduates regarding the appropriateness of the GSLIS curriculum as preparation for their first professional position?

The distribution of responses by type of library in which graduates first worked were relatively uniform over the four categories, i.e., school, public, academic, and special libraries. The results of this study indicate that GSLIS graduates track or specialize in a type of library or in a subject speciality.

A relationship existed between employment and specialization; for example, 31 percent of the respondents specialized in school

librarianship and 33 percent indicated their first professional position was in a school library. The only apparent gap in distribution by specialization and first employment was between the number of respondents who chose electives in special library work (9 percent) and those indicating their first job was in a special library (23 percent).

Graduates performed a variety of different job functions in their first professional position, with the highest percentages of respondents being involved in materials selection, reference, management, acquisitions, cataloging and classification, and circulation. These major job functions were also more frequently depicted as being functions for which respondents were best prepared to perform and less often as being least prepared to perform. However, management was checked by the highest percentage of the respondents as being least prepared to perform. Materials selection and reference were indicated as being major job functions in all types of libraries and as being job functions which respondents felt best prepared to perform. School and public librarians added reading guidance, story-telling and other children's services to the checklist of job functions.

School librarians perform the largest number of different job functions. Eighty percent of the school librarians manage one-person libraries which accounts for school librarians having the largest number of different major job functions.

Few new professionals were employed as administrators or supervisors. Public libraries employed more graduates as supervisors of certain functions than other types of libraries.

Almost half (48 percent) of the respondents had or were planning

to further their education in order to update skills and knowledge. Sixty-five percent of these respondents were school librarians. A few school librarians mentioned that certification requirements mandated that they seek additional education.

Over 50 percent of the respondents in all categories, when grouped either by type of library or by year graduated, felt that their core curriculum courses were highly to very highly useful. Over half of the total sample population (and especially school librarians) also indicated that their specialized courses were highly to very highly useful. Overall, the findings indicate that special librarians were the least satisfied with their preparation.

Research Question 2: What are the perceptions of the University of Tennessee graduates regarding their job performance in their first professional position?

Seventy percent of the respondents felt highly to very highly competent about their library skills in their first jobs. Fewer special librarians (62 percent) felt competent than respondents from other types of libraries. Although a large percentage of the 1977 graduates felt competent about their skills, the percentage dropped from 81 percent to 58 percent in 1977. However, 71 percent of the 1977 graduates indicated that they were highly to very highly satisfied with their program as preparation for their first professional position. Fewer respondents (67 percent) were satisfied in 1976 than any other year.

Five reasons for dissatisfaction with the GSLIS program as preparation for first professional positions were identified by the respondents. Their reasons for dissatisfaction included:

1. An inadequate balance between theory and practice.
2. Inadequate preparation for management and personnel responsibilities.
3. Inadequate course work in information science and automated data processing.
4. Inadequate teacher effectiveness in certain courses.
5. Inadequate or missing course work in certain subjects and skill areas, e.g., subject specialities, medical, law, non-print media, and research methodology.

Over a third of the respondents (39 percent) took electives from other disciplines which they felt were helpful in their first jobs. More school librarians (53 percent) than any other group of respondents indicated taking useful electives from other disciplines, primarily in education. Disciplines from which respondents took electives were: education, computer science, business, and other areas such as speech, history, art, and sign language.

Research Question 3: What are the key concerns and recommendations of GSLIS graduates of The University of Tennessee that may need to be addressed by the curriculum committee?

Respondents identified several concerns and recommendations pertaining to their academic preparation for their first professional position. Some respondents felt that their GSLIS program did not prepare them to expect to perform clerical and other "unprofessional" tasks that were part of their first jobs. They felt the length of the program did not allow ample time for in-depth coverage of some courses

nor include time for specialized training. Others felt that better career guidance and some criteria for job competency are needed.

Some respondents would have preferred more emphasis on practical applications of library concepts as opposed to the theoretical aspects. A majority (79 percent) of the respondents felt more field experience would have been beneficial.

Although most of the respondents specialized and subsequently obtained jobs in those specialities, some respondents had reservations about recommending specializing to other GSLIS students. Their reasons for being hesitant about recommending specializing focused on the difficulty of predicting the types of jobs graduates will fill or the functions they will be expected to perform. Some felt that specializing enhanced job qualifications and increased job competency. On the other hand, others felt that a general preparation was preferable and that on-the-job training could effect the necessary transfer and acquisition of knowledge and skills.

Although the results of the survey showed that overall 60 to 70 percent of the respondents felt their elective and core courses respectively were highly to very highly useful in their first professional positions, some respondents expressed a need for more specialty classes. Specialty areas mentioned by the respondents included: serials, law, medicine, and services for the handicapped. The content analysis of free responses indicated that more instruction is needed in the areas of management skills (budgeting, record keeping, equipment and facilities), personnel functions, nonprint media, records management, and research and proposal writing.

Overall, respondents had favorable comments pertaining to personal and professional qualities of the GSLIS faculty. However, a few respondents felt teacher effectiveness was lacking in certain areas or at certain times, e.g., visiting professors or those faculty with little or no field experience. Recommendations of the respondents for program improvement included the need for improved teaching methods in some areas. Although respondents were not always specific in their comments about which areas or classes needed improvements, some suggestions were: classes should contain less theory and more practical application; less emphasis on traditional library concepts and more on modern techniques; and less emphasis on school and public library work and more on special and information science related functions. Other respondents emphasized the need for more concentration on management skills and personnel supervision.

III. CONCLUSIONS

The following conclusions were based on the purpose of the study and the findings of the research.

The GSLIS Multi-Purpose Curriculum is Appropriate

The results of this research show that GSLIS graduates at The University of Tennessee obtained a variety of positions in all four major types of libraries. Further, the data revealed that graduates were satisfied with their education as preparation for their first professional employment. Graduates also performed a multiplicity of job functions. These results are compatible with the objectives of the GSLIS program, i.e., to educate librarians to function in a variety of

libraries rather than focusing on a particular type of library. Therefore, it is concluded that the multi-purpose GSLIS curriculum at The University of Tennessee is appropriate as preparation for first professional positions.

The findings of this study pointed out the following strengths in school librarianship: 31 percent of the sample population (forty) were school librarians. These school librarians felt their core and specialized classes were highly to very highly useful. School librarians also felt highly to very highly competent in their first jobs. School librarians managed one-person libraries and performed a variety of job functions. Overall, school librarians were satisfied with the GSLIS program as preparation for their first jobs and felt best prepared to perform more functions than respondents in any type of library.

Collection development and reference services were among the strengths of the curriculum. More than half of the respondents indicated that materials selection and reference were major job functions as well as functions they felt best prepared to perform.

Curriculum Permits Specializing

Even though tracking or specializing in a particular type of library or subject area is not encouraged at The University of Tennessee, the GSLIS curriculum structure permits specializing. The research indicates that students choose electives in a particular type of library or subject area; e.g., school librarianship, reference, and

cataloging. Ninety-one percent (116) of the 128 respondents stated that they specialized during their GSLIS program in a particular type of library or subject area.

Curriculum Deficient in Practical Applications

Seventy-nine percent (101) of the respondents indicated that the GSLIS program could be improved by providing more field experience and practical applications. Respondents stated that they were unprepared to perform many of the "nitty gritty" routines of their jobs, deal with applications of modern technology, and work with audio-visual materials and equipment. Respondents felt that there should be a better balance between theory and practice in the curriculum.

Curriculum Inadequate for Management and Personnel Functions

Many respondents stated that their GSLIS program did not adequately prepare them to handle management (27 percent) and personnel (31 percent) functions. Management related skills in which respondents expressed a need for more instruction were: budgeting; personnel supervision; personnel selection, and performance appraisals.

IV. RECOMMENDATIONS

The researcher makes the following recommendations based on the findings, conclusions, and implications of this study. Recommendations are in two categories: (1) curriculum improvement and (2) recommendations for further study.

Curriculum Improvement

Add more subject speciality courses. More subject speciality courses, e.g., medical terminology, services for the handicapped, acquisitions, geography and maps should be considered as electives to the GSLIS curriculum. Since GSLIS graduates obtain jobs in a variety of types of libraries, speciality classes should enhance job qualifications as well as provide competency in specialized areas. These classes could be beneficial to both the new professional and other practitioners desiring to continue their education. If qualifications or teaching loads of present faculty hinder the possibility of adding such specialities courses, other disciplines or "outside" experts should be considered.

Incorporate more career guidance. The GSLIS Curriculum Committee should determine to what extent information about career opportunities is being incorporated in the curriculum. "To enable students to make informed assessments and decisions regarding various career opportunities in libraries and information centers" is a stated objective of the GSLIS program (The University of Tennessee, GSLIS Announcement, 1979). Therefore, a program evaluation should be performed to assess to what extent this objective is being met. In addition to imparting career information about job requirements and the job market in the core course, Libraries and Librarianship, seminars, colloquies, and tours could be offered on a no-credit basis.

Improve balance between theory and practical applications.

More opportunities for field experience as well as exercises for applying theoretical concepts to practical application should be incorporated in GSLIS courses. This is not to imply that the GSLIS program should be a "training" institution as opposed to an "educational" one. However, the number of GSLIS graduates expressing a need for more field or practical experience presents a reason for action. The program should provide more opportunities for practical experience with the use of simulations, practical exercises, role playing, field experiences, and internships. Efforts should be directed toward an optimum balance between the theoretical and practical work offered by the school.

Incorporate more instruction in management and personnel functions.

More principles and practices relevant to management and personnel functions need to be incorporated into the GSLIS program. Suggestions for strengthening these areas are to: (1) incorporate management concepts and principles of personnel activities in all courses where applicable; (2) strengthen core class in Library Management to reflect the needs of the profession (e.g., budgeting problems, staffing and supervisory functions, patron problems, and organizational activities); (3) recommend relevant management courses from other disciplines.

Recommendations for Further Study

Field experience and internships. A study should be conducted to determine (1) what kinds of field experiences or internships should be offered and (2) which libraries or other organizations would be willing to enter into cooperative arrangements for practicums.

Continuing education and post-master's programs. An investigation should be conducted to determine the feasibility of developing continuing education programs or an advanced degree program for meeting the needs of practicing librarians.

Effectiveness of recent curriculum changes. A follow-up study of the GSLIS graduates at The University of Tennessee should be conducted to determine the effectiveness of the additions and revisions of courses which have been approved for Winter 1982. The study should also be used as a follow-up comparison with the results of this study and as a means of keeping in contact with the needs of the school's graduates and the library profession.

Employers' perspective and job competency. A study should be conducted as an extension of this study to determine employers' needs and perceptions of the appropriateness of the GSLIS program at The University of Tennessee as preparation for competency in first professional positions. Such a study could provide data pertaining to what areas the employers, as a group, feel library and information science personnel should receive training.

Other library schools. Additional studies following a format similar to that used in this research should be undertaken by other library schools to identify concerns and recommendations of their graduates. Regardless of what other studies exist on curriculum and library education, the sources of dissatisfaction within each school

may be unique, parallel, different, better or worse than other schools with comparable programs.

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APPENDICES

APPENDIX A

PRETEST A AND COVER LETTER

THE UNIVERSITY OF TENNESSEE

College of Education

KNOXVILLE, TENNESSEE 37916

May 1, 1981

Dear GSLIS Graduate:

Selected graduates of the GSLIS Master's degree program are being surveyed. Only individuals graduating from the University of Tennessee between 1975 and 1979 are being contacted. The purpose of the survey is to provide data for curriculum improvement.

Your response is important because you have successfully completed the GSLIS program and have had an opportunity to apply your education. Please support this effort by taking a few minutes to answer the attached questionnaire.

The questionnaire can be returned by using the enclosed self-addressed stamped envelope. We would appreciate receiving the completed questionnaire by May 15, 1981.

Thank you for your time and cooperation in this important study.

Cordially yours,

Opal H. LeMaster, Researcher

Gary Purcell, Ed.D., GSLIS Advisor

Jerry J. Bellon, Ed.D., Major Advisor
Head, Education Curriculum & Instruction

GSLIS QUESTIONNAIRE

FOR THE PURPOSES OF THIS STUDY, THE TERM LIBRARIAN IS USED SYNONYMOUSLY WITH INFORMATION SPECIALIST. FIRST PROFESSIONAL POSITION REFERS TO YOUR FIRST WORK EXPERIENCE IN A LIBRARY RELATED JOB UPON RECEIVING THE GSLIS DEGREE.

1. Indicate the type of library in which you first worked.

- a ☐ School (K-12)
 b ☐ Public
 c ☐ Academic (College or University)
 d ☐ Special (Law, Industry) SPECIFY: _____

2. Identify your major responsibility in your first position.

- a ☐ Administrator (Manager of total program, more than four persons)
 b ☐ Supervisor (Manager of certain functions, but not total program)
 c ☐ One-person library (General responsibilities)
 d ☐ One to three-person library (General responsibilities)
 e ☐ Teaching (Library related courses)
 f ☐ Speciality (Reference, cataloging) SPECIFY: _____

ANSWER QUESTIONS 3, 4, and 5 BY CHECKING THE APPROPRIATE COLUMNS OF THE CHECK-LIST PROVIDED.

3. Indicate the major job functions you performed in your first professional position.
4. Which functions did your GSLIS program best prepare you to perform?
5. What functions were you least prepared to do?

<u>No. 3</u>	<u>No. 4</u>	<u>No. 5</u>	
_____	_____	☐ a	Abstracting
_____	_____	☐ b	Acquisitions
_____	_____	☐ c	Archives
_____	_____	☐ d	Automation
_____	_____	☐ e	Cataloging & Classification
_____	_____	☐ f	Circulation
_____	_____	☐ g	Indexing
_____	_____	☐ h	Information Retrieval
_____	_____	☐ i	Management
_____	_____	☐ j	Materials Selection
_____	_____	☐ k	Nonprint Media
_____	_____	☐ l	Personnel
_____	_____	☐ m	Public Relations
_____	_____	☐ n	Reference
_____	_____	☐ o	Research
_____	_____	☐ p	Serials
_____	_____	☐ r	Teaching
_____	_____	☐ s	Technical Services
_____	_____	☐ t	Other: _____

-2-

PLEASE CIRCLE THE NUMBER OF THE RESPONSE IN THE COLUMN AT THE RIGHT OF EACH QUESTION WHICH MOST CLEARLY INDICATES YOUR VIEWPOINT.

VERY HIGHLY	HIGHLY	SOMEWAT	NOT AT ALL	DOES NOT APPLY
4	3	2	1	0

6. Indicate how useful the core courses were as preparation for your first professional position. 4 3 2 1 0
7. If you specialized in an area of interest (school, public, reference, etc.), indicate how useful those courses were in your first professional position. 4 3 2 1 0
8. Would you recommend that GSLIS student choose an area of specialization and try to obtain a job in that area as opposed to taking a variety of electives? 4 3 2 1 0
9. How competent did you feel about your library skills when you began your first job? 4 3 2 1 0
10. Overall, how satisfied were you with your GSLIS education as preparation for your first professional position? 4 3 2 1 0
11. If you were not completely satisfied with your GSLIS program as preparation for your first professional position, please indicate the reasons for your dissatisfaction.
12. Did you track, i.e., choose GSLIS electives for a certain type of library or function (school, public, reference, etc.)?
- a Yes SPECIFY: _____
- b No
13. Did you take any electives from another discipline which you feel have been especially helpful? (Management, media, systems analysis, etc.)
- a Yes SPECIFY: _____
- b No

-3-

14. In what ways might the GSLIS program be improved?

- a ☐ Core requirements
- b ☐ Field experience or internships
- c ☐ GSLIS electives
- d ☐ Non GSLIS electives
- e ☐ Teaching method
- f ☐ Teaching quality
- g ☐ Other (SPECIFY): _____

15. If you have or plan to further your education, indicate your reason(s).

- a ☐ To specialize in area not received in the GSLIS program
- b ☐ To specialize in another discipline
- c ☐ To update knowledge and skills
- d ☐ To qualify for a promotion or different position
- e ☐ As a possible step toward a doctorate
- g ☐ Other (SPECIFY): _____

16. Is there anything else you would like to share concerning the GSLIS curriculum?

For statistical tabulations and potential follow-up interviews, it would be helpful to have the following information. All names will be kept CONFIDENTIAL and WILL NOT be used for reporting purposes.

NAME _____ HOME TELEPHONE () _____
Area Number

HOME ADDRESS _____ Zip Code

BUSINESS _____ TELEPHONE () _____
Name of Library or Organization Area Number

_____ Address _____ Zip Code

_____ Your title or position _____

_____ Year began GSLIS Program _____ Male

_____ Year Graduated _____ Female

THANK YOU FOR TAKING TIME TO COMPLETE THE QUESTIONNAIRE.

APPENDIX B

PRETEST B AND COVER LETTER

THE UNIVERSITY OF TENNESSEE

College of Education

KNOXVILLE, TENNESSEE, 37916

Dear GSLIS Colleague:

Your assistance is requested in pretesting the attached questionnaire. The purpose of the questionnaire is to collect data for a GSLIS curriculum study. With input from alumnae, the GSLIS program can more readily respond to the needs of the profession and society.

Please take a few minutes now to respond to the questionnaire. Also, indicate approximately how long it took you to complete it.

After completing the questionnaire, go back and write any comments you might have pertaining to the content and construction. Any suggestions or questions regarding additions, deletions, or other changes would be appreciated.

A self-addressed stamped envelope is enclosed for your convenience. Your response is needed by April 22, 1981.

Thank you for your cooperation and suggestions.

Sincerely,

Opal H. LeMaster, Researcher
1978 GSLIS Graduate

THE UNIVERSITY OF TENNESSEE

College of Education

KNOXVILLE, TENNESSEE 37916

May 1, 1981

Dear GSLIS Colleague:

Selected graduates of the GSLIS Master's degree program are being surveyed. Only individuals graduating from The University of Tennessee between 1975 and 1979 are being contacted. The purpose of the survey is to provide data for curriculum improvement.

Your response is important because you have successfully completed the GSLIS program and have had an opportunity to apply your education. Please support this effort by taking a few minutes to answer the attached questionnaire.

For the purposes of this study, the term Librarian is used synonymously with Information Specialist. All questions refer to your first professional position, that is, your first work experience in a library or related area after receiving your GSLIS degree.

The questionnaire can be returned by using the enclosed self-addressed stamped envelope. We would appreciate receiving the completed questionnaire by May 15, 1981.

Thank you for your time and cooperation in this important study.

Cordially yours,

Opal H. LeMaster, Researcher

Gary R. Purcell, GSLIS Advisor

Jerry J. Bellon, Major Advisor
Head, Education Curriculum & Instruction

1. Indicate the type of library in which you first worked.
- a ☐ School (K-12)
 - b ☐ Public
 - c ☐ Academic (College or University)
 - c ☐ Special (Law, Industry, etc.) SPECIFY: _____
2. Identify your major responsibility in your first position.
- a ☐ Administrator (Manager of total program, more than four persons)
 - b ☐ Supervisor (Manager of certain functions, but not total program)
 - c ☐ One-person library (General responsibilities)
 - d ☐ Two to three-person library (General responsibilities)
 - e ☐ Teaching (Library related courses)
 - f ☐ Speciality (Reference, cataloging, etc.) SPECIFY: _____

ANSWER QUESTIONS 3, 4 and 5 BY CHECKING THE APPROPRIATE COLUMNS.

3. What were your major job functions in your first professional position?
4. What functions did your GSLIS program best prepare you to perform?
5. What functions were you least prepared to do?

<u>No. 3</u>	<u>No. 4</u>	<u>No. 5</u>
☐	☐	☐ a Abstracting
☐	☐	☐ b Acquisitions
☐	☐	☐ c Archives
☐	☐	☐ d Automation
☐	☐	☐ e Cataloging & Classification
☐	☐	☐ f Circulation
☐	☐	☐ g Indexing
☐	☐	☐ h Information Retrieval
☐	☐	☐ i Management
☐	☐	☐ j Materials Selection
☐	☐	☐ k Nonprint Media
☐	☐	☐ l Personnel
☐	☐	☐ m Public Relations
☐	☐	☐ n Records Management
☐	☐	☐ o Reference
☐	☐	☐ p Research
☐	☐	☐ q Serials
☐	☐	☐ r Systems Analysis & Design
☐	☐	☐ s Teaching
☐	☐	☐ t Technical Services
☐	☐	☐ u Other: _____

PLEASE CIRCLE THE NUMBER OF THE RESPONSE IN THE COLUMN AT THE RIGHT OF EACH QUESTION WHICH MOST CLOSELY INDICATES YOUR VIEWPOINT.

- | | VERY HIGHLY | HIGHLY | SOMEWHAT | NOT AT ALL | DOES NOT APPLY |
|---|-------------|--------|----------|------------|----------------|
| 6. Indicate how <u>useful</u> the core courses were as preparation for your first professional position. | 4 | 3 | 2 | 1 | 0 |
| 7. If you specialized in an area of interest (school, public, reference, etc.), indicate how <u>useful</u> those courses were in your first professional position. | 4 | 3 | 2 | 1 | 0 |
| 8. How <u>competent</u> did you feel about your library skills when you began your first job? | 4 | 3 | 2 | 1 | 0 |
| 9. Overall, how <u>satisfied</u> were you with your GSLIS education as preparation for your first professional position? | 4 | 3 | 2 | 1 | 0 |
| 10. If you were not completely satisfied with your GSLIS program as preparation for your first professional position, please indicate the reasons for your dissatisfaction. | | | | | |
| 11. Did you choose GSLIS electives for a particular type of library or function, i.e., specialize in school, public, reference, etc.? | | | | | |
| a ☐ Yes SPECIFY: _____ | | | | | |
| b ☐ No | | | | | |
| 12. Would you recommend specializing to other GSLIS students? | | | | | |
| a ☐ Yes EXPLAIN: _____ | | | | | |
| b ☐ No | | | | | |
| 13. Did you take any electives from another discipline which you feel have been especially helpful? (management, media, systems analysis, etc.)? | | | | | |
| a ☐ Yes SPECIFY: _____ | | | | | |
| b ☐ No | | | | | |

APPENDIX C

QUESTIONNAIRE AND COVER LETTER

THE UNIVERSITY OF TENNESSEE
College of Education
KNOXVILLE, TENNESSEE, 37916

Dear GSLIS Colleague:

Selected graduates of the GSLIS Master's degree program are being surveyed. Only individuals graduating from The University of Tennessee between 1975 and 1979 are being contacted. The purpose of this survey is to provide data for curriculum improvement.

Your response is important because you have successfully completed the GSLIS program and have had an opportunity to apply your education. With input from alumnae, the GSLIS program can more readily respond to the needs of the profession and society. Please support this effort by taking a few minutes to answer the attached questionnaire.

For the purposes of this study, the term Librarian is used synonymously with Information Specialist. All questions refer to your first professional position, that is, your first work experience in a library or related area after receiving your GSLIS degree.

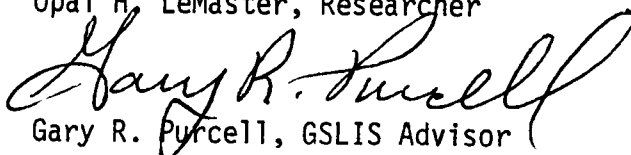
The questionnaire can be returned by using the enclosed self-addressed stamped envelope. We would appreciate receiving the completed questionnaire by May 15, 1981.

Thank you for your time and cooperation in this important study.

Cordially yours,



Opal H. LeMaster, Researcher



Gary R. Purcell, GSLIS Advisor



Jerry A. Bellon, Major Advisor
Head, Education Curriculum & Instruction

May 1, 1981

1. Indicate the type of library or other organization in which you first worked.
- a ☐ School (K-12)
 - b ☐ Public
 - c ☐ Academic (College or University)
 - d ☐ Special (Law, Medical, etc.) SPECIFY: _____
 - e ☐ Other Organization SPECIFY: _____
2. Identify your major responsibility in your first position.
- a ☐ Administrator of total program, more than four persons
 - b ☐ Supervisor of certain functions, but not total program
 - c ☐ Overall responsibilities, one-person library
 - d ☐ Shared responsibilities, two to three-person library
 - e ☐ Teaching library and/or information courses
 - f ☐ Specialty (Reference, cataloging, etc.) SPECIFY: _____

ANSWER QUESTIONS 3, 4 AND 5 BY CHECKING THE APPROPRIATE COLUMNS.

3. What were your major job functions in your first professional position?
4. What functions did your GSLIS program best prepare you to perform?
5. What functions were you least prepared to do?

<u>No. 3</u>	<u>No. 4</u>	<u>No. 5</u>
☐	☐	☐ a Abstracting
☐	☐	☐ b Acquisitions
☐	☐	☐ c Archives
☐	☐	☐ d Automation/Data Processing
☐	☐	☐ e Cataloging & Classification
☐	☐	☐ f Circulation
☐	☐	☐ g Indexing
☐	☐	☐ h Interlibrary Loan
☐	☐	☐ i Management (Planning, Budgeting, Organizing)
☐	☐	☐ j Materials Selection
☐	☐	☐ k Nonprint Media
☐	☐	☐ l On-line Bibliographic Services
☐	☐	☐ m Personnel (Selection, Supervision, Appraisals)
☐	☐	☐ n Public Relations
☐	☐	☐ o Records Management
☐	☐	☐ p Reference
☐	☐	☐ q Research & Proposal Writing
☐	☐	☐ r Serials
☐	☐	☐ s Systems Analysis, Design, & Evaluation
☐	☐	☐ t Teaching
☐	☐	☐ u Other: _____

ANSWER QUESTIONS 6, 7, 8 AND 9 BY
CIRCLING THE NUMBER OF THE RESPONSE
WHICH MOST CLOSELY INDICATES YOUR
VIEWPOINT.

- | | VERY
HIGHLY | HIGHLY | SOMEWHAT | NOT AT
ALL | DOES NOT
APPLY |
|---|----------------|--------|----------|---------------|-------------------|
| 6. Indicate how <u>useful</u> the core courses were as preparation for your first professional position. | 4 | 3 | 2 | 1 | 0 |
| 7. If you specialized in an area of interest (school, public, reference, etc.), indicate how <u>useful</u> those courses were in your first professional position. | 4 | 3 | 2 | 1 | 0 |
| 8. How <u>competent</u> did you feel about your library skills when you began your first job? | 4 | 3 | 2 | 1 | 0 |
| 9. Overall, how <u>satisfied</u> were you with your GSLIS education as preparation for your first position? | 4 | 3 | 2 | 1 | 0 |
| 10. If you were not completely satisfied with your GSLIS program as preparation for your first professional position, please indicate the reasons for your dissatisfaction. | | | | | |
| | | | | | |
| 11. Did you choose GSLIS electives for a particular type of library or function, i.e., specialize in school, public, reference, etc.? | | | | | |
| a ☐ Yes | SPECIFY: _____ | | | | |
| b ☐ No | | | | | |
| 12. Would you recommend specializing to other GSLIS students? | | | | | |
| a ☐ Yes | SPECIFY: _____ | | | | |
| b ☐ No | | | | | |
| 13. Did you take any electives from another discipline which you feel have been especially helpful (business, education, computer sciences, etc.)? | | | | | |
| a ☐ Yes | SPECIFY: _____ | | | | |
| b ☐ No | | | | | |

nge in core requirements
 e field experience or internships
 e GSLIS electives
 e non-GSLIS electives
 ter teaching methods
 roved teacher qualifications
 er SPECIFY:

a _____ To specialize in area not received in the GSLIS program
b _____ To specialize in another discipline
c _____ To update knowledge and skills
d _____ To qualify for a promotion and/or different position
e _____ As a possible step toward an advanced degree
f _____ Other SPECIFY: _____

For statistical tabulations and potential follow-up, please provide the following information. ALL NAMES will be kept CONFIDENTIAL and WILL NOT BE USED for reporting purposes.

CURRENT JOB TITLE OR POSITION _____

Address
Zip Code

Year Began GSLIS Program _____ Year Graduated _____ Male/Female _____

APPENDIX D

FOLLOW-UP LETTER

THE UNIVERSITY OF TENNESSEE

College of Education
KNOXVILLE, TENNESSEE, 37916

May 21, 1981

Dear GSLIS Colleague:

If you have already returned your response to the GSLIS questionnaire, thank you! Your help is sincerely appreciated.

If you have not returned your questionnaire, please take a few minutes right now to complete it. Your experience and judgment will contribute significantly to the successful outcome of this study.

Another copy of the questionnaire and a self-addressed stamped envelope have been enclosed for your convenience. All responses received by May 31, 1981 will be included in the data analysis.

Thank you for your help and support.

Sincerely,

A handwritten signature in cursive script that reads "Opal H. LeMaster". The signature is fluid and elegant, with a long horizontal flourish extending to the right.

Opal H. LeMaster, Researcher
1978 GSLIS Graduate

Enclosures 2

APPENDIX E

SUMMARY OF RESPONSES TO QUESTIONNAIRE

1. Indicate the type of library or other organization in which you first worked.

	<u>No.</u>	<u>%</u>	
a.	40	31.3	School (K-12)
b.	28	21.9	Public
c.	31	24.2	Academic (College or University)
d.	17	13.3	Special (Law, Medical, etc.)
e.	12	9.4	Other Organization

128 100.0 Total

2. Identify your major responsibility in your first position.

	<u>No.</u>	<u>%</u>	
a.	4	3.1	Administrator of total program, more than four persons
b.	20	15.6	Supervisor of certain functions, but not total program
c.	44	34.4	Overall responsibilities, one-person library
d.	14	10.9	Shared responsibilities, two to three-person library
e.	0	0.0	Teaching library and/or information courses
f.	37	28.9	Specialty (Reference, Cataloging, etc.)
	9	7.0	Response omitted

128 100.0 Total

ANSWER QUESTIONS 3, 4 AND 5 BY CHECKING THE APPROPRIATE COLUMNS.

3. What were your major job functions in your first professional position?
4. What functions did your GSLIS program best prepare you to perform?
5. What functions were you least prepared to do?

<u>Q. 3</u>			<u>Q. 4</u>		<u>Q. 5</u>		
No.	%		No.	%	No.	%	
a.	7	5.5	9	7.0	10	7.8	Abstracting
b.	58	45.3	34	26.6	16	12.5	Acquisitions
c.	9	7.0	1	0.8	25	19.5	Archives
d.	16	12.5	7	5.5	23	18.0	Automation/Data Processing
e.	55	43.0	52	40.6	16	12.5	Cataloging & Classification
f.	54	42.2	18	14.1	13	10.2	Circulation
g.	21	16.4	17	13.3	10	7.8	Indexing
h.	28	21.9	9	7.0	18	14.1	Interlibrary Loan
i.	59	46.1	33	25.8	35	27.3	Management
j.	89	69.5	88	68.8	9	7.0	Materials Selection
k.	45	35.2	23	18.0	18	14.1	Nonprint Media
l.	14	10.9	13	10.2	28	21.9	On-line Bibliographic Services
m.	27	21.1	8	6.3	39	30.5	Personnel
n.	43	33.6	15	11.7	26	20.3	Public Relations
o.	39	30.5	9	7.0	28	21.9	Records Management
p.	82	64.1	91	71.1	2	1.6	Reference
q.	10	7.8	8	6.3	29	22.7	Research & Proposal Writing
r.	20	15.6	6	4.7	14	10.9	Serials
s.	11	8.6	9	7.0	32	25.0	Systems Analysis
t.	39	30.5	10	7.8	19	14.8	Teaching
u.	13	10.2	6	4.7	7	5.5	Other

	VERY HIGHLY	HIGHLY	SOMEWHAT	NOT AT ALL	DOES NOT APPLY	
6. Indicate how <u>useful</u> the core courses were as preparation for your first professional position.	17 13.3	72 56.3	37 28.9	1 0.8	1 0.8	No. %
7. If you specialized in an area of interest (school, public, reference, etc.), indicate how <u>useful</u> those courses were in your first professional position	28 21.9	48 37.5	39 30.5	3 2.3	10 7.8	No. %
8. How <u>competent</u> did you feel about your library skills when you began your first job?	16 12.5	74 57.8	37 28.9	0 0.0	1 0.8	No. %
9. Overall, how <u>satisfied</u> were you with your GSLIS education as preparation for your first position?	22 17.2	75 58.6	26 20.3	1 0.8	4 3.1	No. %
10. If you were not completely satisfied with your GSLIS program as preparation for your first professional position, please indicate the reasons for your dissatisfaction.						

See Appendix F

11. Did you choose GSLIS electives for a particular type of library or function, i.e., specialize in school, public, reference, etc.?

	No.	%	
a.	116	90.6	Yes
b.	11	8.6	No
	1	0.8	Response omitted

12. Would you recommend specializing to other GSLIS students?

	<u>No.</u>	<u>%</u>		
a.	96	75.0	Yes	SPECIFY REASONS: See Appendix G
b.	21	16.4	No	
	11	8.6	Response omitted	

13. Did you take any electives from another discipline which you feel have been especially helpful (business, education, computer sciences, etc.)?

	<u>No.</u>	<u>%</u>	
a.	50	39.1	Yes
b.	76	59.4	No
	2	1.6	Response omitted

14. In what ways might the GSLIS program be improved?

	<u>No.</u>	<u>%</u>	
a.	14	10.9	Change in core requirements
b.	101	78.9	More field experience or internships
c.	31	24.2	More GSLIS electives
d.	39	30.5	More non-GSLIS electives
e.	14	10.9	Better teaching methods
f.	6	4.7	Improved teacher qualifications
g.	20	15.6	Other

15. If you have or plan to further your education, indicate your reason(s):

	<u>No.</u>	<u>%</u>	
a.	25	19.5	To specialize in area not received in the GSLIS program
b.	30	23.4	To specialize in another discipline
c.	62	48.4	To update knowledge and skills
d.	39	30.5	To qualify for a promotion and/or different position
e.	28	21.9	As a possible step toward an advanced degree
f.	8	6.3	Other

16. Is there anything else you would like to share concerning the GSLIS curriculum?

See Appendix H

Year graduated:

	<u>No.</u>	<u>%</u>	
a.	20	15.6	1975
b.	21	16.4	1976
c.	26	20.3	1977
d.	36	28.1	1978
e.	23	18.0	1979
	2	1.6	Responses omitted

	<u>No.</u>	<u>%</u>	
a.	31	24.2	Male
b.	97	75.8	Female

APPENDIX F

UNEDITED RESPONSES TO OPEN-ENDED QUESTIONNAIRE ITEM NUMBER 10

The sample population was asked to respond to the following question:

If you were not completely satisfied with your GSLIS program as preparation for your first professional position, please indicate the reasons for your dissatisfaction.

To eliminate potential bias, and for the convenience of the reader, the unedited free responses to Item 10 were first clustered by the type of library in which the respondent was first employed. The same sequence used in Item 1 of the questionnaire was used for ordering the types of libraries, i.e., school, public, academic, special, and other. Secondly, each response was arranged chronologically by the year respondent graduated with the latest dates first. Under the dates, the responses were arranged by the length of the response with the shortest responses first and longest responses last. The latter placement was done for visual impact as well as alleviating any appearance of bias on the part of the researcher.

SCHOOL (K-12)

- 1979 Answers reflect inconsistencies because as the premise on p. 1, 1st professional experience after GSLIS is to be the reflection. I had 7 years of school library experience before attending UT-GSLIS.
- 1979 A school librarian is a teacher first and then a librarian. While I feel my preparation in library skills was more than adequate for the position, I was not really well prepared for the teaching/dealing with students end of it.
- 1979 I did summer work--that's part of it. Two core courses which I needed the most, Reference and Materials Selection, were poorly taught or crammed into too small time slot to get all the material (respectively). Also, not all courses I needed were offered during summer, so I took some courses irrelevant to my work.
- 1979 I was quite satisfied with my GSLIS program although I would have benefited from more practical experience with librarians in the field. No matter how well a school prepares you, there is still going to be a lot that must be learned on the job. The Library School provided me with an excellent background upon which to build a career.
- 1979 The only area I felt unprepared to deal with was audiovisual hardware. I did not feel unprepared to select new equipment, but maintenance of existing equipment was difficult. In general I found that my classes had left me quite prepared to deal with almost everything except my own frustrations due to the lack of materials, equipment, etc. in my library. I really think I was over prepared.
- 1978 Lack of knowledge of general program needed, more observation of school library programs.
- 1978 The elementary school courses from Ms. Mauldin and Mr. Estes were especially excellent.
- 1978 (1) Please note No. 5--The summer I took cataloging a visiting professor "taught it"--the school was aware that none of us learned anything! (2) At the time computer sciences were just emerging--I should have taken a course.
- 1978 I continued in the same position in a school library. I entered the position in 1969 as a teacher with only 9 hrs. library courses and am still in the same position. I was satisfied with the GSLIS program, however, it made very little difference in the manner in which I did my job.

- 1978 I'm not sure my opinions would be valid in your survey. I was working in my first professional position before and during the time I got my MLS. I am still in the same job. I am of the opinion that the more a student can see real work situations the better off they will be in choosing their directions. The classroom talks about the ideal situations and many times that is not the reality. Students need to see this.
- 1977 Obviously there were core courses which are of little immediate help to a school librarian, but this does not mean we should not take them. They're broadening. I think my cataloging course emphasized philosophy--which has been helpful, but I've had to teach myself the basics of cataloging and I sometimes I wish I knew more--but I believe that course has been changed. On the whole, I have been pleased with the program.
- 1976 Overall, I was well satisfied with my GSLIS education. The usefulness of each individual course was determined, however, by the professor. The most useful courses were those taught by professors who had had practical experience in the field of librarianship and who continued to be actively involved in the field. The least useful courses were those taught by visiting professors and/or professors who seemed to have very little practical experience in the field.
- 1975 I believe more field experience would be helpful.
- 1975 When I took the cataloging course it was almost entirely theory. There was very little practical work; therefore, I left school not knowing how to classify and catalog a book.
- 1975 School librarians (novice) need more how-to help. Would be of use to see skills outline, how inventory done, teaching of library skills, what do look for first in getting your predecessor's loose ends tied up, etc.
- 1975 Professional training was completely satisfactory. I was deficient in some of the everyday clerical-type skills which, in a large library, would have come easier. In a one-person library many things were done by trial and error. The few hours of internship in a school library was the only preparation for many skills.
- 1975 My first position was difficult and probably somewhat unusual for a beginning librarian in that I had to set up a school library where there had been absolutely no ground work done. With no practical experience it was hard at times to translate theory into practice. On the whole however, I was very pleased with my preparation. Since in my second position in a public library where I worked with other qualified staff members, I felt well prepared to meet any challenge that presented themselves.

PUBLIC

- 1979 Not enough emphasis was placed by advisors in children's services (for public libraries).
- 1978 Prep. in Materials selection & other strictly prof. library functions adequate. Day to day operations & organization of Acquisitions Dept. inadequate. In this area my non-professional, clerical experience proved invaluable.
- 1978 Advanced management dealing with legislation, finance, "hard-core" budgeting, personnel selection, and evaluation, economics of library funding relative to overall economic conditions would be very helpful to those considering administration.
- 1977 Management course was totally unrealistic--much too idealistic. My automation course was a joke. Needed a practical introduction to the realities of library work.
- 1977 I had not expected to be in the type of position I was in right away and needed some time to feel my way. I might have felt more secure with some type of on-hands experience.
- 1977 I had the advantage of working in a public library on a ref. desk before I attended GSLIS--without this practical and educational opportunity I would have found the courses required and knowledge necessary to complete each course at times overwhelming.
- 1977 As a close supervisor GSLIS leaves one totally unprepared. Management comes a close second. If you are training people to be leaders they will not receive anything useful in the supervision of staff members as the program was conducted when I was in GSLIS.
- 1977 I felt that the weakest parts of the program were management skills and personnel functions. Also a better preparation for the realities of funding, facilities, etc. Much of my time as a public library branch head involves distinctly non-professional and non-library functions. I know that a lot is learned in the field, but some warning about mundane aspects of our existence would have helped (i.e., managing machinery, dealing with problem patrons, etc.).
- 1977 My undergraduate education (journalism) and a part-time job in the UT libraries have been more helpful than my GSLIS program. My position is rather specialized and I have received quite a bit of on-the-job training. One of the major features of the GSLIS program is in the teaching of managerial skills. GSLIS

students should either be required to take courses in the College of Business, or the school should beef-up its own courses. Courses in the selection and use of non-print materials and equipment also need attention.

- 1976 Some experiences cannot be transmitted within the educational context.
- 1976 GSLIS did not provide any field experience to enable me to put theory into practice. I felt that there was an assumption that anyone who was in the GSLIS program must have worked inside a library before. The regional library program was briefly mentioned in one course and this is a major irritation to me.
- 1975 Would have appreciated more experience "in the field" before graduation.
- 1975 More emphasis should be placed on management/supervisory skills, i.e., personnel evaluation, selection, task assignment, stress analysis.
- 1975 My education was geared toward an academic library, and I began work in a regional library--quite a difference. Had I taken more public courses, I feel sure the whole system would have been clearer to me, and I would have been more confident of my ability to do what was expected.

ACADEMIC (COLLEGE OR UNIVERSITY)

- 1979 More emphasis should have been placed on personnel relations and supervision. An acquisitions course is needed.
- 1979 Gov't docs courses need to contain info about record-keeping, collection maintenance. A serials course is needed w/practical on-the-job experience. It is too complex a function to be overlooked.
- 1979 I worked as a student assistant in the undergraduate library while I was in school and I also participated in a practicum. It is hard to distinguish that "education" from my course work.
- 1978 It's difficult for me to comment here since I was actually working in a professional position while completing my degree. What I learned "on the job" and in the curriculum combined to provide an excellent background.
- 1978 There should have been more opportunities for experiences in the field. Also, there was plenty of theory taught but not enough

of the practical. The "gritty" part of running a library (budgeting, planning, etc.), the management part was greatly neglected.

- 1978 My first position was temporary, however, the GSLIS courses that I took--combined with my outside work experience during graduate school--prepared me well for my position. Perhaps more emphasis should be placed on obtaining practical experience in library work (for those who previously had none) or offer more practicum, etc.
- 1978 There was no preparation for bibliographic instruction; however, few graduate programs prepare students for teaching. The most important area the program was lacking in is research methodology. There is too much to be learned in one quarter and this is an important area in librarianship. A course in grants & proposal writing would also be helpful.
- 1977 No preparation for bibliographic instruction--could have used a course on in-library politics--more work in interpersonal relations.
- 1977 Too much emphasis upon theoretical aspects. Too little emphasis on "nuts and bolts" activities of library. Librarianship is an applied field, i.e. Master of Science. Also, too little emphasis on computer operations. Also, might want to add a course on medical librarianship.
- 1977 Reference is a vital, essential portion of libraries, however, someone has to understand and be involved in the nitty gritty of technical services. Library materials don't miraculously appear on shelves fully processed nor are obsolete materials whisked away by elves at night. Also, the problem of gift materials, censorship, and tight budgets and space need to be addressed more thoroughly.
- 1976 More computer-related technologies would have been useful.
- 1976 GSLIS program lays the groundwork. Your true learning takes place out in the field.
- 1976 Since my job is not related to libraries, but to information handling, I found the curriculum somewhat weak in information science.
- 1976 More emphasis is needed on supervisory techniques--particularly how to handle problem employees, when & how to fire someone--in addition to the positive aspects such as how to motivate people.

- 1976 At the time I was a student, the 6-hr. course in the organization of materials was woefully inadequate--so that I would have been unprepared to enter cataloging. (That has now been corrected, I understand.) Generally, the program was less rigorous than I thought it should have been for graduate study.
- 1976 Did not clarify what is to be expected in the real library world. Preparation was too unrealistic for what duties beginning librarians are allowed to perform by the good graces of "experienced" supervisors. I had an extremely professional preparation for a profession dominated by totally unprofessional social rejects. I was led to believe falsely that I could have an impact on the profession. I now understand why certain librarians turn to teaching, because they are unable to change the real library world as a practitioner. It is unfair to build one's hopes for a profession that is in many ways beyond all hope.
- 1975 Needed more AV specialty courses. Curriculum should have more general emphasis on academic libraries, audio-visual methods & techniques. More opportunities for practicum work.

SPECIAL (LAW, INDUSTRY, ETC.)

- 1979 Education by itself does not make one a competent librarian.
- 1979 I was not well acquainted with law librarianship. As not many firms have professional librarians, it was difficult to become acquainted with the specialty through informal channels.
- 1979 While I was very prepared for a professional position in most libraries, I was unprepared for the unique nature of the newspaper library which was composed of many clipping files and a few books. At the newspaper library I had no need to use my bibliographic training.
- 1979 I remember one class period in which the teacher discussed library services for the blind and handicapped. While this is probably more than many schools give it did not really prepare me. I needed to know much more--sources of books in braille, etc. Thus GSLIS gave me the basic knowledge & skills but I have had to learn many of the specifics on the job.
- 1978 At the time I graduated, the information science and computer applications aspects of the curriculum were still under development.
- 1978 I was strongly discouraged in taking electives from other disciplines (business, Public Administration) which I felt would have been helpful.

- 1978 Records management is the up and coming field now in industry. Library courses do not aid in this area other than having taught one some organizational skills. If one ventures into this field, it is truly a trial and error experience.
- 1977 I would recommend less theory and more "how to" information.
- 1977 My cataloging & classification training was very poor--course was not well organized, teacher was flaky.
- 1977 I feel that the GSLIS program sorely lacked any student preparation for handling library budgeting and planning. Particularly in the area of budgeting, the educational experience was almost nonexistent.
- 1976 My position was in a subject area that was barely touched upon. It was not so much that as I believed special libraries were not adequately covered. Beyond this, I was not pleased with the classroom preparation provided for my courses in cataloging, management and networking. The networks course was my least favorite as it offered little in the way of a methodological approach to the topic. What I learned from cataloging I owe to fellow students and not the instructor. Good information was provided in my management course but rather vague in preparing the student on how to use it.
- 1975 I specialized in public librarianship, but since receiving my degree, I have worked only in Special Libraries or on very specialized library projects. I felt that the general overall core courses were quite good--but the more specialized technical courses were quite inadequate while I was at UT--for exm. Organiz. of Lib. Collection.
- 1975 At the time I got my degree, the library school had very limited information science courses; nor did I realize that was where I would end up--I ended up as manager for a collection in an information service center. It was not called a library. Few of the courses applied directly--however, I was able to transfer the approach in philosophy in many of my courses to the needs of my position. I still do that a lot. To this day I have never typed a catalog card, but I have "catalogued" numerous records in numerous fields.

SPECIAL/OTHER

- 1979 Needed more exposure to computer and its applications.
- 1979 The program does not allow enough time for specialized courses outside of the core courses. Since the core courses are a

necessary component of library education, perhaps the program should be expanded to include time for specialized training as well.

- 1978 An on-the-job course (like student teaching) where the student works in the library would be very helpful. I feel the main reason I could handle my first library job after graduation was because I'd had 6 library jobs before.
- 1977 Needed more emphasis on special libraries and automated information handling and retrieval.
- 1976 Since my job is not related to libraries but to information handling, I found the curriculum somewhat weak in information science.
- 1976 Not enough on-line search training. I wish I had courses in Records Management, Computer Science. Management courses should have been more "applied" and less theoretical.

APPENDIX G

UNEDITED RESPONSES TO QUESTIONNAIRE ITEM NUMBER 12

In addition to answering "Yes" or "No" to Item 12, respondents were to specify area or reason.

Would you recommend specializing to other GSLIS students?

a 96 Yes SPECIFY: _____

b 21 No

11 Responses omitted

To eliminate potential bias, and for the convenience of the reader, the unedited free responses to Item 12 were first clustered by the type of library in which the respondent was first employed. The same sequence used in Item 1 of the questionnaire was used for ordering the types of libraries. Secondly, each response was arranged chronologically by the year respondent graduated with the latest dates first. Under the dates, the responses were arranged by the length of the response with the shortest responses first and longest responses last. The latter placement was done for visual impact as well as alleviating any appearance of bias on the part of the researcher.

SCHOOL (K-12)

- 1979 Library is now so specialized when job seeking.
- 1979 If there was an interest expressed by the student.
- 1979 If the student intends to only stay in the particular type of library or function.
- 1978 School.
- 1978 Especially if interested in school.
- 1978 But not in school because of my dissatisfaction with it.
- 1978 If emphasis is in one area with a "minor" in another type of library or function.
- 1978 If they are certain they know what they want to do. If they don't have a specific goal they should generalize.
- 1977 According to their particular interests--but specializing should not be too narrow.
- 1976 This would depend, of course, on the career objective(s) of the student, but in general several types of libraries and/or functions.
- 1975 If one has a specific job.
- 1975 School & academic (college), as one may well follow the other in progression.
- 1975 Perhaps specializing but still taking other area courses as many librarians switch library types.

PUBLIC

- 1979 Taking "upper level" courses is suggested. One needs to specialize enough to reach that goal, but not to point that job potential is limited.
- 1979 This totally depends on the individual student. Ideally, my answer would be "yes," but realistically things are not so simple. Because I am married I have had to be able to work in the same town my husband worked. Therefore, the more diversified my education, the more job alternatives I had.

- 1978 Management.
- 1978 Special libraries--business/industry.
- 1978 It gives one depth. The principles can be applied to other types of libraries.
- 1977 Public libraries.
- 1977 But study more than one specialty.
- 1977 General curriculum is better preparation.
- 1977 A little bit of everything ends up being zero.
- 1977 A subject specialty (e.g., history, literature) is much more important.
- 1977 With broad areas, i.e., public library, reference services, etc., but not focused on a particular job or library.
- 1976 Area of interest.
- 1976 Computerized data base searching & outline cataloging.
- 1976 Unless you are really undecided as to kind of library or type of work.
- 1976 If going into reference, taking any and all reference-source courses is most helpful.
- 1976 I missed much valuable children's courses by thinking I would not need this. Now I do...but I'm glad I kept to public.
- 1976 Even though I am no longer working in a public library, I feel that as long as the MSLS is a one-year program that specializing adds depth and quality to one's program.
- 1975 Not unless you refuse to work in any other situation; you need the overview (you may never get it again).

ACADEMIC (COLLEGE OR UNIVERSITY)

- 1979 Reference.
- 1979 For a particular type of library.
- 1979 Health Sciences, Medical, Specialized Sciences.

- 1978 Reference.
- 1978 Technological areas.
- 1978 If you know your area of interest.
- 1978 But not to the exclusion of everything else.
- 1978 If certain what type position they are seeking.
- 1977 Important to have specific "sellable" skills.
- 1977 Only if they know exactly the type of library they want to work in.
- 1977 Depends on type of library where you will be employed--many generalists still needed.
- 1977 But don't neglect basics--be flexible enough so that you are prepared for more than one type of position.
- 1976 Information Science.
- 1976 Dependent on career goals.
- 1976 Most libraries only want warm bodies and don't care what kind of background you have.
- 1976 Not necessarily--depends on the individual's expectations & prior experience. Can't categorically say either yes or no.
- 1975 More useful than "core" courses.

SPECIAL (LAW, MEDICAL, ETC.)

- 1979 Specializing in reference prepared me to do what I enjoy doing.
- 1979 Demonstrate commitment to something; even if you don't use it.
- 1979 It is important to establish your uniqueness, i.e., a specialty, to stand out in a competitive field.
- 1978 Even managers & administrators need to specialize; they just specialize in being generalists.
- 1977 I'd recommend specializing in two areas.
- 1977 It's beneficial to be a specialist and a generalist. This is a hard question to answer.

- 1977 I would recommend an internship in the library of specialization (i.e., school, public, etc.)
- 1977 Specialization may or may not meet your future professional needs. There's no guarantee that you will even remotely be doing something in an area in which you specialize.
- 1976 The program offers a core that can be used for any type of library. I would supplement that with an internship, electives from another discipline and think seriously about a research project.
- 1975 I believe in getting a broad-based education that can apply to many situations. However, in this highly competitive world, if you don't specialize you're underqualified.

SPECIAL/OTHER

- 1979 Info Science--Computerization.
- 1979 For those aiming at college & research libraries.
- 1979 According to personal interest and career goals; every graduate should feel competent in at least one area.
- 1978 Computerized operations.
- 1978 Keep it broad to widen your job opportunities.
- 1978 I think one ends up specializing simply to fulfill the requirement of hours for graduation. I think that courses in as many different library subjects as possible is actually the best course (SEE ANSWER ON PAGE 13 (3).)
- 1977 To a certain extent, but need to get a feel of all areas.
- 1976 I couldn't get a job in my specialty.

APPENDIX H

UNEDITED RESPONSES TO QUESTIONNAIRE ITEM NUMBER 16

As a final question, the sample population was asked to respond to the following open-ended question:

Is there anything else you would like to share concerning the GSLIS program?

To eliminate potential bias, and for the convenience of the reader, the unedited free responses to Item 16 were first clustered by the type of library in which the respondent was first employed. The same sequence used in Item 1 of the questionnaire was used for ordering the types of libraries. Secondly, each response was arranged chronologically by the year respondent graduated with the latest dates first. Under the dates, the responses were arranged by the length of the response with the shortest responses first and longest responses last. The latter placement was done for visual impact as well as alleviating any appearance of bias on the part of the researcher.

SCHOOL (K-12)

- 1979 GSLIS program is excellent. The qualifications of the faculty were strong. A small department offered much assistance in student's personal interests in future plans. I would highly recommend this program. The flexibility of the electives is an asset to my training. Having previous library experience, my field training has been expanded.
- 1978 No.
- 1978 I had excellent teachers. I think the quality of the staff is topnotch.
- 1978 I got an MSLS to work in an area where it wasn't required or especially appreciated.
- 1978 The two required reference courses were very beneficial working part-time in an academic library.
- 1978 I especially appreciate the personal interest the faculty took, and continues to take in me.
- 1978 I enjoyed every minute of my masters program at UTK in Library Science. My study in the masters program opened up new avenues of knowledge to me that I still pursue in an elusive chase that I hope never ends.
- 1978 I attended GSLIS only during summer quarters because I was teaching fifth grade during the academic year. I attended for four summers consecutively and there were some courses that I would have liked to take that were not offered during summer quarters. Let Ms. Maudlin teach storytelling more often.
- 1978 I would like for a cooperative effort to be made between the GSLIS and the College of Education so that students might work toward the Specialist Degree in Education at the same time they are working to obtain the MLS degree. Also, this opportunity should be made known to students. I very much regret that I was not aware of any such possibility, while in the GSLIS program and, therefore, even though I have the required number of hours for a step up on the pay scale, I do not have the Specialist Degree, and I already had a Masters Degree in Education.
- 1977 I would like to see a course or workshop added which would cover maintenance (minor repairs and cleaning) of audiovisual equipment. This would be extremely useful for school librarians.

- 1977 Many graduates will have overall responsibility in school and small public libraries. For these, who have no superior to guide them, I feel very strongly that they should be given more practical experience in the day-to-day operations of the library.
- 1977 There is probably no way in which you can prepare students for everything--this is true in other professions. A broad base is necessary yet most of us end up specializing in one small area. I found my brief full experience helpful in giving me techniques and shortcuts most useful in processing and circulation. If we are not in a system, and if we have no clerical help, we need all the shortcuts we can find. Let's face it! We got bogged down in library discipline--student behavior, e.g., overdue books, lost books, problem books, repairing equipment & books, etc. Not exactly what you're trying to teach grad. students. But there is never enough time.
- 1976 I believe that the course in Reading Guidance taught by Professor Ester was one of the most valuable courses toward helping students on a one-to-one basis, as well as sharing input with classes. The two story telling courses (one by Mss Mauldin) also have been instructive since I give book talks to English classes. Practical experience is an excellent teacher. I also think that a course in bookkeeping would be valuable as part of core courses for GSLIS.
- 1976 I was very pleased with my GSLIS education. Any weaknesses in the program were definitely overshadowed by its strengths. Most courses were very helpful and were taught by dedicated faculty members, (Teachers such as Miss Eugenia Mauldin and the late Dr. Carl Cox were outstanding examples of excellence in the school.) If I were beginning my work over again, I would seek more diversity in the selection of my electives. I would try to become more familiar with libraries other than the school library. I would also definitely take courses in information science and the use of computers in the library. Practical experience in several types of libraries and library functions would be most helpful.
- 1975 I would like to see some course perhaps even non-credit that would enable people like myself who have been working out of the field for several years a chance to update their library education, to learn about new trends and bridge the gap between other related occupations and the library.
- 1975 Was graduated with B.S. degree in elementary education in 1956. Returned in 1964 to get certified in library science. When I returned to get graduate degree in 1964, I was unable to repeat some courses that I had in 1964 (I would not have been given

credit) I would have liked to repeat some of these courses because I'm sure they were new and updated (and been given credit for).

- 1975 I took many independent courses and special courses. I found the faculty and administration of the '74-'75 particularly amiable to letting my major advisor and me choose or create what we thought would be helpful for me. I was impressed that I was not coerced into taking courses in which I had no interest and could see little value. I continue to return in the summer for new workshops that sound interesting.
- 1975 I felt there was too much emphasis put on specialization at the time I was doing my course work. As my background was in education I felt my best chance for getting a job was with the schools, however, I was interested in public and academic work since I knew there were good opportunities where I would be living in those two areas. As important as gaining a thorough expertise in one area might be, with the difficulty of finding a job the reality that it is, I felt (and still feel) that for those who cannot go to where the jobs are, it is important to have some understanding of a number of areas of theory work. On the whole, however, I was most pleased with the quality of education I received at UT in the GSLIS and feel that I owe a great debt to some of the teachers I had at that time.

PUBLIC

- 1979 If I feel I am missing something, it is the ability to crank out a professional journal article. This is something that I am starting from "square one" on. Perhaps, taking Research Methods would have filled my gap. The program is quite useful in my current work experience--information specialist. The program provides a background or basis for a beginning in this field.
- 1979 I found library management to be my weakest area. Because I am basically a quiet person--as many librarians are, I found it hard to take charge, supervise others, and to be forceful and confident in my decisions. Of course, this situation has improved with experience. However, I feel that if I had been able to look at myself as a "manager" in addition to being a "librarian" I would have had fewer problems initially.
- 1978 I thought it was an excellent curriculum taught by concerned and well-qualified professors. I have no complaints, only compliments!

- 1978 More courses in technological aspects of Information Services--computers, etc. More preparation in information management in non-traditional library setting.
- 1978 Be tough. Be understanding of students, but don't relax your standards. They will only appreciate it after they have been on the job a while. Keith Cottam, Mr. Estes, and Dr. Robinson are three of the hardest--and three of the best! Thanks.
- 1978 I've said this before at the school, but out of 16 courses, only 4 duplicated to any extent what I already know from on the job experience in 16 years of library "work" prior to attending the UT-GSLIS. Those courses were Reference, U.S. Government Documents, Subject Bibliography and the Natural Science Bibliography course. A large percentage of students I studied with during my 4 summers (1975-8) at the GSLIS had prior experience in libraries. Recommendation: Reduce bibliography courses, expand into management, public administration and the like. What about a double masters program? Many employers seem to want both in an employee. I've had this position since August, 1980. This questionnaire, the answering therein, was based on my prior position, Head of the Business Science and Technology Department, Hialeah, John F. Kennedy Library, 190 W. 49th St., Hialeah, FL 33012. *Opa!, are you working on your doctorate? I hope so! Good luck!
- 1977 The public library coursework was strong. But with such a small department each faculty member must be top-notch because you have most professors at least twice--and there were, frankly, a few duds.
- 1977 I felt that the GSLIS program prepared me well for my first professional position. However, an intern program would have been very valuable in giving me more confidence. There is no substitute for being in the real world for a while.
- 1977 On the whole, I received a great deal from the program and found everyone quite willing to act as a sounding board when I was struggling with my first professional job. I think it's important for a student to know that a caring attitude continues.
- 1977 In basic library skills--reference, selection, cataloging--GSLIS does a very good job. I felt this was the strongest part of GSLIS after I have worked and had to apply myself in these areas. Computers and automation must be upgraded in importance. You can get by without this knowledge but you are either isolated mentally or physically just out in the boonies somewhere. Supervision and management aspects have to be strengthened. A must. I felt like I learned nothing from the standpoint of my current job experience.

- 1977 I found once I entered the "field" that many librarians did not share my service concept--not just grizzled old-timers, but newly graduated MLS's as well--I feel UTK was very instrumental in developing this attitude in myself and I recommend it continue to be stressed. Secondly, I would like to see more individuals with no library experience prior to entry into an MLS program join the professional ranks. I think they are less stubborn in the face of change. Of course I suspect GSLIS can do little to influence the character of applicants.
- 1977 Library jobs are so varied that no curriculum can completely prepare a student for the first job. However, I have been astounded by the amount of time organization spent sorting out various personnel problems. I feel that this was the major shortcoming of the GSLIS program. Most librarians who rise at all in the field end up supervising someone. And nothing at all ever gets accomplished without good supervision. Also, while librarians remain oriented toward print materials, the world is becoming increasingly non-print oriented. The curriculum should expose students to all kinds of media and equipment (computer, video, etc.). Incompetence and fear still run rampant in this area. Lots of on-hands experience should be required.
- 1976 Not at the moment.
- 1976 Dr. Wilson's great!
- 1976 On my first job I had a chance to compare myself with a recent graduate of a non-ALA-approved library school. My education was much, much broader and more theoretical than hers. I felt that my education had helped me to become a professional librarian in every sense, while hers had merely taught such basics as book repair and how to type catalog cards.
- 1976 Although I had much to learn as a novice librarian, I found my education at UT to be more than adequate to do reference work in a large, metropolitan public library. I was especially pleased with the background I had, as I came in contact with others who had received less material, more "theoretical" library education. I think a practical approach, which seemed characteristic of most of my GSLIS courses, was extremely helpful.
- 1976 Automation is here to stay in an important way. It would be good to offer more experiences searching data bases on CRT or some other terminal. While not everyone will work with automated systems in their jobs (I do not) it would be beneficial to have this knowledge. Of course, working with CRT every day sharpens skills and students may not be able to do this. I have nothing but praise for the school and I have found out in the field that it has an excellent reputation.

- 1976 Please provide more job experience opportunities for students. Let's get those public library professors (especially public) out behind the service desk in a public library for a month so they can see first hand the changing attitudes of the public towards library service. It would be very helpful to have a course in public relations aimed toward the public service employee. And please, visit some regional libraries. There are four of us right next door!
- 1976 The curriculum is only as strong as the individuals who teach it. My professional weaknesses are within two areas: (a) automation, networking, etc.--areas where I found no challenge because of a weak teacher and (b) information science, computer science, etc.--areas where I failed to obtain coursework because of lack of time. I personally feel that an extended time period--possibly two years required for a MSLS--is a growing necessity. GSLIS offers plenty breadth but time limits the depth of an individual's program.
- 1975 I knew little about the variety of jobs included within the field and would like to have heard more about types of jobs early in the curriculum.
- 1975 More cooperative programs with the business school and the planning school would be very helpful. Computer science is also important. The program would be improved if more specialized "tracking" could be brought in, i.e., administration, reference, children's services.
- 1975 I think the program is excellent and I would do little to change it. I believe the cataloging instruction is much more helpful now (actually, as of 1975 or so if I remember correctly) and more pertinent to the cause. My professors were excellent, though I do wish less time had been spent in the classroom, with more time allotted to practical experience not limited to a particular library. Overall I am and have been very proud and honored to hold the UT-Knoxville M.L.S.!

ACADEMIC (COLLEGE OR UNIVERSITY)

- 1979 I appreciated the fact that the faculty seems to be genuinely interested in each student. This was especially apparent when I was looking for a job.
- 1979 I strongly encourage work experience in a library setting while in school. I also highly recommend practicum experiences--my practicum probably helped me more than any other single item.

- 1978 The school should develop a much stronger management program that would focus on the operations of the library-supervision, budgets, promotions, grants.
- 1978 As a documents librarian a course in MAP librarianship would have been very helpful--many documents jobs are combined with MAP librarian positions. Also the course on legal bibliography should be offered more frequently.
- 1978 I strongly believe that both cataloging courses should be a requirement and that there should be a third GSLIS course (elective) for advanced cataloging just to provide needed practice. More needs to be done with business and legal reference.
- 1978 I attribute a great deal of my sense of preparation to the fact that I worked very closely with reference libraries for 20 hours a week throughout my GSLIS coursework. This gave me a chance to apply what I learned in the classroom. It also made the courses more meaningful themselves.
- 1978 My particular situation has called for a librarian who can be flexible and can assume responsibility for a wide variety of tasks. Financial problems in higher education has caused our library to experience cutbacks in staffing as well as in book budgets, equipment, etc. I feel library students need to be aware of the fact that the "real world" may not provide the ideal situation studied about in textbooks.
- 1978 I feel I learned a great deal in the program, and I enjoyed the program. I had been working in an academic library for 8 years when I began the program and continued to work in a library while in the program. The GSLIS provided a necessary practical background, the work provided a necessary practical background. I feel that the practical background (in the form of jobs, internships, or field experience) should be required of all graduates.
- 1977 Should have taken the children's lit. courses--would have helped with a lot of my reference work.
- 1977 Internship would be particularly valuable for those who have limited or no experience in libraries. Overall, the program had a fairly even balance of pluses/minuses.
- 1977 GSLIS had very few offerings in automation while I was enrolled but has added courses during the last three years. The courses I had in automation and in cataloging were the only ones helpful in my TVA position.
- 1977 I worked full time at the UT main library and went to library school part time. I feel that my work experience was very valuable and it made up for some weak areas in my courses. I

think that all library school students should be strongly encouraged to get practical work experience before they graduate.

- 1977 Cataloging was by far the weakest part of my courses. There were some problems that year with instructors and the class suffered. I was not prepared well for subject headings or other parts of cataloging. We just didn't get those areas in class.
- 1977 I got nothing applicable from the Libraries and Librarianship course or the Library Management courses which I had at GSLIS. In many instances I found the premises of the first course to be misleading due to its emphasis on professionalism rather than professional ethics. The second course did not deal with life or with entry-level positions. Problems of budgeting, personnel, statistics, and organizational structuring were totally ignored. Both of these core courses lack the depth, in my opinion, to justify their inclusion as core requirements.
- 1976 The quality of the faculty is critical to the effectiveness of the curriculum. Be sure to hang on to demanding, knowledgeable, & stimulating people like Pauline Wilson, William Robinson, and Glenn Estes.
- 1976 Even though my answers seem bitter, I have tremendous respect for the faculty of the GSLIS. In reality, they are my only connection to true professionalism in librarianship. My training has given me a real love of libraries and an appreciation of their potential, which is why I have not left the profession yet.
- 1976 As a student I groused about the lack of the specific and practical in my library education. Now, some years later, my attitude has changed somewhat. The broad and deep theoretical base should be the fundamental part of the curriculum, I am convinced. In terms of instruction, however, course work could be designed so that one was called upon to apply the principles of that theoretical knowledge to specific cases. I recall some activities which required this: Bill Robinson's classes usually required some case studies and I had to prepare a mini-budget in another class. I would suggest this kind of exercise is needed more in the instructional program.

SPECIAL (LAW, MEDICAL, ETC.)

- 1979 Need management, business, personnel courses. GSLIS is educating Department heads, library administrators.
- 1979 I believe the GSLIS provides a good overview of libraries and librarianship as well as a well-developed curriculum for

specializing in certain areas such as reference, and children's literature and services. However, training in technical procedures such as ordering books, repairing photocopy machines, etc. would improve competence.

- 1979 I think that specializing is a good idea only for students who are absolutely sure of where they will wind up--and I doubt that there are many of those. I certainly never expected to work at a library for the blind, and yet here I am. And there's no telling where I'll be next. Even when you have your career all mapped out in your head you have to be prepared for detours that may take you to an entirely different destination.
- 1979 I was made aware of some of the new alternatives librarians might pursue as a professional (for example, records management, information specialist) but there wasn't much elaboration. It might be good to have an elective or possibly even a core course that surveys the alternatives. Law libraries are beginning to realize the importance of a professional staff, especially on the firm level. If this specialty & other specialties are taking bigger portions of library school graduates, students should be given an opportunity to become a bit more familiar with them.
- 1978 A close working relationship between student and advisor is needed to insure relevancy of the curriculum to the specific post-graduation job-specific problems encountered by new entrants into a profession.
- 1978 More experience with on-line bibliographic data bases would be very helpful. Students should be given a better idea of the numerous types of organizations that offer library and information positions--trade associations, professional associations, courts, government agencies.
- 1977 Since the Joint Commission on Accreditation of Hospitals (JCAH) recommends hospitals to employ a professional librarian, hospital or medical librarianship is a growing specialty area for librarians. I guess I'm biased, but I think it would be an excellent idea to offer courses in medical librarianship. Also I think ILL serials, PR budgeting & binding of serials should receive more attention in GSLIS core curriculum.
- 1977 I feel I received a much better library education than most of the librarians I now work with, in a large metro public library. The courses which benefited me the most were the theoretical, such as Library in the Community, Academic Libraries, Management. Detail courses such as Cataloging and Social Science Bibliography were either poorly taught or have not been useful to me. I feel very lucky to have had the opportunity

to have studied w/Dr. Wilson--all her courses taught me how to think about libraries & librarianship.

- 1976 Facilities course--with field trips to several different libraries--has been one of the most valuable courses. Should be considered for inclusion in core courses.
- 1976 I am pleased to note the aggressive role GSLIS is taking in adapting to the fast growing field of information control and dissemination. I would like to see a course in program planning and public relations for libraries offered now and then. I think Joe Stines would be very good in developing and teaching such a course. I would also like to see proposal writing on a more realistic level than is taught in GSLIS as a course offering. It sure would have helped me. It might even be a good idea to have a workshop once in a while on how to develop a journal article for library journals. I think more students would take a more active role in research if it was step by step laid out.
- 1975 I believe strongly that moves must be made to a two-year M.S., possibly connected with required field exposure, if possible. I realize this would be difficult to implement. The school is moving in the right direction with unusual information science emphasis. Frankly, I think in 5-10 years, even school libraries will have some connection with computers.

SPECIAL/OTHER

- 1979 I could have benefited greatly from more exposure to computer systems through actual usage. This is probably now possible with the inhouse system. On the whole, my learning experience at the GSLIS was as deep and detailed as a four quarter program allowed.
- 1979 Student employment in the UT library system was probably the most useful aspect of my library education. Practical experience with the everyday rigors of Libraryland is invaluable prior to assuming a professional position. I would suggest expanding the program on a cooperative basis with the University Library, requiring more students to work regularly in one department, or on a rotating basis, to gain experience in a variety of areas.
- 1978 I feel my time and money were very well spent. I feel confident that I could acquire a library position because of my education from GSLIS.

- 1978 I have found the core courses extremely beneficial in providing a wide view of librarianship, i.e. professional considerations, reference, cataloging. The core would be improved by making computerized operations a requirement.
- 1976 People planning to stay in Tennessee ought to know more hard, cold facts of how libraries are run here, and ought to get school librarians' courses.
- 1976 Information Science was new at GSLIS when I was there--its emphasis was on searching data bases. In work situations I've found I've been expected to know records management, publication management, dissemination of information, mailing list maintenance, editing, etc. I've even been asked to write policy for government agencies!!

VITA

Opal Hunt LeMaster has twenty years of experience in organization, administration and supervision of instructional media, library, and information activities and services. She also has experience in the related areas of curriculum design, development, implementation, and evaluation. She has taught English, speech, library science and instructional media. Other professional activities have included planning, organizing, and presenting at seminars, workshops, and conventions.

Ms. LeMaster has been employed since 1978 by the System Development Corporation (SDC) as a Systems Analyst for one of the world's largest construction projects, the Gas Centrifuge Program (GCEP). Her responsibilities have included determining computer system requirements and writing procedures for automating correspondence and document control, cataloging, and indexing. Her work with SDC has required extensive travels and research; e.g., a special assignment to develop an information management system for coal liquefaction, including the development of search strategies, controlled vocabulary, abstracts, procedures for data handling, and synthesis of data from all available sources for responding to specific queries. Another assignment involved organizing engineering data collected as part of an investigation by the Three Mile Island Presidential Committee. Ms. LeMaster is currently on assignment for SDC to Goodyear Atomic Corporation to assist in the design, development, and implementation of the curriculum for the GCEP Systems Training Program.

Opal was formerly employed as an Assistant Professor in the School of Education in the Department of Instructional Media and Library Science at Morehead State University. Other education related positions have included: Librarian and Media Center Director at MSU's campus laboratory school (University Breckinridge) where she was responsible for organizing and administering print and nonprint media; Audio-Visual Librarian for North Hardin High School (Hardin County, Kentucky) where she had the responsibility for organizing and administering media services; Teacher-Librarian at Logan Senior High School (Logan, West Virginia) where she taught speech and English and worked part-time in the library; as Librarian, organized and administered the library at the Logan Branch of Marshall University from the library's inception; and Circulation Supervisor at Marshall University's main library.

Educational honors and awards include: West Virginia State Legislative Teaching Scholarship; Concord College Tuition and Fees Scholarship; NEA Institute at Florida State University; Sabbatical leave from Morehead State University; Outstanding Young Educator in Kentucky; Outstanding Young Educator in Rowan County, Kentucky; and Miss Logan County Education Association.

Ms. LeMaster received a Bachelor of Science degree in Education from Concord College in 1962. She received a Master of Arts degree in Education from Marshall University in 1965 and a Master of Science in Library Science from The University of Tennessee in 1978. Her major field of study for the Doctor of Education degree at The University of

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